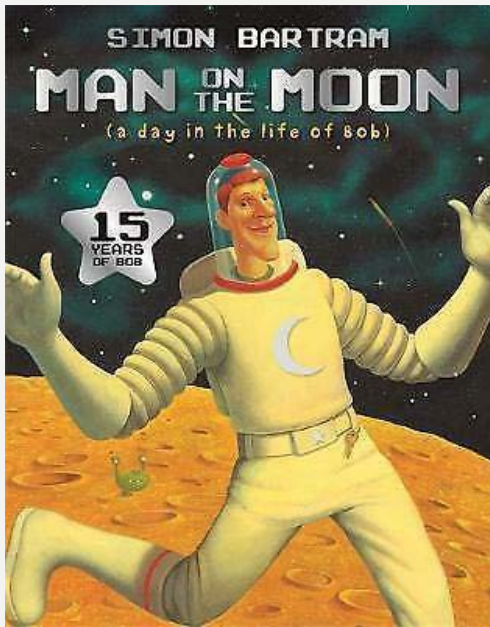


THE POWER OF 'ME' IN THE CURRICULUM

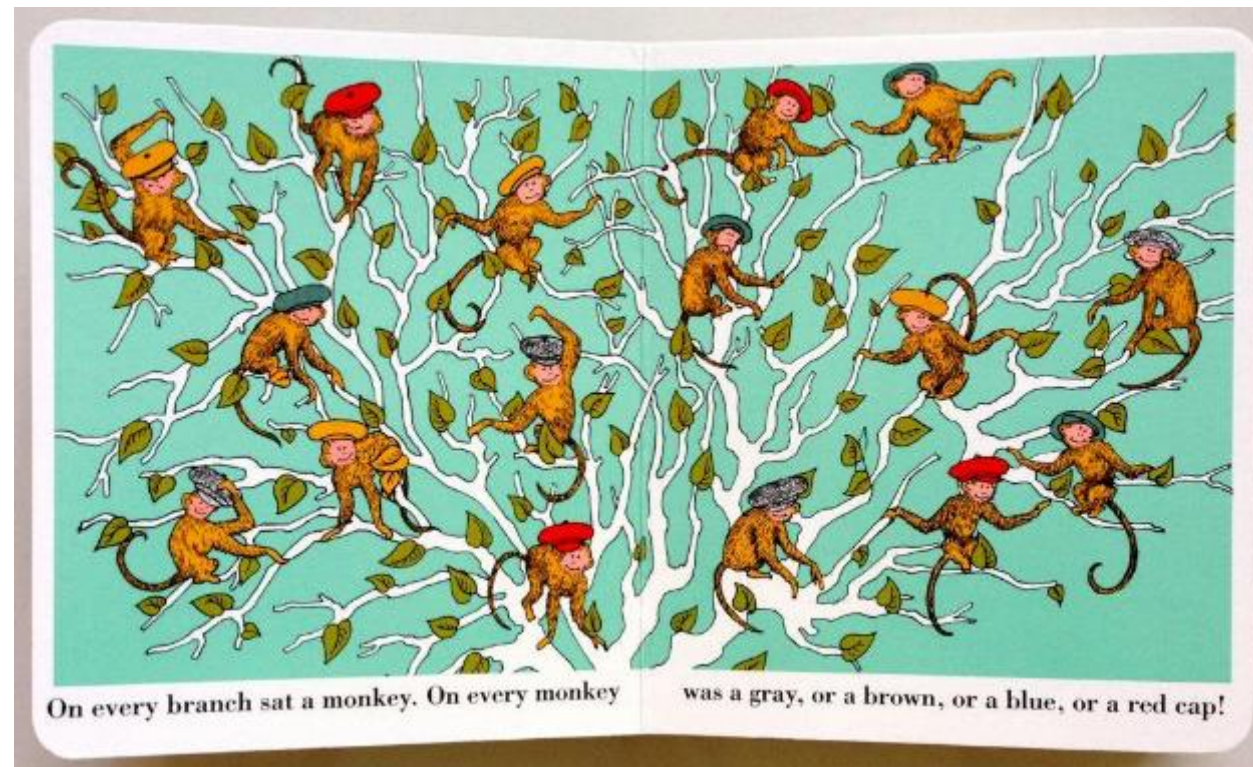
ELEANOR POWER



AN AUTOETHNOGRAPHY ...



- In what ways does my identity as a reading teacher-educator influence the teacher training students with whom I engage and help develop them into reading-teachers and lovers of reading?



On every branch sat a monkey. On every monkey
was a gray, or a brown, or a blue, or a red cap!

THROWING MY CAP INTO THE RING ...

“could it be that as soon as the teacher throws his or her cap into the ring as a real reader ... the students will do likewise?”

(Bisplinghoff in Commeyras et al, 2003: 28)

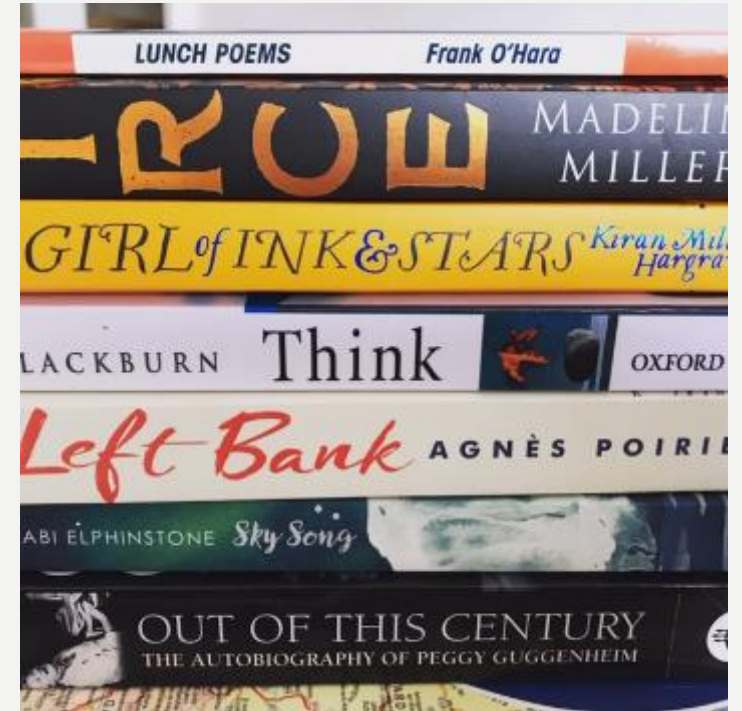
PRACTISING THE 'ART OF NOTICING'

(ROCHE 2014:1)

What is my identity as a reading teacher-educator?

