

## Foreword

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This journal sits comfortably at the intersection between research informed practice and practice informed research. The contributors are clearly interested in how we bring research to our daily practice with children and young people. However, they are also setting out how that daily practice needs to inform further research that is relevant to the classroom or playroom. The articles are brimming with relevance and also show the values led approach of the contributors. Tackling the deeply entwined issues of poverty and inclusion run through the contributions from Lobo, Fisher and Dudgeon on inclusion in primary schools; Kelly on more effective use of support for learning workers; McConachie's focus on the language of inclusion; McDermott's critique of the systemic lack of data and options for early school leavers; and Stewart's focus on collaboration to support inclusion. Tackling the issues of poverty and inclusion are clearly the beating heart of leaders in education.

It is also interesting to note how much we all still live in the shadow of the Covid pandemic with very practical reflections from Baker on wellbeing and pupil voice and Mochan on the ways Covid has shaped and challenged headship. Educational leaders in my experience tend to be very practical people and that is evident in the contributions. In particular Graham's article on BGE to senior phase transitions which continues to be a contested issue, although perhaps not sufficiently contested yet to lead to meaningful change. Likewise, the focus on interdisciplinary learning from Arthur, Corral and Harvie opens once again a very necessary discussion in a post-Hayward landscape, in line with several contributors pointing to an implementation gap between Curriculum for Excellence intention versus practice. Mills usefully focuses on the opportunity gap in the PRD process which demands leadership in order to achieve its potential while Preston takes us back to the key to improvement which is rigorous self-evaluation. Finally, Hamilton sets out the ways in which drama can be used to enhance young people's participation as it is an inherently collaborative subject.

As mentioned, the values led approach of all contributors is commendable and shines through every page. In the context of permanent reform in education it is encouraging to know that colleagues can be rooted in the literature and research as well as making this significant contribution to the body of literature available on key issues facing Scottish education.

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Dr Douglas Hutchison is the *Executive Director of Education* for Glasgow City Council and a member of the LSPE Editorial Team. Throughout his career, he has advocated for educators to be strong role models of lifelong learning. He has always been interested in research and has completed a Masters in Psychological Research Methods at the Open University, a MSc in Educational Psychology at the University of Strathclyde and recently, a Doctorate in Educational Psychology at the University of Strathclyde. He believes educational policy and leadership practice should be rooted in research, and the profession should consciously critique local and national policy decisions to ensure children and young people benefit from practice that has a credible evidence base.