

Editor's Comments

Historically speaking, it has been the practice of this journal to publish articles that speak to a wide range of scholarly work from researchers—emerging, young, and established. To be clear, the four submissions as published in this issue of *JTL*, here written by Canadian and American scholars, address the areas of professional development, the intersection of culture and identity in young elementary children, a program designed to prepare in-service teachers to enhance instructional effectiveness with ELL students, and research that examines a relational model of professional development through reading.

The first article in this issue, a submission by Julian Kitchen from Brock University in Canada, Kitchen reports on a four-year relationship with an experienced elementary school teacher. In this piece, the author describes how a particular relational stance contributed to the dramatic professional renewal of one particular elementary school teacher. Although most professional development practices have not shifted substantially from models and paradigms of knowledge dissemination and training, Kitchen presents a view of what professional development could look like if were ongoing and situated in relationships and contexts that supported teacher learning.

A doctoral candidate at OISE/UT, Christina Parker presents her study of a group of Grade 4 students from a Toronto elementary school as an exploration of how children construct various cultural identities. Engaged in a process of cultural investigation, the three children in Parker's study offer some insight for policy makers and for teachers who wish to support children in the classroom who wish to learn about their cultural heritage and gain a better understanding of themselves and their family's history. In Parker's piece, we learn how the conceptualization of identity by children may impact their learning and their socialization at school.

In the United States, grade-level teachers are facing greater responsibilities for teaching growing numbers of English language learning (ELL) students. Such demands have meant that teachers have had to re-consider their own instructional practices. The third paper in this issue of *JTL*, by Kevin Murry and Socorro Herrera from Kansas State University, describes a program designed to assist in-service teachers to enhance their instructional effectiveness with ELL students in traditional classrooms. The program reported in this paper emphasizes the use of collaborative inquiry groups in which teachers serve as critical colleagues, who challenge one another to implement research and theory-driven practices and reflect upon their existing assumptions about the instruction of ELL students.

The final paper in this issue of *JTL* considers a relational model of professional development that nurtures teachers' interest in learning and professional growth through reading. In this paper by Sarah Jane Twomey, we are introduced to "Louisa," one of six participants in a teacher reading group. In this particular study, we learn how Louisa's reading practices became a way for her to identify and critique some important personal and professional issues as a teacher as she begins to develop a new unit of study for her English as a Second Language students.

To complete this issue of *JTL*, two extended book reviews appear here. Specifically, Kelly Young from Trent University considers the work of Rebecca Luce-Kapler, a extraordinary writer and Queen’s University Educator. Here, Young offers a critical review of Luce-Kapler’s book *Writing With, Through, and Beyond the Text*. In her review, Young notes that Luce-Kapler “brings together writing, its interpretative experience and identity, and the more than human world through a conceptualization of writing as a system –an ecology socially comprised.” As a writer with an interest in writing in schools, we learn that Luce-Kapler is “concerned with encouraging writing practices and paying attention to the transformative possibilities of language as she views reading and writing as intricately connected.”

The second extended book review, offered by Jim Parsons from the University of Alberta, considers the book *Remix: Making Art and Commerce Thrive in the Hybrid Economy*, a work by Lawrence Lessig. In recent years, the world has come to encounter the notion of the “mash-up.” In fact, there are many kinds of mash-ups—for instance, YouTube videos have, in more recent months, brought together many opportunities for the technically-inclined to mix and match videos from different sources to create whole new videos. Some of these videos have become “viral.” In Lessig’s book, however, the notion of copyright is considered in light of the “mash-up” of student papers. In another time, one would have described such an act as “cheating” or “plagiarism.” In this essay, Parsons reviews a work that presents a look at how a whole new generation of young people are prompting the world to look at and re-consider copyright regulations.

I hope you enjoy this issue of *JTL* and invite you to submit papers and book reviews for consideration! It has been a pleasure to pull together such an eclectic group of papers for another issue of the journal.

Darren Stanley
Editor