What do we mean by a reading-teacher?

What constitutes a lover of reading or reading for pleasure?

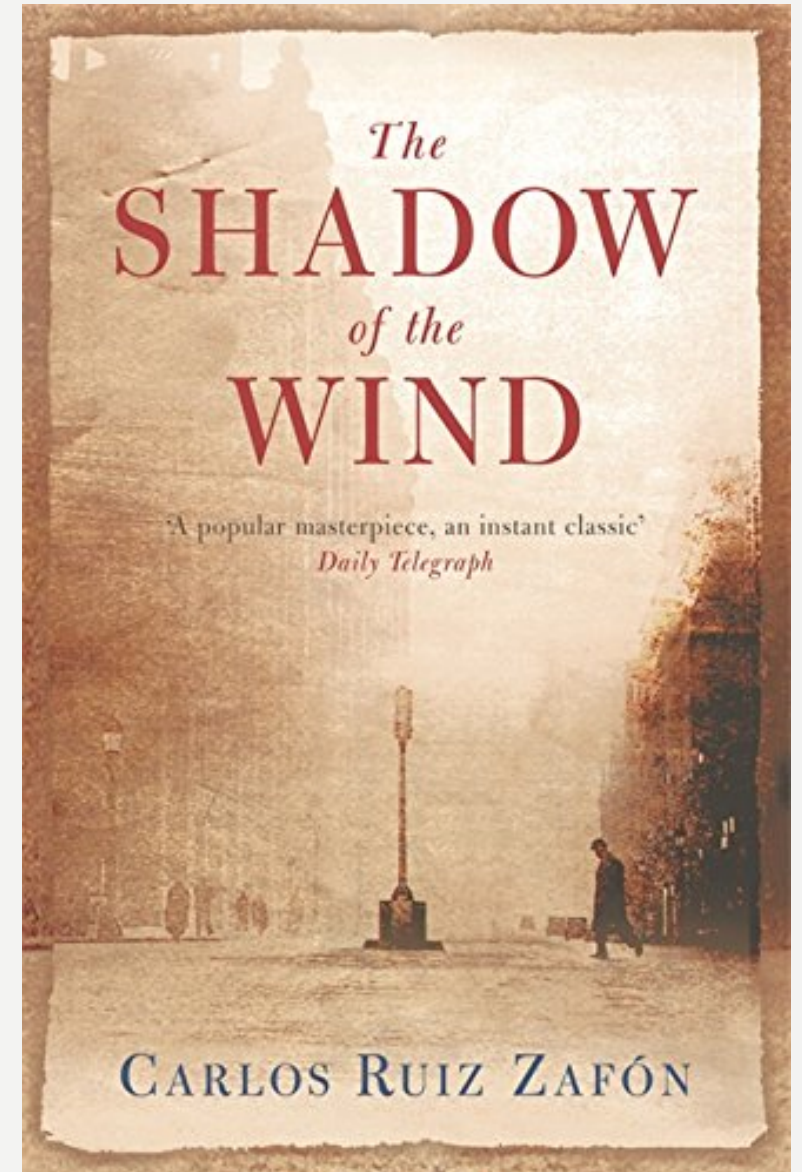


'Looking at my teaching through the lens of my reading'

(Hermann-Wilmarth in Commeyras et al, 2003: 112)

'Books are mirrors: you only see in them what you already have inside you.'

Carlos Ruiz Zafon, *The Shadow of the Wind*





THE ROLE OF TEACHER IDENTITY

‘True or False.

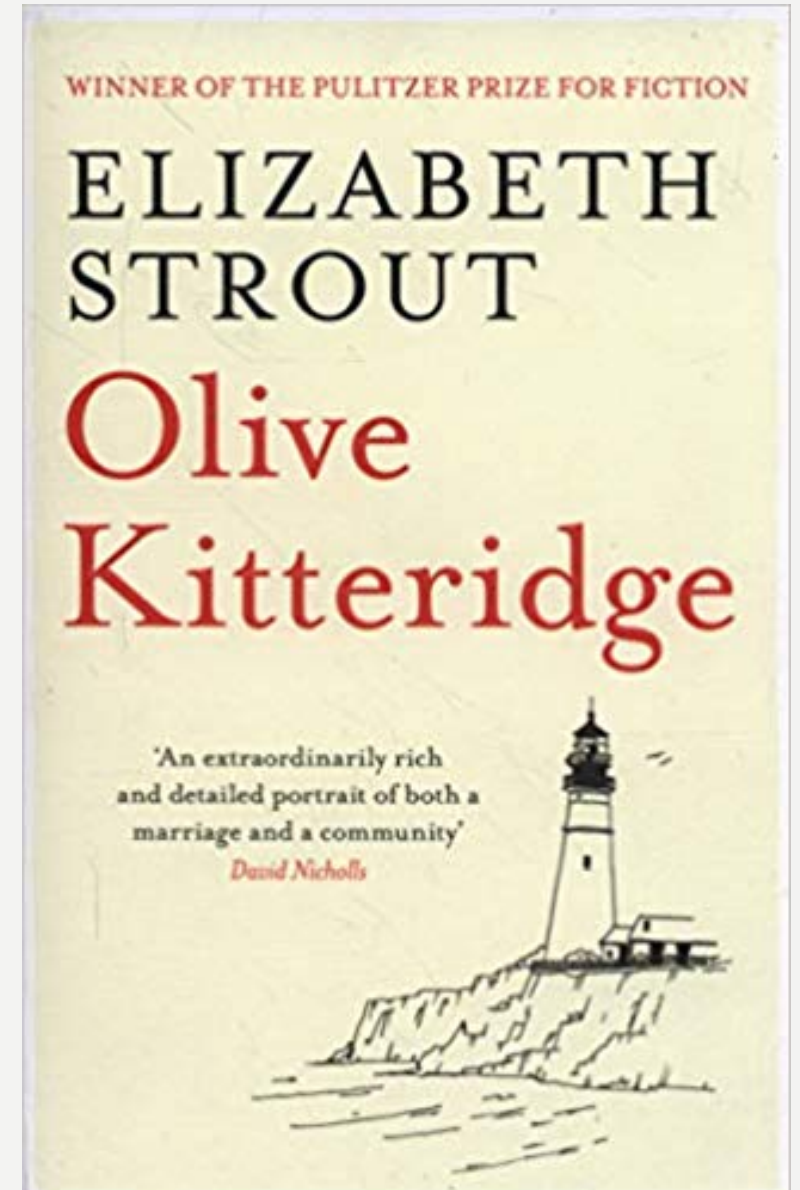
1. Teachers who are avid readers are likely to have a positive influence on the reading habits of their students.
2. Teachers who are themselves reluctant readers are not likely to lead students to a lifelong love of learning.’

