

Reading Teachers: Teachers who read and readers who teach



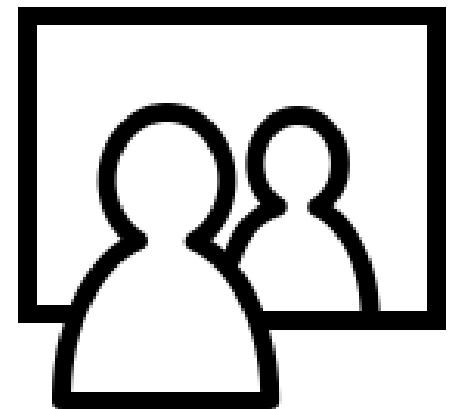
#OURfP



OpenUni_RfP

Aims

1. To examine the notion of being a Reading Teacher
2. To consider research evidence linking RTs to children's reading for pleasure
3. To share ideas for developing as a Reading Teacher.



Reading Teachers (Capital R, Capital T)

All teachers are teachers of reading, only some become Reading Teachers.

Reading Teachers are enthusiastic readers who share their passionate engagement for reading.

Reading Teachers are socially interactive about their reading and serve as **crucial role models** for children.

(Commeyras et al., 2003; Cox and Schaetzel, 2007; Cremin et al., 2014; Cremin, Thomson, Williams and Davis et al., 2018)



Key findings from *Teachers as Readers*

In order to effectively develop children's RfP, teachers need to develop:

1. Knowledge of children's literature and other texts
2. Knowledge of children's reading practices
3. An RfP pedagogy, encompassing:
 - ❖ social reading environments
 - ❖ reading aloud
 - ❖ informal book talk, inside-text talk and recommendations
 - ❖ independent reading time
4. **As Reading Teachers - teachers who read and readers who teach**
5. Reciprocal and interactive reading communities.

(Cremin et al., 2014)

Do children see adults as readers?

Do your children:

1. See adults reading for pleasure at home/school?
2. Hear adults chatting informally about what they're reading?
3. Experience adults enthusing about their own reading?
4. Know their teachers' favourite children's books/authors?



What did you last read for pleasure? (choose to read)



- Brainstorm/share all the kinds of texts you've read across the last week, **share your 24 hour Reading Records** or create **Reading Rivers** – collages of all the different texts you've read in the last week.
- Discuss your reading practices, preferences and habits - online and off, personal and professional.
- Are children's texts also included? Books, magazines, comics?

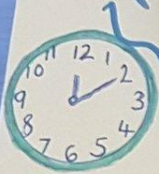
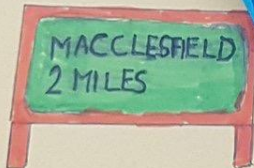
Reading Rivers



Miss

Carruthers's

JANUARY
2019



Reading River...



Exploring reading outside school

We could share our Reading Rivers /24 Hour Reads and invite children to create their own.

- ❖ Do these highlight gaps between what counts as reading at home and at school?
- ❖ Would a wider range of texts in school help?



Sharing favourite texts in school

We could:

- Create an Old but Gold **Staff Treasure Chest** (or New and Bold) of children's books.
- All (children and adults) bring in a favourite book to create **Bumper Baskets of Top Texts** in each classroom.



Showcasing our preferences

Offer a regular **All Change Day** where staff change classes and read from their favourite **New and Bold** texts, explaining why.

