

Editorial

The online publication of the second edition for Educational**utures** for the academic year 2009/10 is a significant landmark in the short life of this journal as we will this year publish three issues in an annual volume. As with any emerging journal there have been a number of teething problems that have had to be overcome. These difficulties have largely been surmounted by the work of Professor John Sharp and Melanie Bullock at Bishop Grosseteste College and the members of the BESA executive who took over editorship of the journal late in 2009. BESA wishes to thank both John and Melanie for all that they have done to ensure that the journal is now on a sound footing. As we move into a new decade we hope that Educational**utures** will continue to grow in strength and that it will become the focal point of debate for all of us with an interest in Education Studies.

In this edition we have a range of contributions that reflect the scope of Education Studies as we move from a theoretical focus to the practical. We also move through several sectors of education, including the compulsory education sector when considering creativity in the national curriculum and the role of astronomy in the teaching of global citizenship, the post compulsory sector when looking at young people not in education or employment (NEETS) and the higher education sector in an examination of the part played by global education in the internationalization of the H.E. curriculum. We begin with a theoretical analysis that examines the work of Axel Honneth, who was particularly concerned with critical theory and associated issues of social Justice and conflict. Mark Murphy explores how such social theory can be applied in the area of education. These debates are very significant for the 'new' Education Studies in the way they provide the lenses through which to critique policy and steer us away from the uncritical training approaches promoted in official circles.

Hope Nudzor examines the New Labour approach to concerns about social and economic exclusion among youth and the rise in the category of NEET. This is currently a very high profile topic that will continue to promote heated debate as we move nearer towards national elections in the UK. Nudzor considers how NEET is actually an inappropriate categorization due to the wide range of young people that fall within it. Assigning to the category of NEET is also a process of negative labeling where political emphasis is on moving NEET's into EETs regardless of individual circumstances or requirements. Due to the target driven nature of ensuring funding, service interventions are aimed at those groups that are possible or likely movers at the expense of those who would benefit from greater support but are perhaps more challenging individuals. As poor previous experience of education is only one factor creating NEETs, Nudzor argues that a different strategy stressing a multi-agency approach is required if significant change is to be achieved.

In 'The rise and fall of creativity in English education' Ashley Compton examines the use of the term creativity and how, depending upon various interpretations, it has been used in different ways over time. Compton suggests that the recent history of compulsory education has involved cycles of the promotion of creativity followed by periods characterized as 'back

to basics'. Once again we are in a time where creativity is seen as a desirable trait in children and worthy of promotion in their education. Compton points out, however, that as in the past what is meant by creativity remains unclear and so it can be used in a variety of ways. The danger of not having a clear understanding of creativity is that the term is used as a 'rallying cry' rather than an embedded concept. He calls for a common conception of creativity, one that is forged by the teaching profession, if we are to avoid the almost inevitable return swing to a restricting 'back to basics' movement.

Global citizenship plays an important role in today's schools and its implementation across the curriculum is a challenge for all educators. Brown and Neale show the often unrealized potential of astronomy as a vehicle for delivering greater understanding, not only of science, but also different cultures. They suggest that stellar constellations with their myths and history pose an ideal opportunity to explore global citizenship. In their article they evaluate a teaching activity they have developed in which students not only place themselves in someone else's situation, but also compare their different reactions when faced with a common situation. These experiences and understandings are then used when pupils move on to an analysis of the change in constellation culture throughout time and the affect politics has had on constellations. For Brown and Neale the skies above us unite many different cultural regions and countries and as such astronomy far from being a remote science can be an exciting means of developing global citizens of the world.

Continuing with the theme of global education we move on to our final article in which Chrissie Dell and Margaret Wood take us into the higher education sector. They analyze the role of global education in the move towards the internationalization of the curriculum of one University. To Dell and Wood the global curriculum involves a participatory learning methodology that involves students learning with and from each other. It requires them to question beliefs and consider issues of meaning and value. They see global education as an enriching experience for learners. Whilst they are specifically using modules from initial teacher education and continuing professional development as examples Dell and Wood argue that the principles of global education are generic and can be applied to all disciplines.

We trust that the range of articles in this edition will prove of interest to teachers and students of Education Studies alike.

Steve Bartlett, Alan Hodkinson, Chris Wakeman.