(Cramer and Blachowicz 1980: 285)

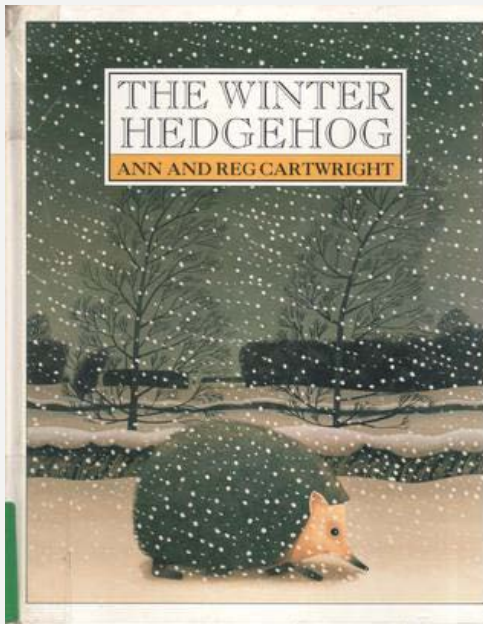
TRUE **OR** **FALSE?**

'She showed him the library ... He looked at the books, and she wanted to say, "Stop that," as though he were reading her diary.'

Elizabeth Strout, *Olive Kitteridge*



PROFESSIONAL IDENTITY



As teachers, we construct 'stories to live by' (Connelly & Clandinin 1999: 4) and therefore our teaching reflects who we are.

Our identity is at the core of the profession – it is negotiated, fluid and dynamic

The narratives that we construct need to be held up for public scrutiny, providing 'a glue for a collective professional identity' (Sachs 2001: 158)

The construction of identity is an 'experience', part of which is negotiated through engagement with others (Wenger 1998: 163)

'Being a reader of literature gives a teacher the confidence to teach powerfully.'
(Martin 2003: 16)

BARRIERS TO READING

‘Teachers have little time to read children’s books in order to recommend, and the university syllabus gives shortish shrift to children’s books in general courses for teachers.’

(Powling et al 2003: 6)

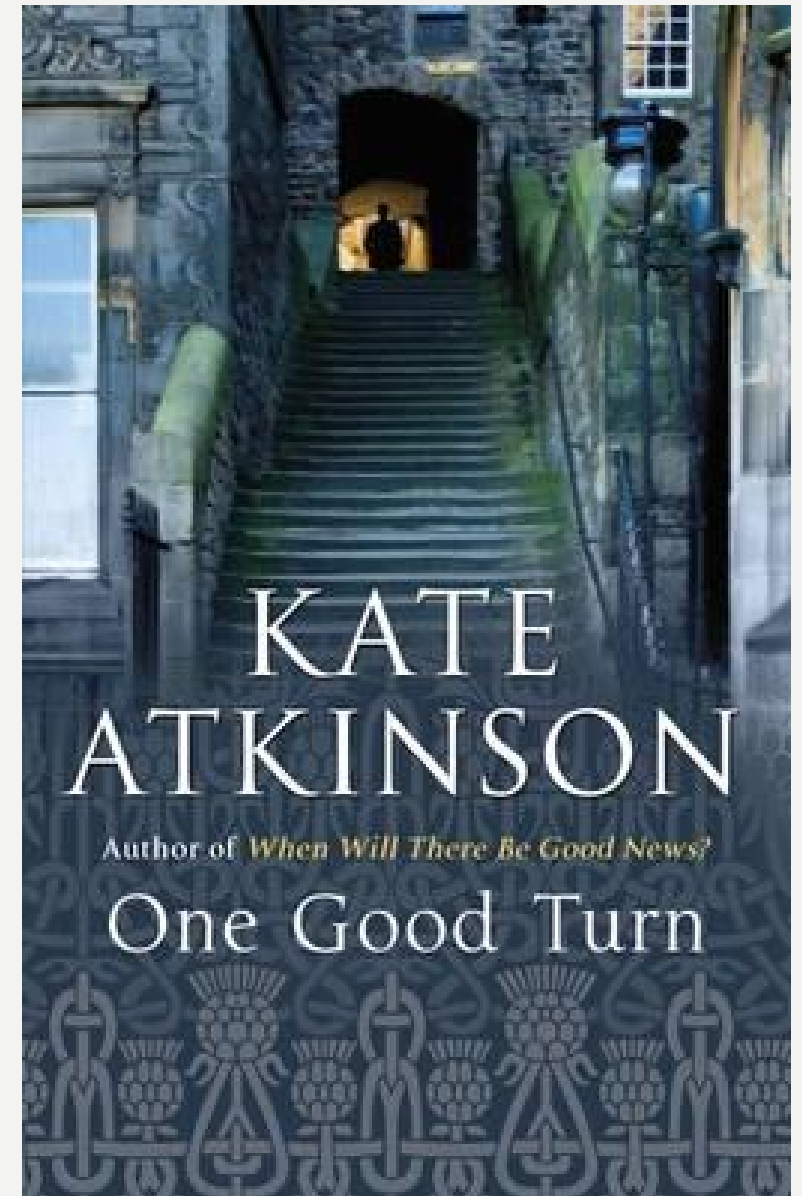
‘Teacher educators should develop their awareness of ‘the multidimensionality and complexity of the attitudes and values that students bring to their reading to enable them to design and implement effective programmes to encourage that “lifelong love for reading”’.

