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Editor's note

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Dear Readers,

It is with a great sense of pride and accomplishment that I have decided to step down as editor-and-chief of the Occasional Paper Series. I am delighted to announce that Gail Boldt, Professor of Curriculum and Instruction at Penn State University and senior OPS Board Member, will be succeeding me in July. We have been working closely together over the last year to assure a seamless transition in the journal's leadership.

When I became editor 18 years ago, OPS was a small publication of single essays that appeared at irregular intervals. Now an on-line journal of 9 themed essays that appears each fall and spring, it has grown from 300 print copies distributed primarily within the Bank Street community to an online, internationally recognized journal with articles that are downloaded more than 5,000 times a year.



Originally the idea Pat Wasley, then Dean of the Graduate School, and under the leadership of its first editor, Frank Pignatelli, OPS was designed to provide a venue for Bank Street faculty to publish work in the pipeline. Today it is a double-blind peer reviewed journal that receives submissions from around the world. Optimizing the affordances of online publication with photos, graphic essays, and podcasts, OPS has helped to expand conceptions of educational research and representation.

Over nearly two decades I have had the opportunity to work with outstanding authors and guest editors offering diverse expertise but a shared commitment to the principles of progressive pedagogy on which Bank Street was founded. I believe our signal accomplishment has been the creation a journal offering theoretically informed articles that are accessible to a broad audience of educators. With the intention of nurturing promising first time authors, we have privileged narrative styles that draw readers into compelling arguments about the state of education today and what it might become in the future. We have also tried to privilege richly textured essays that provide a vivid sense of the lived realities of children and their teachers. We have encouraged authors to show our readers what works and to be forthright in reporting what hasn't worked and in explaining why.

The success of the journal would not have been possible without the commitment of its working board, the Bank Street college communications team and, over the last 3-and-a-half years, the unstinting support of Josh Thomases, Dean of Innovation, Policy and Research. As I step down from the editorship, I am excited to be joining the largest, strongest and most diverse editorial board in the history of the journal and to be turning the reins of leadership over to the new editor-in-chief, Gail Boldt.

Warm Regards,

Jonathan Silin