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## Editorial Introduction

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## Editorial Introduction

**Catherine Compton-Lilly**

Welcome to the newest edition of *Networks*. This edition is packed with the voices of practitioners with a wealth of information to share. Each of the authors share insights related to their teaching and the lessons they learned by reflecting on their work with children.

In *Walking in My Students' Shoes*, Mary Amanda Stewart invites readers to accompany her on an important journey as she learns to speak Spanish. Her experiences as a novice Spanish speaker parallel those of her students and reveal many important lessons about language learning that now inform her teaching of ELL children. Specifically, Ms. Stewart reveals how the theories she had been learning in her graduate courses came to life as she lived some of the challenges her students face in her quest to learn Spanish. Lessons about the importance of the affective filter, positive feedback, her relationship with the teacher, and the power of learning within a supportive community of peers are all highlighted.

Lisa Roof and Cheryl Kreutter join forces to attempt to solve an interactive storytelling puzzle. Together they explore the affordances of the "Teaching through Storytelling Method" for ELL learners through cycles that involved implementation of the method, reflection on the results, and refinements of the method. Via this process, they learned important lessons about crafting instruction for students in particular contexts and the importance of reflective teaching and ongoing modification of instruction. While they celebrate the parts of the puzzle that they solved, they remind readers that

there is always more to learn and further challenges to explore.

In *Independent Reading and the 'Social Turn'* Matthew Knoester explore the intersection of independent reading, adolescent reading habits, motivation and students' social relationships. Drawing on interviews conducted with his former students, their parents, and their current teachers, Knoester reveals important insights about what independent reading entails and its connection to children's social relationships. This paper challenges the assumption that reading is a solitary activity and provides insights that can help teachers to draw on the social nature of reading as a tool to motivate their students to read.

Finally, this edition of *Networks* features two book reviews. Alison Leonard reviews *Revolutionizing Education: Youth Participatory Action Research in Motion* edited by Julio Cammarota and Michelle Fine. This book presents a set of provocative chapters dedicated to telling stories of transformative action research conducted with and by youth. Thomas Ryan reviews *Leading with passion and knowledge: The principal as action researcher*. This book offers support and strategies to administrators who are interested in conducting and supporting action research in their schools.

Together, these articles and book reviews reveal a glimpse of the wealth of knowledge and insight that so many teachers bring to their work with children. It is our hope that these projects will inspire many others to become teacher researchers in their own classrooms.