(Bokhurst-Heng and Pereira 2008: 298)



'Jackson didn't read much fiction ... he preferred factual books, ... he wasn't sure he saw the point of novels, though he didn't go around saying that because then people thought you were a philistine.'

Kate Atkinson, *One Good Turn*



READING FOR PLEASURE

Need to ensure that “reading for pleasure” is not a sly misnomer used for required reading”.

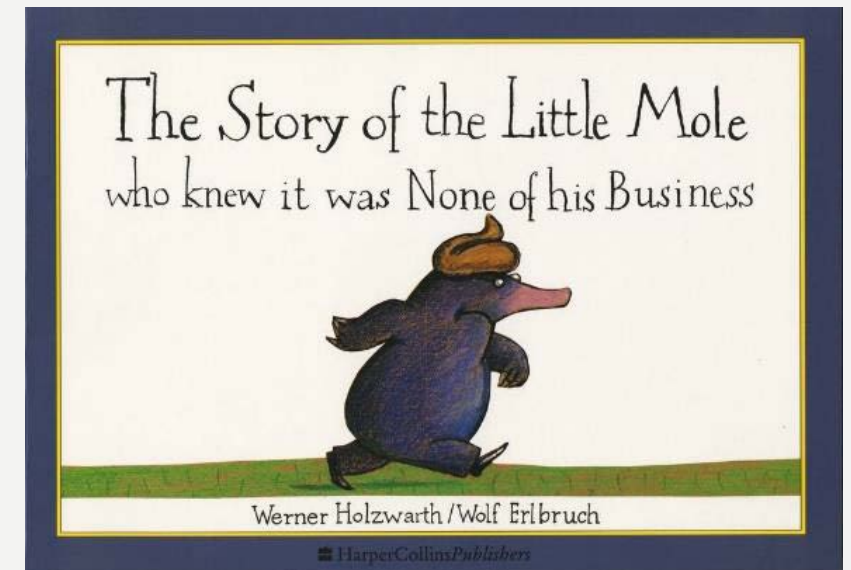
((Robbins in Commeyras, 2003: 129)

If we are committed to true reading for pleasure, then this would allow children and students to have a ‘sense of agency’ and ownership of their reading.

(Cremin and Moss, 2018: 60)

‘... books are not written so that ... young people may comment on them, but so that, *if their heart is in it*, they may read them.’

(Pennac, 1994: 136)



AUTOETHNOGRAPHICAL APPROACH

A messy process

A reflective journal to 'encourage hesitant, fledgling ideas which, if written down, can be revisited and reflected on later' (Cliff-Hodges, 2012: 11)

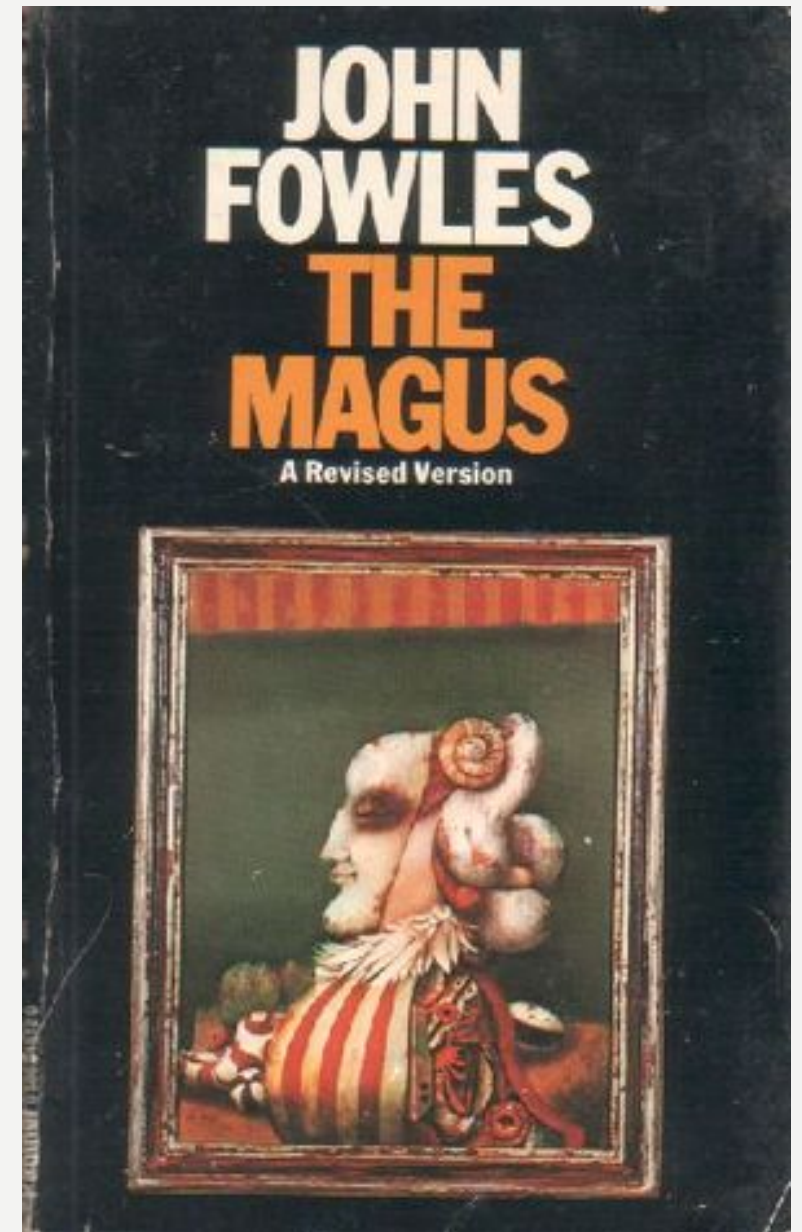
Rivers of reading (Burnard, 2002 & Cliff-Hodges, 2010)

Structured discussion - ketso™

Semi-structured interviews

'And I envy you. You have the one thing that matters. You have all discoveries before you.'

