Welcome to the 2015 Issue!

It is our great pleasure to bring you the 9th annual issue of the *Journal of Classroom Research in Literacy*! In different ways, each article evokes the spirit and engagement required to build communities in educational spaces that foster equity and social cohesion.

While they have been a common practice in Ontario schools for over 30 years, book clubs are considered in this issue through the scope of a grade 7 summer course for students deemed underachieving in literacy capability. Dalia Alghamdi and Robert Walters’s study engages with ideas of reader-identity formation within the context and structure provided by a book club and stresses the importance of reading as a social practice.

In Justine Bruyere’s article, we are transported into the classroom of a teacher as she works to implement the social practice of dramatic performance with her students. We learn about the power of performance to engage young minds and how it positively impacts their writing and knowledge of narrative structure.

Finally, in this issue, we have also decided to publish our very first reflective teaching practice piece. In the spirit of building community and fostering understanding of diverse pedagogical practices, Terry Spanish’s piece on teaching the Anishnaabe Language is timely. It is necessary and important to hear Indigenous voices and when he states that separating “culture from language disables the context of language,” he speaks to the challenges that local Indigenous communities are facing. As we and our readers are teachers and researchers who work in and for the improvement of our educational communities, the hope then is to rise to these challenges.
The JCRL editorial team (top row, from left): Emily Smith, Shelley Stagg-Peterson, Grace Chan; (middle row, from left) Essa Chang, Lena Glaês Coutts, Heba Elsherief; (bottom row) Carole Doyle-Jones.