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Vitallis Chikoko

This Issue comprises two sections namely, articles and one book review report. In the former section, a variety of topics are tackled. In the first article, Rangana *et al.*, explore contextual factors that may influence the success of Participatory Action Learning and Action Research (PALAR) in developing school improvement plans in community schools. They found that language, cultural awareness and collaboration are key factors. They propose a new genre of PALAR involving four considerations: Situatedness, Empowerment, Roles, and Vulnerability (SERV).

The call for teacher leadership in schools has become more and more topical across many education systems. In the second article, Malik explores how teacher leaders and school managers understood and experienced teacher leadership development. Malik concludes that the key to teacher leadership development is prospective teacher leaders' positive response to opportunities and initiative for development.

In this modern world, the role of technology in teaching and learning cannot be over-emphasised. In the next article, Nhlapo *et al.*, examine the use of technology in three subjects in primary school: Mathematics, Science and Technology, in seeking to enhance the quality of teaching and learning therein. They found that teachers used technology on a very limited scale. This was largely due to poor school management and lack of skills. They conclude that the quality of initial teacher training requires re-visiting.

Research supervision and doctoral level, involving protracted engagements between supervisor and supervisee, is often fraught with challenges. In the fourth article, Mupa explores such challenges in the broad field of Social Sciences. Findings reveal methodological, infrastructural and policy challenges, among others. Mupa recommends intensive supervisor training and doctoral education initiation of candidates.

The role of the community in education remains topical. In the next article Muzenda discusses community involvement in the promotion of high education standards in a selected school circuit. The study found that community involvement was limited to parents and guardians of learners presently studying in the schools in question. Muzenda recommends the exploitation of various capital in the broader communities.

Similar to the preceding article, partnership in education remains a very important and useful approach to addressing the many challenges in leading and managing education. However, such partnership is often fraught with ills such as conflict and self-centredness. In the last article, Khuzwayo studied the efficacy of school governance partnership involving school principals, school governing body chairpersons and teacher union site stewards. The study found that there was sound collaboration between the three constituencies. Therefore, such partnership needs to be nurtured and exploited more towards effective school governance.

In the section of the Issue, Blose reviews the book: 'Working between the folds: School leaders reimagining school life', edited by Ramrathan *et al.* The book addresses two topical issues in South Africa namely, education reform and possibilities for the future.