

EDITORIAL NOTE

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Buckingham Journal of Education

It is surely part of being engaged in the academic study of and enquiry into education to explore alternatives. To offer an alternative perspective which provides evidence that there may be another way of succeeding at a personal, school, community and global level.

Some of that perspective is gained by highlighting problems with things as they are. Another viewpoint is achieved through brave souls ‘doing it differently’ and giving an honest account of success and failure. Most importantly we must listen to the voices of our profession and our pupils.

On a Saturday in September 2022, the Rethinking Education Conference was held in a London school. Over 500 education professionals attended, with almost another 100 joining in on line, and most importantly, young people who were both the victims and beneficiaries of education.

There was a tremendous outpouring of ideas and initiatives, all representing alternative ways of ‘doing’ learning. Speakers included: pupils, teachers, administrators, academics (including some from the University of Buckingham), and other professionals engaged in supporting young people. The defining feeling from the day was the positivity, energy and drive to further improve the learning experience of all children.

It was always planned that this July edition of the *Buckingham Journal of Education* would feature practitioner research. We have worked with some of the speakers and organisers of the rethinking education conference to capture some of the contributions to produce this edition.

With all that in mind, we invited Dr. James Mannion, By-Fellow of Hughes Hall, University of Cambridge, Associate of the UCL Centre for Educational Leadership and the Director of Rethinking Education, to guest edit. We have no doubt that this edition of the *Buckingham Journal of Education* will prove to be different, challenging and enjoyable.

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April 2023

Mark Deacon is the Editor *Buckingham Journal of Education*. He has 30 years of teaching career in the state and private sectors. He is celebrating 10 years of working in Initial Teacher Training and in editing the *Buckingham Journal of Education*. He is a lead Tutor at the University of Buckingham and a Senior Lecturer in Science Education at the University of Brighton.