

Editorial

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Welcome to Volume 7 of The Journal for Researching Education Practice and Theory (JREPT), which once again, showcases a number of research and reflective papers on education practice presented from the practitioners' standpoint.

The first paper assesses access and potential use of grey literature (GL) by healthcare education professionals in Ghana, cast within the context of developing countries. Using a qualitative content analysis approach based a sample of five public universities in Ghana, the paper critically analysis the characteristics of online repositories of the selected public higher education institutions. The findings show that the online repositories hold large databases of GL with many items relevant to healthcare education, are accessible online and have appropriate search engines that facilitate access and retrieval of documents. The paper argues that the characteristics of the repositories shows potential for access and use of grey literature by professionals. However, the finding highlights issues with intermittent access to internet in some of the repositories; lack of organised access and retrieval of GL materials. The paper provides a few recommendations to improve access and use of grey literature – these include provision of modern IT systems and stable internet connectivity to institutions holding large GL databases.

The second paper is another qualitative study that explores the perceptions of a key inclusion leader on gifted education and its implementation in a private K-12 school in Dubai. It focuses on answering two main research questions: (1) What are the perceptions of a key inclusion leader regarding gifted education? (2) How is gifted education implemented within the school context? Data were generated from a semi-structured interview and analysed thematically. The

findings show that while the leader values gifted education and applies some strategies for its implementation, barriers such as limited resources, specialized knowledge, and parental expectations hinder the effective integration of gifted programs. The results point to a need for more structured identification processes, broader criteria for giftedness, and a shift towards distributed and inclusive leadership models to foster better support for gifted learners.

The next paper, 'The role of agile leadership in fostering innovation in UAE educational Institutions' explores the role of agile leadership in enhancing innovation in UAE educational institutions for sustainability. Based on a systematic review of relevant literature, the findings suggest that while some researchers use agile leadership in advancing higher educational settings, other studies offer a focus on innovation, culture, and agile leadership effectiveness in different organisations in the UAE. Furthermore, the findings indicate the significance and crucial role of agile leadership in the development and enhancement of better educational settings in the UAE. However, findings stress on a need for increased focus on agile leadership research to get a deeper understanding of agile leadership.

Paper number four focuses on critiquing a teacher evaluation policy in a private school in Dubai. It argues that evaluating teaching practices is a fundamental process in any quality education system. Based on critical document analysis of teacher evaluation policy, the findings highlight different components a typical teacher evaluation policy should have and suggested areas of improvement in the policy under analysis.

The last paper aims to understand educational leadership theories and practices in Abu Dhabi schools. Based on a meta-synthesis approach, the findings reveal that transformational leadership style is predominant in Abu Dhabi schools displaying many positive impacts in terms of teachers' satisfaction, students' achievement and overall school performance. The study also highlighted the diversified, dynamic and evolving nature of Abu Dhabi educational system which necessitates leadership with a high degree of adaptability and exhibition of

emotional and cultural intelligence attributes. Furthermore, the findings show that female school leaders have been successful. The paper recommends further research in the area.