From the Editorial Team

In today’s Ontario we are long past the times when teachers went into their classrooms and closed the door. Those closed doors made collaboration and professional learning challenging and many teachers yearned to learn with and about their colleague’s classroom practices. It is therefore with great pleasure that we announce the launch of this online journal for classroom teachers. It opens a door into Ontario classrooms where you can discover innovative, effective practices in literacy. Welcome to the *Journal of Classroom Research in Literacy (JCRL)*!

It is our hope that through this journal, you will have access to a wider professional learning community by stepping outside your school or school board and exploring insights, strategies and critical reflections on literacy teaching. The research featured in this journal is current and relevant to teachers working in classrooms.

We also invite you to give voice to your own observations, experiences, wonderings, and ideas about teaching literacy by writing articles for *JCRL*. As a reflective educator, your teaching experience is important and we hope that you will share it with your colleagues through this online forum. This journal allows you to take that next step and make your practice available to the world. The JCRL format also allows you to have a conversation with other educators. Feel free to get the conversation started by adding comments to articles that provoke your thinking.

In this inaugural issue of the *JCRL*, we feature the research of teacher candidate, Amber Hefferman, teacher and doctoral student, Yiola Cleovulou, and teacher Kelly Taschner. Amber introduces graphic novels to her grade 1 class in read-alouds and carefully observes two struggling readers to explore if using this type of text affects their reading engagement. Yiola observes and reflects on a grade 5/6 classroom teacher’s use of strategies that foster inclusion and engagement while reading a class novel. Kelly examines the underlying value system that guides teachers when they assess student writing, and explores alternative criteria for evaluating writing.

It is our hope, that with the journal we will be able to reach out to a wide variety of classrooms and educators who are as passionate about literacy as we are. Our editorial team also reflects the diverse perspectives of educators (e.g., teacher candidate, graduate student who has classroom experience, classroom teacher, school administrator) whom we hope will read and write for the *JCRL*.

Thank you for joining us in the launch of this new literacy journal for classroom teachers!

Shelley Stagg Peterson  
Lena Glaës-Coutts  
Hyeran Park  
Sara Ann Francis  
Erika McMeekin
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