Science fiction

Non-Fiction

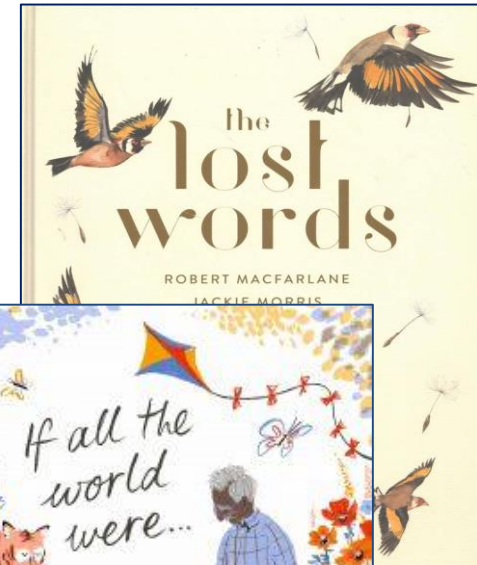
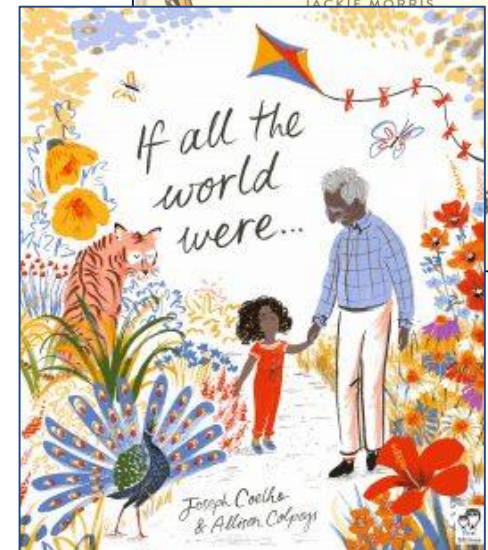
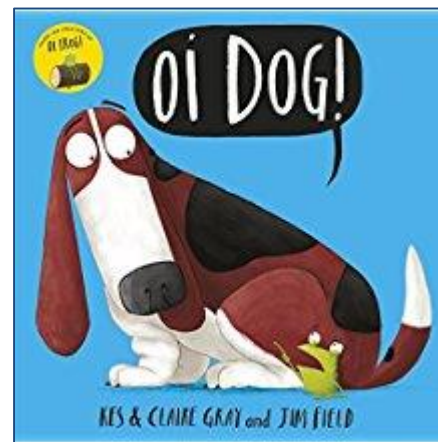
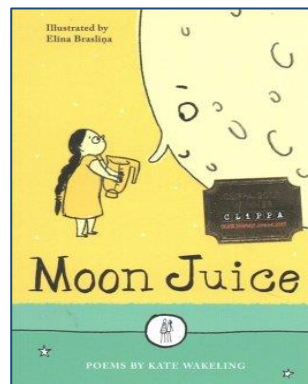
Real life tales

Fantasy

Poetry

Historical fiction

Folklore/traditional tales



Sharing our current reading

Reading challenges!

- Read knee high in books
- Try the 52 book challenge
- Tweet a book a month
- Display current reading
- Staff reading assemblies
- Pass the Book assemblies(one book is read by different staff over time)

Karl Duke, Headteacher
Blyton cum Laughton C of E Primary



Reading Teachers: a continuum

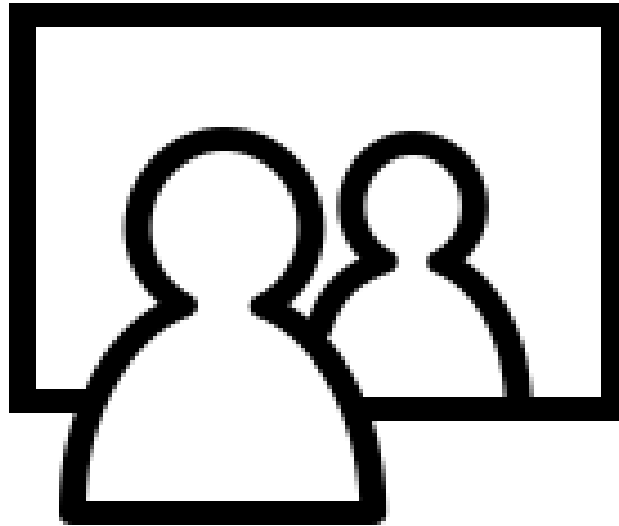
Teachers who read.

Teachers who read
and share their
reading practices in
school.

Teachers who read, share
and explore the possible
classroom consequences
of their reading practices
to support children as
readers.



These Reading Teachers
made more of a
difference to children's
reading behaviours and
engagement in RfP
(Cremin et al., 2014)



Reading Teachers hold up a mirror to their own practices, preferences and experiences of reading and then consider the possible consequences for children as readers.

What are the challenges in developing further as a RT ?

- Limited by personal/professional role tensions

I feel guilty I should not be talking about me

How far we should we allow our personal lives into the classroom?

- Limited by open-endedness and lack of structure

I have rarely if ever talked about my own reading habits with the children-what is appropriate here?

I'm not sure how to go about this – it's too wide open

- Framed by an objectives culture?

I'm not used to working without specific objectives

It's hard to know what one is 'covering' if you know what I mean.

(Cremin et al., 2014)

RT's consider their own and the children's rights as readers

- ❑ The right not to read
- ❑ The right to skip
- ❑ The right not to finish a book
- ❑ The right to read it again
- ❑ The right to read anything
- ❑ The right to mistake a book for life
- ❑ The right to read anywhere
- ❑ The right to dip in
- ❑ The right to read out loud
- ❑ The right to be quiet

From Daniel Pennac
(*Reads like a Novel*, 1994).