John Fowles, *The Magus*



RESEARCH FINDINGS AND ANALYSIS

Six themes

- Being explicit about my identity as a 'book monster'
- Being a reading-teacher: creating communities of readers
- Key influences on reading habits
- Creating the environment for reading
- Reading for Pleasure
- The nature of reading in the 21st century

BOOK WORM MONSTER

Emma: I meant that ... well worms are quite slow ... you imagine a book worm casually sitting in a chair, getting through a few books a year ... really enjoying reading but quite slowly enjoying reading whereas a monster is quite aggressive ... they devour them rather than just kind of ... slowly getting through them. I feel that ... you've not got any prejudices when it comes to books, you just read.

Eli's Reading River ...

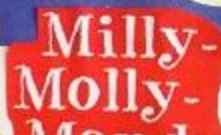


My love for Winnie the Pooh has remained with me. My childhood feels inextricably connected with these.

It still astonishes me how dull the reading books were when I was younger. The choice available now is so much more exciting.

These were books recommended by my father who had an enormous influence on my reading life. There were books that, according to him, I 'had to read and we would discuss them later.

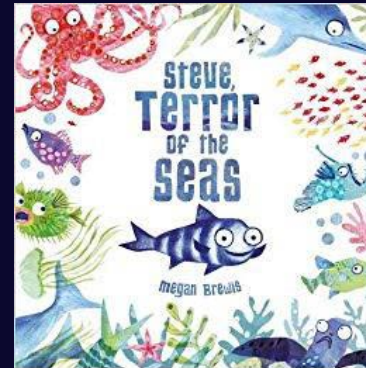
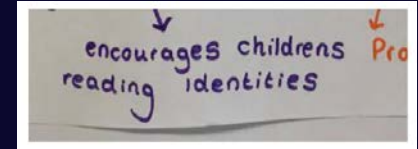
My daughters remember reading Ant and Bee whenever they stayed with their grandparents'. I have strong memories of the car tyre swing and the paint running off in the rain.



BEING EXPLICIT ABOUT MY IDENTITY

‘That’s what you’re doing isn’t it? You’ve shared your identity as a reader so that we can start to think about ours.’

(Reflective Journal entry
25.01.19)





CREATING A COMMUNITY OF READERS

GENUINE DELIGHT WHERE COMMONALITY DISCOVERED

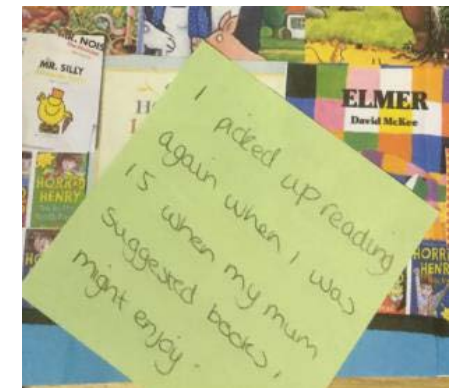
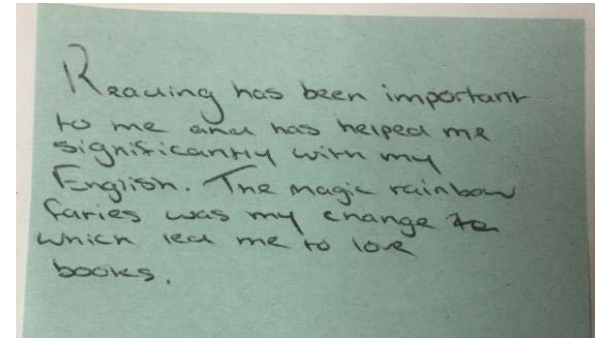


A COMMON AMBITION TO BE A
READING-TEACHER

KEY INFLUENCES ON READING HABITS

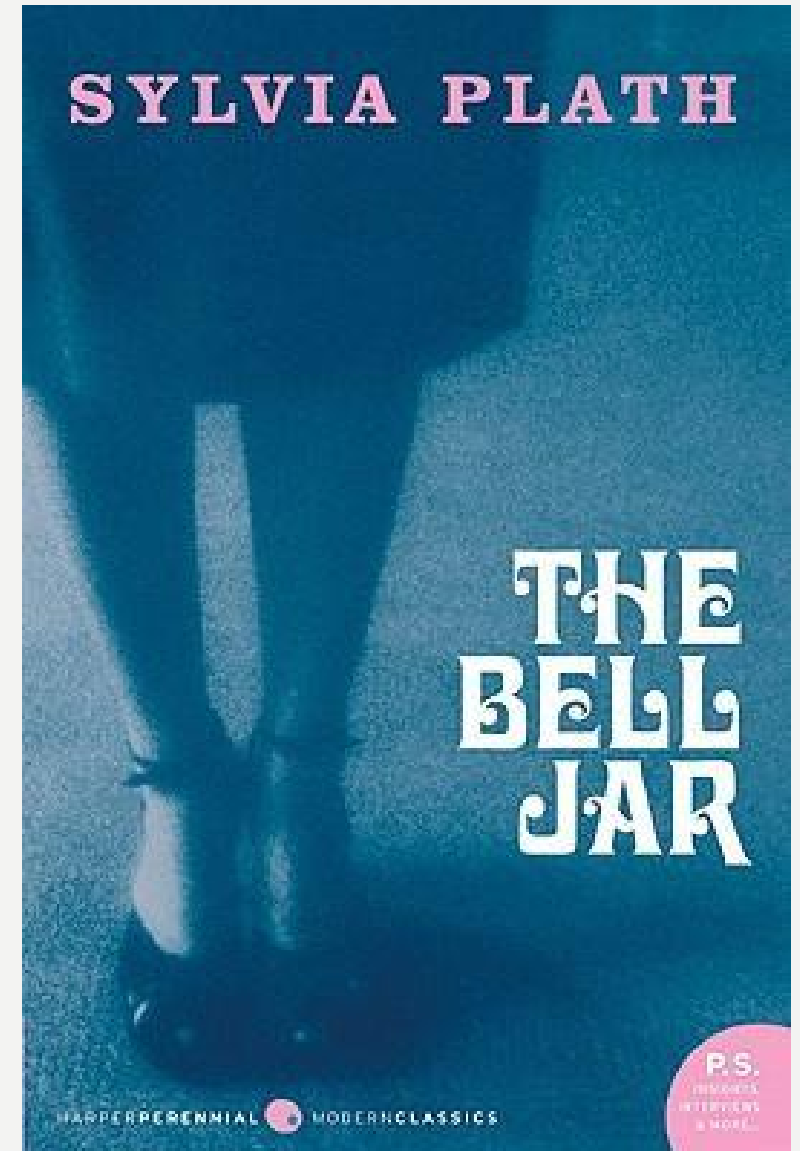
Naomi:

... it is about putting ... stories in their heads even if they don't then want to go away and do it independently. ... I think choosing times in the day, showing them how important it is but also just giving them enough time to share a story and I think that shared story can't be underestimated.



