

# Editorial

*Gerry Czerniawski*

We begin this issue with an article from Neil Herrington, whose article examines outdoor learning and how this approach to learning can help educators to address key challenges associated with the United



Nations Sustainable Development Goals. Christina Hicks examines the concept of cultural habitus and the structures of social, economic and cultural capital that can influence young people's participation in youth social action

initiatives. Sheeba Viswarajan explores the range of literature available on the effectiveness of science practical work in English secondary schools and considers the possible effects of the removal of internal assessment of practical work from the GCSE curriculum. In her article examining the support given to trainee teachers with educational needs, Lizana Oberholzer focuses on some of the key methods used to support teacher trainees, and strategies developed to enable them to engage effectively with their learners to ensure both the teacher trainee and their pupils make effective progress. Finally, Christine Challen discusses the use of 'real-time' case scenarios to enhance the teaching of cellular respiration while also encouraging higher-order critical thinking skills and better preparation for the

transition from further education to higher education for Access Level 3 students.

Our guest writer is Professor Martin Fautley, director of research in the School of Education and Social Work at Birmingham City University in the UK. Martin was a classroom music teacher for many years. His main area of research is assessment in music education, but he also investigates understandings of musical learning and progression. He is the author of eight books, including 'Assessment in Music Education', published by Oxford University Press, and has written and published over fifty journal articles, book chapters, and academic research papers. He is co-editor of the British Journal of Music Education.

This number's book reviews are provided by Evgenia Theodotou, Rachel Shanks and Ruth Hunt.

Our guest author in the next edition of RiTE will be [Professor Amanda Berry](#), who works at the Faculty of Education, Monash University, Australia. Amanda is Professor of STEM Education.

As always, we hope that you enjoy the collection of articles in this issue of the periodical.