



Editorial

■ Ade Magaji



Theme for this issue: SEND, Inclusion and mental health

Welcome to issue 16 of the *ASE International* journal. This issue focuses on Special Educational Needs and Disabilities (SEND), inclusion and mental health. There is no doubt that, as professionals, we deal with pupils who may belong to one or more of these categories. Therefore, there is an urgent call to teachers, senior leadership teams, government and stakeholders to develop a more inclusive and integrated learning community where the needs of students in the categories mentioned can be catered to. For example, SEND among pupils may include autism, dyslexia, ADHD,

social, emotional and behavioural difficulties, and teachers are required to adapt their teaching to meet these needs. Teachers may require support, including CPD, more experienced teachers supporting the less experienced ones, and input from other stakeholders to promote an inclusive learning environment.

Promoting inclusion in teaching may include various issues ranging from race, ethnicity, sexuality, mental health and disability to decolonising the curriculum. Educationalists and the public may be aware of these issues; however, a lot more needs to be done to promote inclusion in schools and our community. Mental health has received so much attention from different walks of life and will continue to be promoted in schools to help pupils who are suffering from mental health issues. Some progress may have been made to help pupils, but more should be done, especially in schools, to help teachers and pupils to identify signs of mental health issues and how to support pupils to overcome these.

In the article on *Special Educational Needs and Disabilities (SEND)*, Jon Hickman and Rebecca Dixon-Watmough stated that the inclusion of special educational needs and disabled pupils in mainstream schools could be a cause of concern for the teacher, especially in promoting the progress of all. They suggested that training teachers to support SEND pupils may be helpful. Some relevant associations and organisations that are of help in advising, supporting and offering onsite training to teachers were highlighted. In addition, they featured short advisory articles written by teachers in the field, offering valuable advice and suggestions for strategies to use with SEND pupils.

The article by Tamjid Mujtaba, Sue Dale Tunnicliffe and Richard Sheldrake entitled *Teachers' perceptions of Inquiry-Based Science Education (IBSE) and the implications for gender equality in science education* explores the perceived





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effectiveness of teacher training covering inquiry-based science learning for primary school children in England. Findings suggest that teachers considered inquiry-based learning easy to learn and apply, and engaging for girls.

Joanne Hills' article on *Meeting the challenges of inclusion* discusses the concerns related to promoting the inclusion of pupils in a practical lesson, and some solutions. The concerns include behavioural issues, differentiation, conflict with other subject areas and co-ordinating staff.

Finally, we have the following original articles, together with an indication of their contents:

Mat Noor's article, *An insight into primary science education in Malaysia* provides an insightful account of the development of the primary science curriculum, assessment, the language of science instruction, how teaching science was promoted during the COVID-19 pandemic, and the 60:40 science and Arts policy.

Jane Wragg *et al*'s article, *How can mastery learning promote inclusion in the science classroom?*, explores the concept of mastery learning and its place in promoting inclusive learning among science pupils. It highlights reasons why this pedagogy should be considered by science teachers.

In the article, *We need to talk about... Differentiation*, Lorraine Smith *et al* discuss differentiation, the misconceptions associated with it and classroom practices to support it.

Thank you for taking the time to read our articles. Please contact the Executive Editor if you would like to write for this journal – writing guidelines can be found on page 53.

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