WE ARE READERS

THE RIGHTS OF THE READER

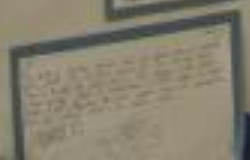
are the books
started but did
finish.....Come
and why.




3 - The right not
to finish a book.



Can you think of
any more?



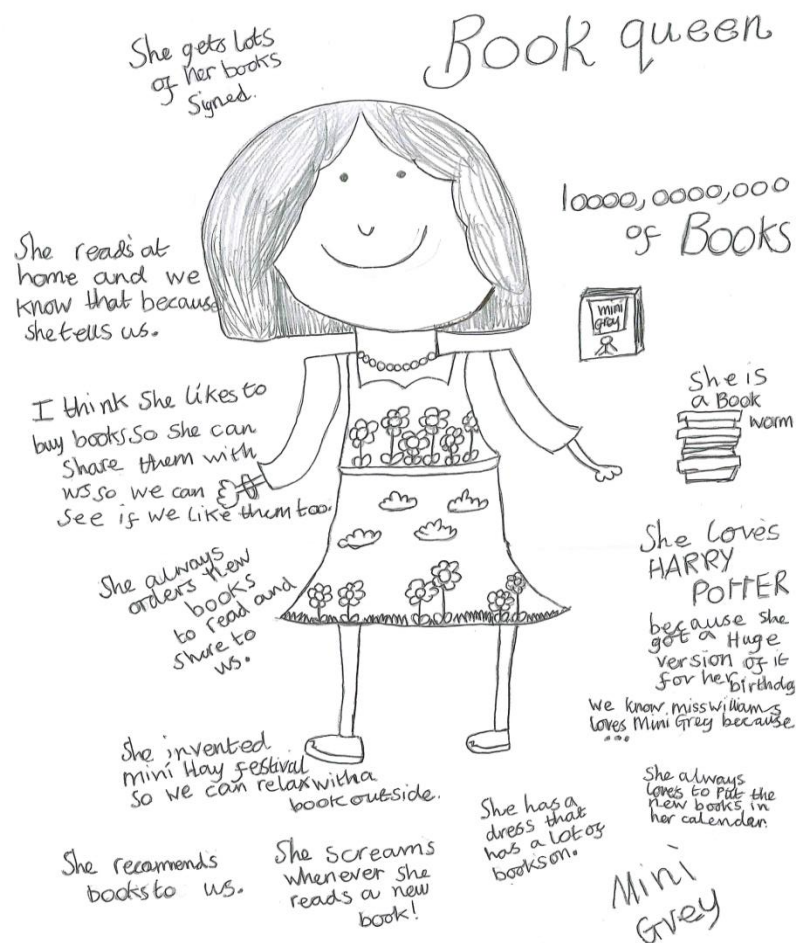
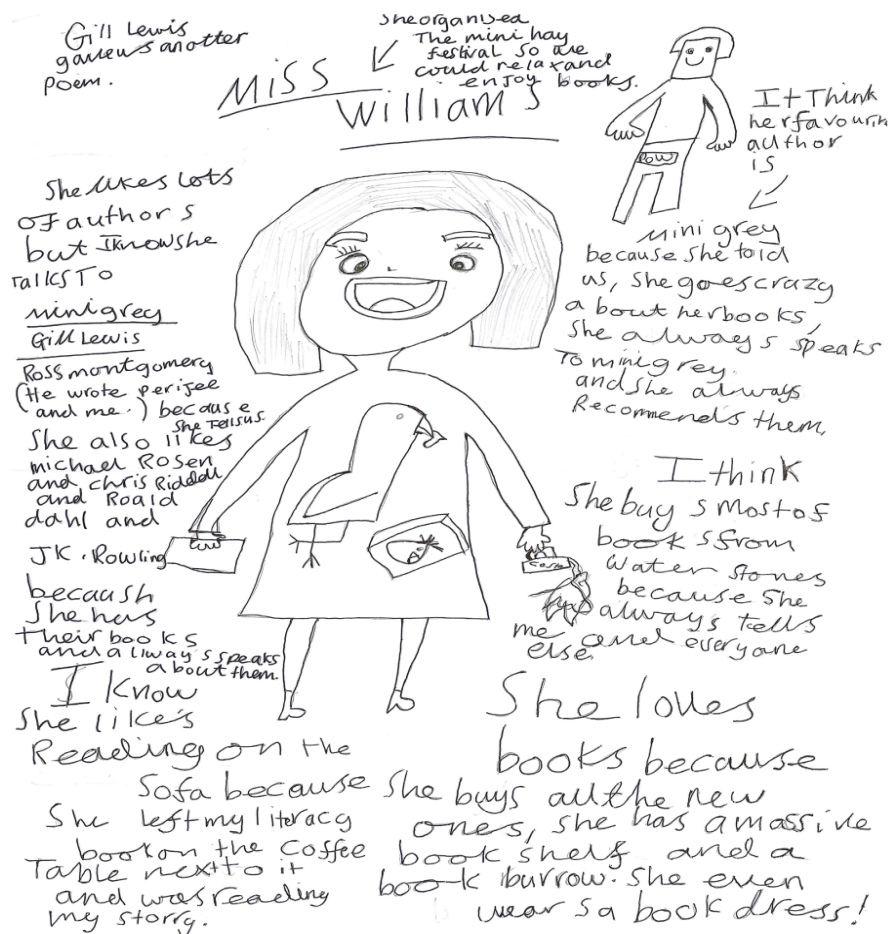