'I wanted to crawl in between those black lines of print, the way you crawl through a fence, and go to sleep under that beautiful big green fig-tree.'

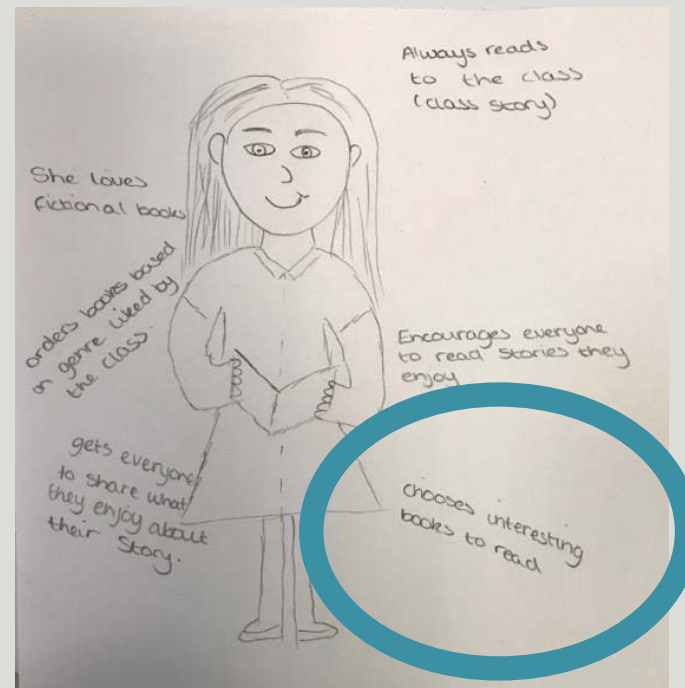
Sylvia Plath, *The Bell Jar*



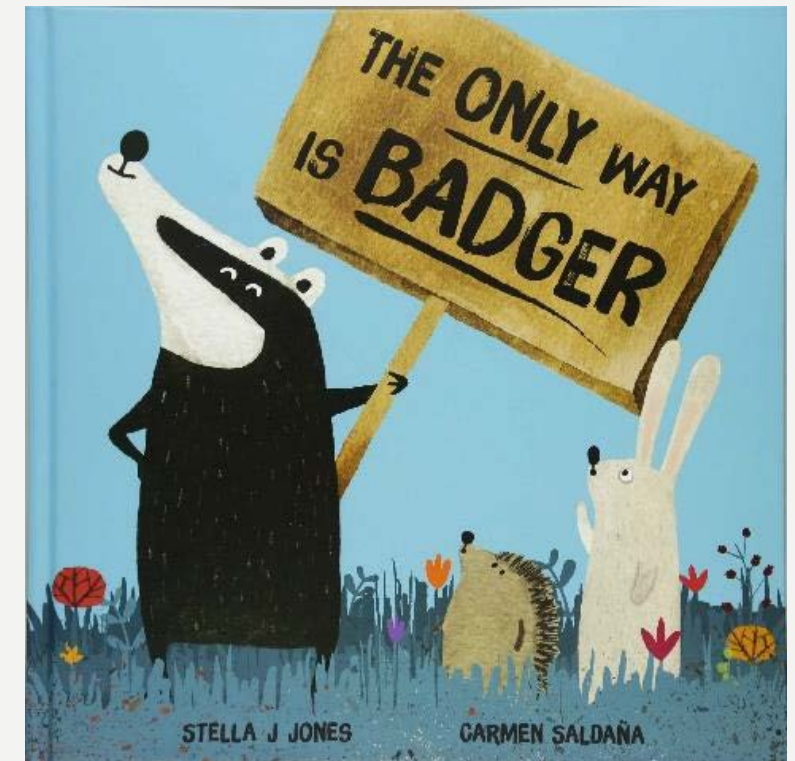
ARE YOU SITTING COMFORTABLY?

