

Editorial

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The Journal for Researching Education Practice and Theory (JREPT) publishes volume 7, number 2 which brings together a collection of research papers from practitioners from a range of practice settings. This issue presents four papers as follows:

The first paper by Onoud Eid Mobarak Khameis Alzaabi and Ahmed Bawa Kuyini examines the efficacy of a peer support intervention (buddy system) in inclusive classrooms at a government school in Fujairah, UAE. Using a mixed-methods approach, the findings of the research showed some valuable effects of the buddy system on students' academic performance and social development. In addition, there was evidence of the development of strong peer relationships, better communication skills, and improved teamwork abilities in students participating in the buddy system. The paper highlights the need for the utilization of cooperative and inclusive methods to enhance academic success and social development for students in Government schools.

In the second paper, Badawieh and Abukari report on a research that focused on understanding how inclusive leadership influence students' academic achievements and its overall impact on school dynamics. The paper utilises in-depth semi-structured interviews with heads of inclusion from different private schools in Dubai. Participants were purposively selected based on their expertise and experience in leading inclusive initiatives within their respective schools. The finding shows that inclusive leadership plays an important role in promoting student achievement, in addition to fostering inclusivity in educational settings.

The third paper, research reported by Syeda Kauser Fatima and Faiza Qasmi, explores technology-enabled pedagogies and their impact on student learning particularly in

promoting student-centered learning. Based on selected higher education institutions, data were collected from a total of 120 teacher educators to achieve the aim of the research. The findings of the study highlighted the effectiveness of personalized, technology-driven educational strategies in increasing accessibility, educational equity and student engagement. The paper recommends that future research should focus on the long-term impacts of technology-integrated education and the development of scalable educational models on student learning. Although acknowledging limitations due to varied technological infrastructure across institutions, the authors conclude that embracing technology-enabled pedagogies is essential for effective learning and preparing students with crucial 21st-century skills.

The final paper in this issue, by Azzah Abdulkarim Abdool Alawadh, examines instructional leadership techniques of school leaders and the influence of these practices on learning and teaching within the framework of the public-school system in the United Arab Emirates. The paper provides insights into areas such as effective leadership strategies, modifications to the quality of instruction, improved student outcomes and recommendations for policy and training programs targeted at optimizing educational leadership and performance in UAE public schools. The paper highlights the impact of effective instructional leadership as used by educational leaders and practitioners in the UAE on teaching quality, student learning results, and overall school improvement within the distinct cultural, social, and educational features of the UAE. The paper supports and encourages policymakers to promote initiatives that influence the overall practice of instructional leadership.