The right to
choose where
you read...

The right to
share your
reading...or not

The right to be comfortable and to share
one's reading

Children have informed views of RTs

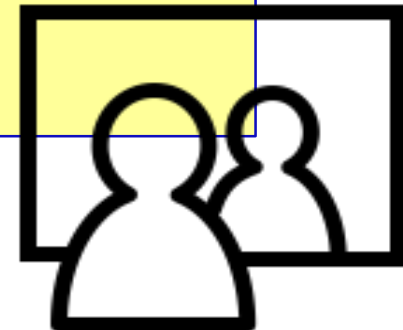


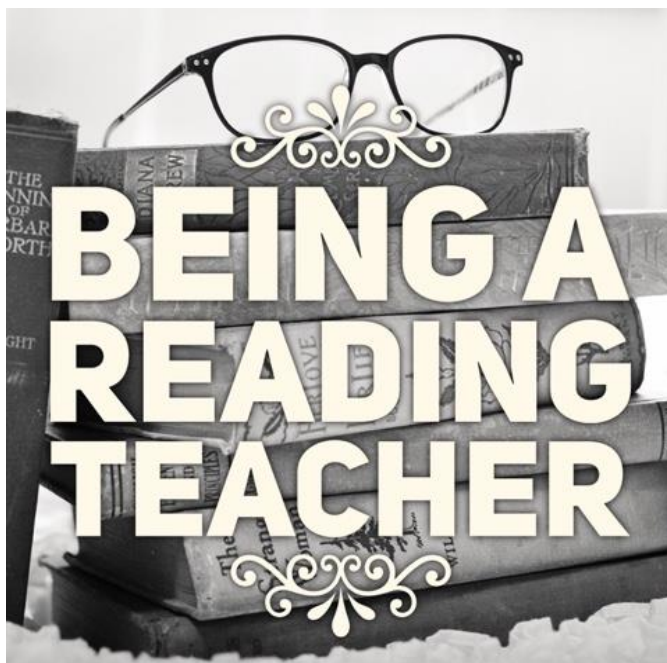
Consequences for children as readers

When teachers developed as **R**eading **T**eachers, this positively influenced children's:

- Knowledge and perception of their teachers as readers
- Reader relationships with teachers
- Attitudes towards reading
- Frequency of reading for pleasure at home and school.

(Cremin et al.,2014)





Being a Reading Teacher makes me feel more connected to the children, we seem to have more in common now. Through sharing my reading life, I share more of my own views and values with them and they've opened up too.

(TaRs teacher, Birmingham)

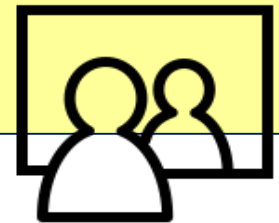
A lot of them are choosing to read in free choice time too, like Abdul, he asked me if he could talk to me about the book he was reading.

I think a lot of that is just because they know now that I'm interested

(TaRs teacher, Birmingham)

Developing as a Reading Teacher

1. Read, enjoy and **reflect upon yourself** as a reader and your reading practices & set yourself a reading challenge.
2. Create opportunities to share your reading practices & preferences.
3. Explore opportunities for children to consider their reading lives.
4. Explore the rights of all readers with your class.



Want more ideas?

See Teachers' Examples of Practice:

Do consider sharing your **R**eadin**T**eacher development work



References

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- Cox, R. and Schaetzel, K. (2007) A study of pre- service teacher as readers in Singapore: prolific, functional or detached, *Language Teaching Research*, 11(3):300-316.
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