



Reading teachers: Teachers who read and readers who teach

Review your practice



This self-review document is designed to help you consider your practice as a Reading teacher: a teacher who read and a reader who teaches and explores possible connections between the two. This professional position was seen to markedly increase the impact on young readers RfP in the TaRs research.

1. **What have you read recently for your own pleasure?**

(Please add the author's name if you know it)

2. **When did you read this book (see Question 1)?**

(Tick one box)

- In the last month
- In the last three months
- In the last year
- Over a year ago

3. **What kinds of reading for pleasure do you engage in and how regularly?**

- | | | | | |
|---------------------------------------------|--------------------------------|------------------------------------|---------------------------------|--------------------------------|
| <input type="radio"/> Novels | Often <input type="checkbox"/> | Sometimes <input type="checkbox"/> | Rarely <input type="checkbox"/> | Never <input type="checkbox"/> |
| <input type="radio"/> Short stories | Often <input type="checkbox"/> | Sometimes <input type="checkbox"/> | Rarely <input type="checkbox"/> | Never <input type="checkbox"/> |
| <input type="radio"/> Graphic novels | Often <input type="checkbox"/> | Sometimes <input type="checkbox"/> | Rarely <input type="checkbox"/> | Never <input type="checkbox"/> |
| <input type="radio"/> Newspapers | Often <input type="checkbox"/> | Sometimes <input type="checkbox"/> | Rarely <input type="checkbox"/> | Never <input type="checkbox"/> |
| <input type="radio"/> Magazines | Often <input type="checkbox"/> | Sometimes <input type="checkbox"/> | Rarely <input type="checkbox"/> | Never <input type="checkbox"/> |
| <input type="radio"/> Children's literature | Often <input type="checkbox"/> | Sometimes <input type="checkbox"/> | Rarely <input type="checkbox"/> | Never <input type="checkbox"/> |
| <input type="radio"/> Auto/biographies | Often <input type="checkbox"/> | Sometimes <input type="checkbox"/> | Rarely <input type="checkbox"/> | Never <input type="checkbox"/> |
| <input type="radio"/> Poetry | Often <input type="checkbox"/> | Sometimes <input type="checkbox"/> | Rarely <input type="checkbox"/> | Never <input type="checkbox"/> |
| <input type="radio"/> Non-fiction | Often <input type="checkbox"/> | Sometimes <input type="checkbox"/> | Rarely <input type="checkbox"/> | Never <input type="checkbox"/> |

4. **Is your reading for pleasure mainly in print or via technology?**

- In print
- E-reading

5. **What triggers/supports your choice of book for your own reading?**

(You may tick more than one)

- Library recommendations
- Bookshop write up
- Friends' recommendations
- Book group/club choice
- Knowledge of author's work
- Magazine/newspaper reviews

6. **To what extent do you share your reading life with children in school?**

Do you share:

	Often	Sometimes	Rarely	Never
<input type="radio"/> Your interest in and attitude to reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Aspects of your life history as a reader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> The range of material you currently read for pleasure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Your practices and habits as an adult reader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Your views and emotional responses to the texts you read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. **Thinking about a specific instance when you share an aspect of your reading life, what do you think children/specific individuals in your class gained from the experience?**

8. **How do you think the children in your class view you as a reader?**

- As an avid, enthusiastic reader who loves reading
- As a keen reader who reads when time allows
- As someone who may be a reader
- I don't think they will have considered this

9. **Looking back at your responses, to what extent do you consider yourself to be a Reading Teacher – a teacher who reads and a reader who teaches and who explores the connections and possibilities that teaching from a reader's point of view may offer younger readers?**

(Rate this on a scale of 1-10 with 10 being the highest – circle one number)

1 2 3 4 5 6 7 8 9 10

10. **Why in your view might it be advantageous for children if their teacher is a Reading Teacher: a teacher who reads and a reader who teaches?**

(Rank order these 1-5 with 1 being the most important and 5 the least) It:

- Models passion and enthusiasm for reading
- Develops personal reader-to reader relationships
- Helps to build reciprocal and interactive communities of readers
- Promotes a richer understanding of reading in 21st century
- Highlights difference, diversity social and affective engagement

Further resources

Further resources are available from the website: www.researchrichpedagogies.org

- For ideas on how to develop as a Reading Teacher and explore the synergy between your own practices and understanding of reading and those of the children, see:
[Reading teachers: Practical classroom strategies](#)
- For the underpinning research on Reading Teachers, see:
[Reading teachers: More research details](#)