

## **Editorial**

Research students and early career researchers in education navigate a complex web of opportunities, relationships and events. They undergo extensive research training, attend seminars on a multitude of topics, develop their own projects with the support of supervisors and collaborate with others. In this network, there are several actors that enhance their experiences, across academic institutions, and postgraduate journals and conferences are essential.

*Educate~ the Journal of Doctoral Research in Education* based at the Institute of Education (IOE) is one such significant actor and Kaleidoscope, the Postgraduate Conference in Education at the University of Cambridge, is gradually making progress towards a similar status. This Kaleidoscope Special Issue represents the fruit of a collaboration that dates back to 2006 and that puts at its centre the development of education research students and early career researchers alike.

The essence of this collaboration is to encourage networking and to create a community of young researchers who are aware of, and benefit from, the work of their peers. This is also the vision within which Kaleidoscope operates and generally its most important mandate is to be an outlet for the sharing of knowledge and research practice. *Educate~* has been an exceptional partner for Kaleidoscope and has enriched the conference experience with the exposure that comes from the publication of the conference proceedings and of selected, peer-reviewed papers in the Kaleidoscope Special Issue.

This issue therefore includes all the abstracts of the presentations given during Kaleidoscope, as well as a series of critical reviews, research papers and book reviews, both by participants to the conference and by members of the IOE. Lena Bahou addresses the issue of student voice, Lisha Liu writes about conceptualising the curricular engagement of graduate students pursuing taught courses and Romy Trigg-Smith looks into the practice of ability grouping (or setting) from the perspective of equity and justice. In this issue's research paper, Hsu-Chan Kuo takes an international stance on creativity, comparing English and Taiwanese creativity-related programmes. Four book reviews follow and the final section comprises the Kaleidoscope abstracts, thus recognising the work of all conference participants.

It has been a privilege for the 2010 Kaleidoscope Organising Committee to work in partnership with *Educate~*, particularly with Dr. Richard Freeman, who also delivered the 2010 Kaleidoscope Keynote presentation, Tim Neumann, Michael Tzanakis and Claire Mills. This Special Issue reinforces the positive bond the two institutions hold. The impressive development of *Educate~* is something that Kaleidoscope will have to mirror in the future, and our hope is that both will strengthen their position as hubs of collaboration for doctoral and early career researchers in education.

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