

Editorials

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Welcome to another issue of the Journal for Researching Education Practice and Theory (JREPT) that would share with you research and reflections from practitioners on current practice and understanding in the field of education. The first paper presents findings on a research that focused on understanding the contribution of clinical education in preparing undergraduate physiotherapy students for practice in the area of health practice. The findings from the study show that clinical education, which exposes students to the reality of what happens in the real world of practice is valuable in a number of ways: useful in developing reflective practice, exposes students to evidence-based practice, opens opportunities for students to develop interpersonal skills and develop open-mindedness for feedback which are all vital for professional practice. The paper emphasised on the crucial role of clinical practice in training health professionals. The Second paper investigates teachers' perception of assessment literacy and its impact on effective assessment practice. Although the finding shows that teachers in the case have high assessment literacy, majority of them mainly use assessment for the purposes of making judgement on students' academic achievement rather using it to improve student learning. The third paper in the issue aims at determining how teachers' opinions of the MAP exam influence their attitude towards the MAP policy/practice. The finding indicates that teachers' perceptions/opinions heavily affect their attitudes in terms of MAP test data analysis and communicating the automatically generated reports with different stakeholders. The study proposes that

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schools seeking to improve in students' MAP scores should consider using the findings to inform the development of guidelines to facilitate that, which invariably emphasizes on the importance of teachers' professional development to be able to effectively utilize MAP reports. Paper number four focuses on examining faculty members', in a health training institution in the UAE, satisfaction with e-learning during the Covid-19 pandemic. The findings indicate a number of varied satisfaction rates of faculty across a number of themes in e-learning practice. It encourages policy makers to support faculty to undertake relevant training. The final paper in this issue investigates the concept of authentic leadership through the practice of successful leaders at a private school in Sharjah. The findings show that the school leadership practice shows some 'authentic leadership traits such as self-awareness, internalized moral viewpoint, and balanced thinking'. As usual, we hope the papers in this issue would help inform your practice.