From the Editor

It may seem trite to repeat but it is important to stress that any worthwhile innovation or significant change to teacher education and subsequently schooling cannot occur without research, collaboration and school based input. Past education reports such as *Living and Learning*, *The Fullan Report* and *The Radwanski Commission* stress that change in education practice comes from a combination of several factors. These are an ongoing commitment to quality teaching, excellence in the preparation of teachers, active and supportive research, dedication by principals, teachers and administration of what it means to be an educator and commitment to an examination of career long professional development. I add also that it means listening to the voices of students, teachers and parents as they reflect and process what schooling and ultimately what education is all about.

This issue begins with an invitation by Dr. James Heap the new Dean of the Faculty of Education, to share in his quest to determine what are the best characteristics of teacher candidates and how the Faculty and its partners might collaborate effectively to graduate beginning teachers who will exhibit these prerequisites. In an interview with Dr. Bernie Warren, noted scholar from the University of Windsor and founder of Fools for Health, I discuss the role of Clown Doc-

tors and how the various skills employed by these dedicated care-givers applies to the profession of teaching. Dr. Warren shares his thoughts about what characteristics teachers should bring to the classroom. Sharon Moukperian a former Brock graduate, now teaching at Niagara College puts what Dr. Heap says about understanding the role of constructivism and innovative thinking in practice by sharing a glimpse of what she does with students to promote new learning strategies and capacities with her students. Dr. Kris Kirkwood, former Brock professor, now Chair of Graduate studies at Nipissing University and Dr. Heather M. Rintoul of Nipissing University, reveal researched perceptions about why students choose to be absent from school. Interesting is that many of their findings relate directly to Dr. Heap's assertion that characteristics of teachers are an important element of the schooling process. Dr. Harry Legum from Coppin State University, Baltimore, Maryland, follows with a glimpse of what middle school career counselors do to help prevent premature school withdrawal. His article provides recommendations applicable to all teachers interested in assisting students to participate in the career selection process. Gail Cipriani of the Hamilton Wentworth District School Board and Kathryn McInnes Adams of Hamilton Health Sciences Unit

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describe a collaborative and innovative science /health program that promotes career development and prompts students to investigate career paths from a hands on perspective. Finally, Kate Jones another Brock graduate, now a successful trainer, consultant, author and public speaker, shares a reflection about a journal writing activity she undertook with a group of grade eight students and how her gleanings apply to teachers and other professionals.

Together these articles provide a glimpse into the lives of students and teachers as they try to sort out the difficult process of helping students to stay in school and to work toward a beginning look at subsequent career paths. All the articles demonstrate the need to understand that while what is taught to students is important perhaps more important is how it is taught and by whom.

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