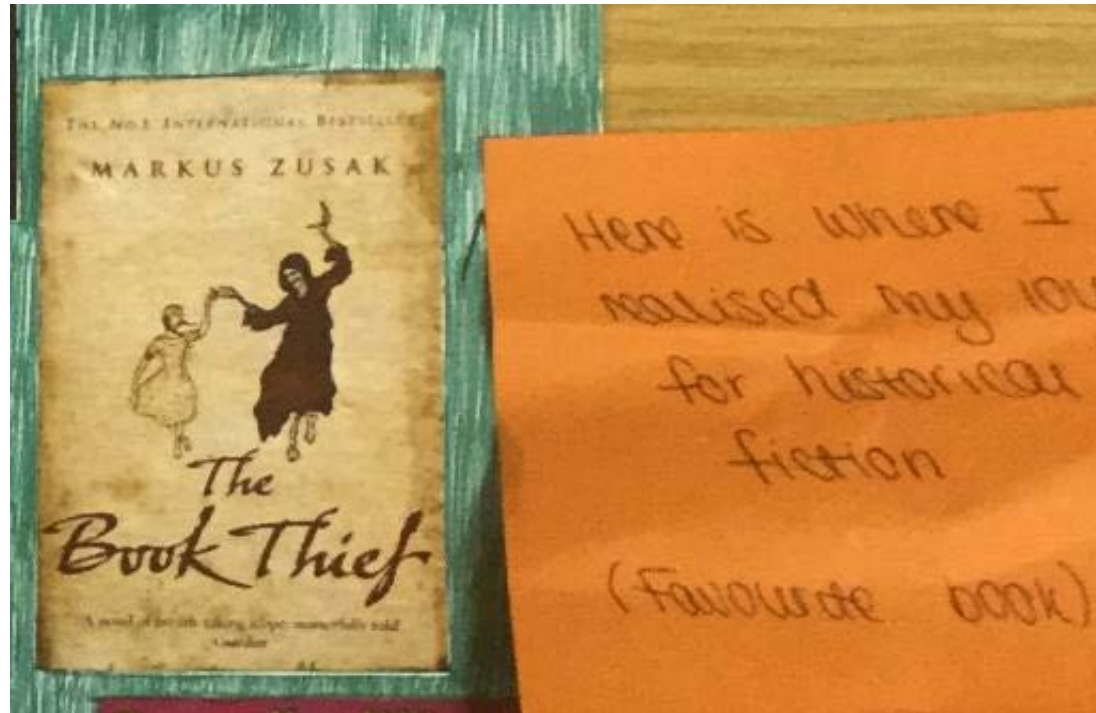
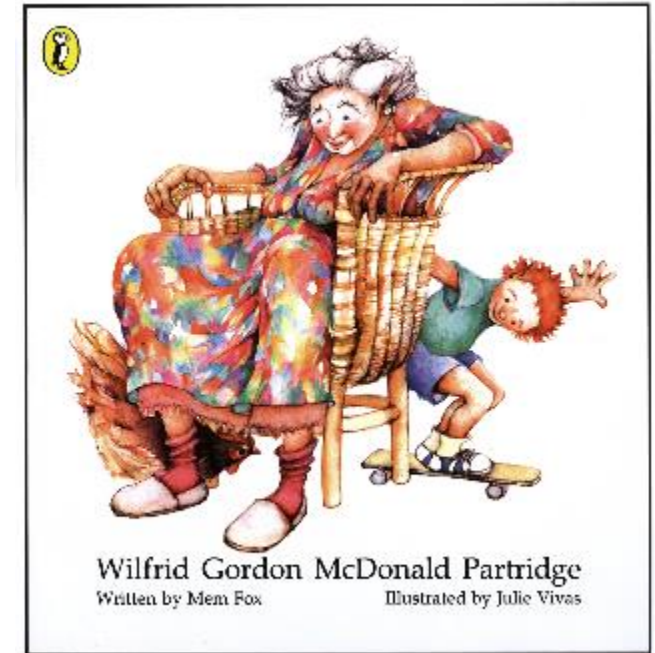
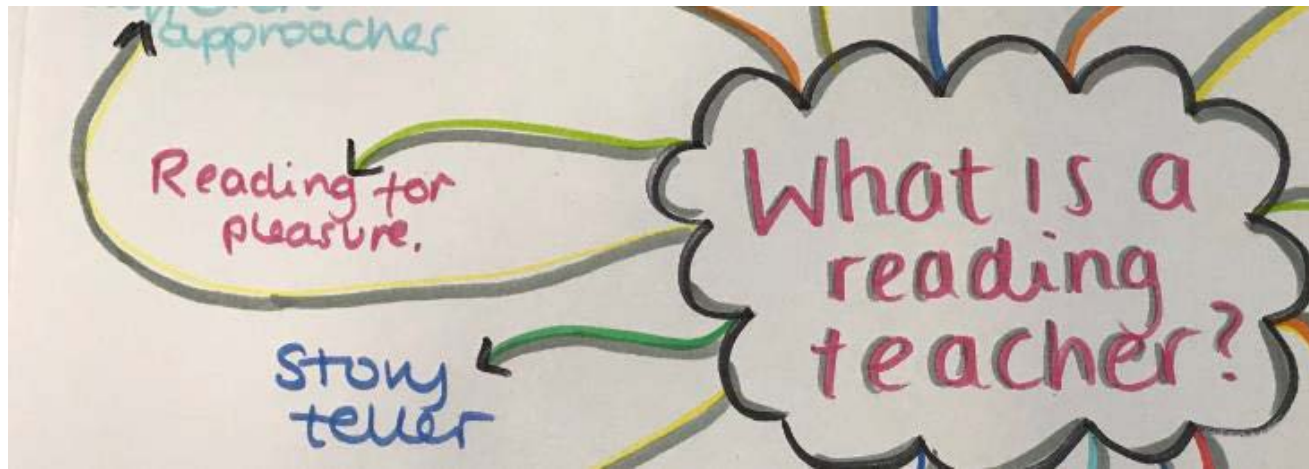
‘... reading aloud isn’t enough. You’ve got to tell the story, make a gift of your treasures, unwrap them for your uninitiated audience.’

(Pennac, 2006: 131)



Ann: It's the environment for me that makes reading, reading for pleasure. I don't think it's necessarily the book or anything, I think it's very much the environment in which I'm reading that affects whether I'm enjoying it or not.





