

EDITOR'S NOTE

In the UK, there is a tide of increasing recognition of the importance of open access publishing. Since its inception, CORERJ has been free to submit, free to publish, and free to access – and we are proud to have been recognised for this Diamond Open Access status with our listing on DOAJ.

At the core of CORERJ's mission is to promote the work of the outstanding early career researchers within the University of Cambridge's Faculty of Education. As science is more than ever an international endeavour, we are also proud to develop the skills of early career researchers worldwide – and there is a strong international dimension to the work presented in this volume.

We are extremely proud of our authors who explore crucial education questions in post-conflict contexts, including peace education and refugee access to higher education. The international nature of this volume is also highlighted in the breadth of explorations of the practice of teaching English as a Foreign Language - including perspectives of Vietnamese teachers on code-switching, the use of multimodal text for reading comprehension in a Chinese context, and leadership in administration within a higher education context in Hong Kong. Other authors explore language learning itself – including intercultural communicative competences, and the use of creative writing within the language learning curriculum.

Insights around the importance of sustainable school organisation and innovation is highlighted by authors which investigate early childhood education, sustaining the use of new learning platforms, and the evidence for and against mixed age groups in primary schools. Other authors have researched how students are learning in schools – including the use of play to disrupt power in creative arts, how gesture is used as a response to wordless picture books, and issues surrounding GCSE textiles courses.

This publication has been made possible through the work of the CORERJ committee – particularly Giovanna Lucci, who has gone above and beyond her role as Research Communications Officer & Co-editor, and Hogai Aryoubi, this year's Deputy Editor - and I am incredibly grateful to you both for your hard work. I would also like to thank Olivia Marsh, Emily Goodacre, Nasia Kostiou, and Jenny Jiang for their work on this volume as sub-editors, to Tom Cohwitt and Anna Purkiss for their support as Chair of FERSA, and our faculty advisors Professor Susan Robertson and Dr Louis Major for their guidance.

The high calibre of the work submitted this year has resulted in our largest volume to date, with thirteen articles having successfully passed both rigorous peer review and open review stages. For this, I would like to thank our CORERJ Associates - the reviewers who participated in peer review for this volume. Without you, this would not be possible.

It is a privilege to have been elected as Editor to oversee the publication of Volume 6 of the Cambridge Open Review Educational Research Journal. Bringing together these insights, research, and practice in one volume is our pleasure. We hope you enjoy it.

Liz Killen

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