From the Editor: Teaching and Learning is Five Years Old. Moving Forward:

Raymond Chodzinski

This is my last editorship of Teaching and Learning. In my capacity as the first Associate Dean of the Faculty of Education at Brock University, Ontario, Canada, I envisioned and proposed the development of a professional development newsletter/journal/magazine that would become one of the voices of the Brock-Golden Horseshoe Educational Consortium. This advisory group is a unique coming together of eleven area school boards and a Faculty of Education with a defined purpose to further understanding and increase communication between education partners in the region known to many as the Greater Niagara Golden Horseshoe. It was my intention then that the interviews, articles, reviews and resources and local school board content published in each issue reflect a thematic, purpose with featured, invited, adjudicated, re-edited or reprinted professional development articles. More important it would be reader friendly, professionally informative and a publication that readers would want to collect, refer to and pass on. I believe that over the years the journal has evolved and delivered on its promise and has established a forum for new writers and previously published experts across a broad range of themes featured in the 11 issues published since Spring 2002. Our first printing, Internship and Mentorship was between 300 and 500 copies. Since then we graduated to a high of almost twelve thousand printed copies of the issue on Bullying (sold out twice) and have regu-

larly printed and distributed between 7000 - 8500, (32-36 pages) copies of each issue such as Storytelling, Boys and Literacy, Stress in Schools, Leadership, Assessment and other titles. Authors and readers including a small but dedicated group of subscribers comprise not only a local following but a national and international base of contributors, readers and believers. This, my final issue as editor, brings together an interesting blend of articles that deal with action research as a viable and robust research method for dealing with issues that arise in education and social care settings.

I want to use this opportunity to thank all authors who have submitted articles for publication in Teaching and Learning. As well I applaud all my colleagues and friends who anonymously reviewed and assisted with the selection and often contributed editorial advice with respect to the various manuscripts and articles received and published over the past five years. Accolades go to those education administrators of the supporting school boards who were instrumental in its founding and who remained committed to the project by providing financial and professional support. I particularly want to thank Anthony Mollica, owner of Soleil Publishing and "professor emeritus" at Brock, for his support, advice and professional consultancy skills and to Nancy

Schoeberle Administrative Assistant, who, since the inception of Teaching and Learning has provided ongoing administrative support and excellent management and organizational skills, and to Dr. Michael Manley-Casimir, former Dean of the Faculty of Education and acting Vice-President Academic for his unending support and commitment to the vision. I extend to Dr. Roger Beatty, Associate Dean of the Faculty of Education best wishes as he continues in his role as Chair of the Education Consortium and initiates the process of changing, compiling and delivering the current format into an electronic publication, edited and supervised by current Brock faculty and staff. I officially retired from Brock three years ago. After a five year run as editor it is appropriate to say goodbye and let others define the destiny of Teaching and Learning. Obviously I will miss my role but that said a new and innovative project appears to be unfolding; one which involves a broader readership base with national and international exposure focusing on "stories" in education and other care-giving venues with global appeal and interest.

Ray Chodzinski is a former Associate Dean, Faculty of Education, Brock University and founding editor of *Teaching and Learning*. He is now actively involved in the private sector, Solutions-RTC. "expanding horizons" providing specialized counselling services and executive coaching. He is in the process of writing a follow-up to his successful book *Bullying in Schools and Communities*, still available through Soleil Publishing and is completing the text for an illustrated children's book.

In this issue:

Action Research is a term of ten misunderstood in educational and social science research. In some institutions action research raises alarm bells with traditionalists. Often attributed to Kurt Lewin, essentially it means field-based, problem solving research often collaborative in nature, conducted with individuals and groups, usually in a semi-controlled settings that has as its objective, direct benefits to its participants and others interested in on site field-based applications. Classroom applications, health care and human care services are often fertile ground for innovative exploration.

The issue begins with Dr. George Richardson Associate Dean at the Faculty of Education, University of Alberta. He responds to questions that seek to discern exactly what Action Research is and what are the benefits for teachers who seek to implement sustainable change in classrooms and school communities.

Dr. Vanessa Zerillo, Director of the Field Based Graduate Program in Education, Southern New Hampshire University, explicitly and precisely outlines her case to support the teacher as researcher in a paper appropriately titled "In the name of action Research".

Dr. Kurt Clausen, Assistant Professor at Nipissing University and Dale Petruka a principal with Brant Haldimand Norfolk Catholic District School Board discuss the essentials for a successful school wide Action Research project.

Dr. Julian Kitchen, Faculty of Education, Brock University and Dr. Dianne Stevens, project researcher and instructor at The Ontario Institute of Studies in Education present their thoughts on how to prepare pre service teachers to be adaptive experts.

Dr. Carol Reed, author, consultant and action research teacher presents an action research strategy designed to improve instruction and outcomes.

Mark Smith and Michele Doyle's previously published article provides readers with an overview of the traditions, perspectives and development of action research since its inception.

This issue concludes with selected passages from Raven Sinclair's article Participatory Action Research and Epistemology: A Really Good Fit originally published March 2003, Aboriginal and Indigenous Social Work, <http://www.aboriginalsocialwork.ca>

While links to several Action Research Resources and on line journals are printed on page 27, three interesting and informative "Ontario" links are: Queen's University Action Research Homepage at <http://educ.queens.ca/~ar>, The Ontario Action Researcher at http://www.nipissingu.ca/oar/relevant_links.htm, Dr. Kurt Clausen, editor and Action Research Educator Support, edited by Professor John Lawrence Bencze, U of T. at OISE at http://www.leo.oise.utoronto.ca/~lbeneze/Action_Research.html. These sites provide access to articles, resources and links for teachers and others interested in action research.

Call For Papers

Teaching and Learning invites articles on the following topics:

Volume 4:3 Arts In Education

Volume 5:1 Creating Safe School Environments

Due to the fact that we are in the process of changing our format from print to an open source on line journal closing dates for submissions have been changed.

Please note Submissions for Volume 4:3 Arts in Education has been extended to December 01, 2007 and will be published Winter, 2008. The submission deadline for Volume 5 Issue 1, Creating Safe schools has been extended to April 30, 2008 and will be published Spring, 2008.

Guidelines for submission were published on pg 21 of Volume 3.3. Dr Tony Dipetta has agreed to be guest editor for the next issue. Upcoming editors will be published in future issues of the journal. Please direct all enquiries and submissions to the Editor: Teaching and Learning, Faculty of Education, Brock University, 1842 King Street East, Hamilton, Ontario, L8K 1V7, Tel 905-547 3555 ext. 3610 Fax 905-547-9500 Email nancy.schoeberle@brocku.ca

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