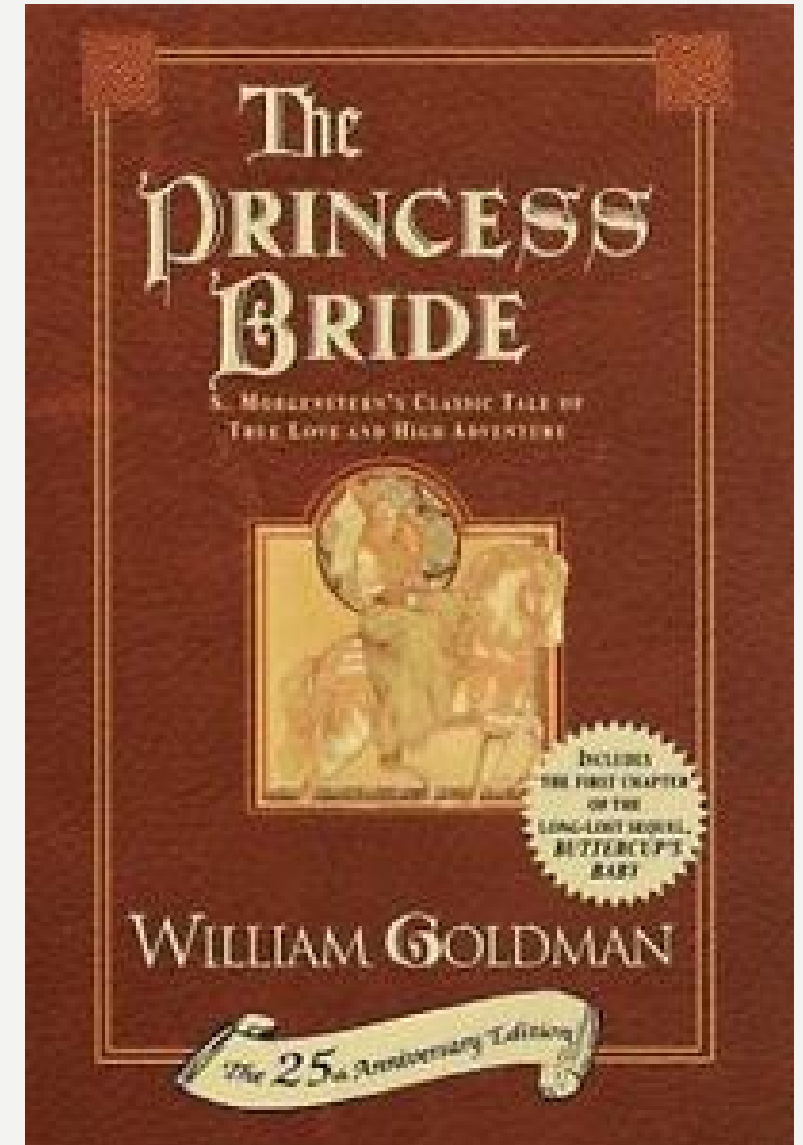
'He held up a book then. 'I'm going to read it to you to relax.'

'does it have any sport in it?'

'Fencing. Fighting. Torture. Poison. True Love. Hate. ... Passion. Miracles.'

'Sounds okay,' I said and I kind of closed my eyes.'

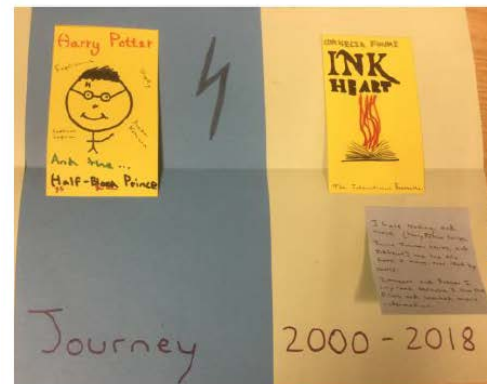
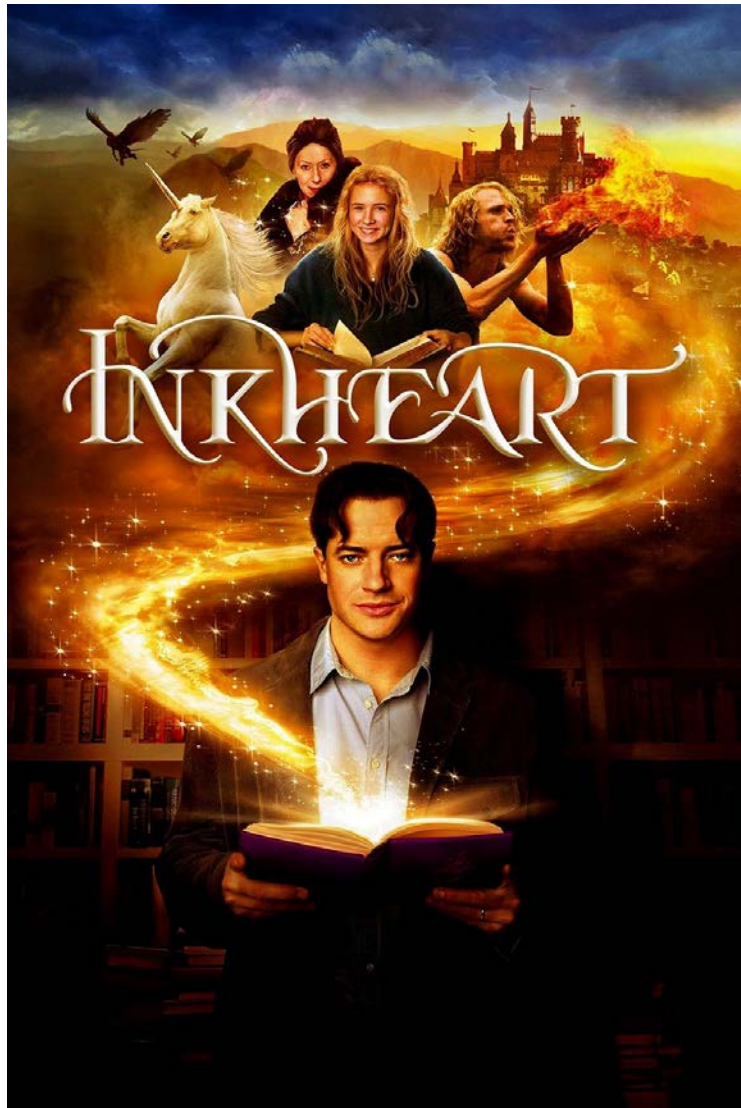
William Goldman, *The Princess Bride*



Rose: I go through phases now with reading. I think it's because I like podcasts ... and I think with technology, it's a different attitude towards it.

Anne: ... there will obviously be differences because when we were growing up, ... there was more technology than when you were growing up, but there wasn't much ... in the future, we don't even know what there will be.

THE NATURE OF READING IN THE 21ST CENTURY



I hate reading, and these (Harry Potter Series, Samie Johnson Series, and Inkheart) are the only books I have ever read by choice.

Inkheart and Potter I only read because I saw the films and wanted more information.

CONCLUSION?

‘Do I read for pleasure? I think it is more a habit and a compulsion. I have books that have become my comfort blankets – I know what they will deliver and where they will take me.’

(Reflective Journal entry 13.06.18)

By throwing my cap into the ring and the overt sharing of my identity means that they have started to wear those caps. Does this confirm Powling et al's (2013:18) contention that a **love of reading is more likely to be ‘caught than taught’?**

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