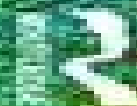


RESEARCHING AND TEACHING READING

DEVELOPING PEDAGOGY THROUGH CRITICAL ENQUIRY

Gabrielle Cliff Hodges



Gabrielle Cliff Hodges Book

**Bethan Marshall, Jackie Manuel, Donna
L. Pasternak, Jennifer Rowsell**

Gabrielle Cliff Hodges Book:

Researching and Teaching Reading Gabrielle Cliff Hodges, 2015-08-20 Many agree that engaging in research is what makes a teacher's professional development sustainable and *Researching and Teaching Reading* studies the ways in which research and teaching are entwined both within and beyond the classroom Gabrielle Cliff Hodges encourages readers to deepen their understanding of reading through high quality teaching and research activities designed to engage young learners and generate rich research data in the expectation that teachers will wish to adapt or develop them further within their own contexts The author explores how teachers research and critical reading can further develop their understanding of their students reading practices and argues that innovative approaches to teaching integrated with research enable English teachers to re construct ideas and change how reading is taught Key issues considered in this book include Studying reading in terms of extending young people's ability to interpret and enjoy texts The idea of reading as a social practice The concept of culture in relation to reading Why historical and spatial theoretical perspectives matter when researching and teaching reading This book is a valuable resource for any student teachers or practising English teachers wishing to learn more about the connection between researching and teaching reading how to combine them in the classroom and the positive effect bringing the two together can have on their own professional development

A Practical Guide to Teaching English in the Secondary School Annabel Watson, Ruth G Newman, 2021-11-29 A Practical Guide to Teaching English in the Secondary School offers straightforward advice inspiration and a wide range of tried and tested approaches to help you find success in the secondary English classroom Covering all aspects of English teaching it is designed for you to dip in and out of and enable you to focus on specific areas of teaching your programme or pupils learning Fully updated to reflect what student and early career teachers see and experience when they enter the classroom the second edition supports trainee and practicing teachers to teach in imaginative and creative ways to promote learning in English Packed with ideas resources practical teaching activities and underpinned by the latest research into how children learn the book examines the core areas of reading writing and spoken English including Plays poetry non fiction myths and legends drama and Shakespeare Developing writing Creative grammar Talk and classroom dialogue Media and digital writing English across the curriculum Well being through writing Literature and language post 16 Including tools to support critical reflection A Practical Guide to Teaching English in the Secondary School is an essential companion for all training and newly qualified English teachers

Researching and Teaching Reading Gabrielle Cliff Hodges, 2015-08-20 Many agree that engaging in research is what makes a teacher's professional development sustainable and *Researching and Teaching Reading* studies the ways in which research and teaching are entwined both within and beyond the classroom Gabrielle Cliff Hodges encourages readers to deepen their understanding of reading through high quality teaching and research activities designed to engage young learners and generate rich research data in the expectation that teachers will wish to adapt or develop them further

within their own contexts The author explores how teachers research and critical reading can further develop their understanding of their students reading practices and argues that innovative approaches to teaching integrated with research enable English teachers to re construct ideas and change how reading is taught Key issues considered in this book include Studying reading in terms of extending young people s ability to interpret and enjoy texts The idea of reading as a social practice The concept of culture in relation to reading Why historical and spatial theoretical perspectives matter when researching and teaching reading This book is a valuable resource for any student teachers or practising English teachers wishing to learn more about the connection between researching and teaching reading how to combine them in the classroom and the positive effect bringing the two together can have on their own professional development

Sculpting New Creativities in Primary Education Pam Burnard,Michelle Loughrey,2021-10-10 This book introduces the new term creativities with cutting edge examples of creativities research that has influenced the thinking and work of teachers and school leaders in their practice Co edited by one of the leading international experts in creativity and the arts this book is packed with imaginative ideas and practical classroom suggestions underpinned by theory and research to help teachers become research informed and research generating *Sculpting New Creativities in Primary Education* will inspire us invite us to think and share ways in which research is informing and enabling a role for new and creative practices in primary education Each chapter is collaboratively written by an academic and a practicing teacher covering areas such as creative spaces intercultural and interdisciplinary creativity art wellbeing mathematics STEM and leadership creativities It importantly highlights the need to inspire shape and unfold change making practices that re invigorate re empower and re position primary education practice Drawing from projects originally conducted both in the UK and beyond this revolutionary book invites teachers teaching assistants and school leaders to co create ways to unlock research together as mutually informative ways of authoring change

Learning to Teach English in the Secondary School Jon Davison,Jane Dowson,2009-05-12 How do you approach teaching English in the modern classroom What is expected of a would be English teacher This best selling textbook combines theory and practice to present a broad introduction to the opportunities and challenges of teaching English in secondary school classrooms Each chapter explains the background to debates about teaching the subject and provides tasks practical teaching approaches and further reading to explore issues and ideas in relation to school experience Already a major text for many university teacher education courses this new edition has been thoroughly updated in the light of recent revisions to the National Curriculum for English examination syllabuses and the Standards for Qualified Teacher Status As well as containing critical explorations of the history and definitions of the subject and policies such as the Secondary National Strategy that are appropriate to Professional and Masters level PGCE study other chapters present a broad range of effective innovative approaches to teaching such crucial areas as reading and writing speaking and listening drama media studies and information and communications technology grammar poetry and

language study Shakespeare post 16 English language and literature Written particularly with the new and student teacher in mind this book offers principles and practical examples of teaching and learning within a 21st Century context in which new notions of literacy compete with demands of national assessment Taking these changing principles as a starting point the text also addresses questions about the nature of initial teacher preparation and raises issues concerning standards based teacher education mentoring in schools and monitoring the development of a student teacher *Charting an Asian Trajectory for Literacy Education* Su Li Chong, 2021-03-15 Weaving outwards from a centripetal force of biographical stances this book presents the collective perspectives of literacy researchers from Brunei China Hong Kong Malaysia Singapore the Philippines and Taiwan It represents the first all Asian initiative to showcase the region's post colonial multilingual and multicultural narratives of literacy education This book provides a much needed platform that initiates important conversations about literacy as a sociocultural practice in a region that is both challenged and shaped by sociocultural influence unique to Asia's historical and geopolitical trajectory Driven by the authors lived experiences of becoming literate as well as their empirical research work in later years each chapter brings decades of biographical narratives and collective empirical research findings to bear Within the book are negotiations about literacy across and within home and school contexts transactions of literature text and reader and considerations of the literacy policy practice nexus These trajectories while divergent in their issues come together as shared lived experience located in local contexts considered through global perspectives As Asia looks set to become the 21st century's new economic and labour force the need to understand the sociocultural milieu of this region cannot be understated This book on literacy education in Asia contributes to the larger narrative

Issues in English Teaching Jon Davison, John Moss, 2002-09-11 Issues in English Teaching invites primary and secondary teachers of English to engage in debates about key issues in subject teaching The issues discussed include the increasingly centralised control of the curriculum assessment and pedagogy in the school teaching of English in England and Wales as a result of initiatives such as the National Literacy Strategy new technologies which are transforming pupils lived experience of literacy or literacies the accelerating globalisation of English and the independence of other versions of English from English Standard English A National Curriculum with a nationalist perspective on language literacy and literature cannot fully accommodate English what has become naturalised and normalised in English teaching and the educational and ideological reasons for this hierarchies that have been created in the curriculum and pedagogy identifying who and what has been given low status excluded or marginalised in the development of the current model of English Issues in English Teaching will stimulate student teachers NQTs language and literacy co ordinators classroom English teachers and aspiring or practising Heads of English to reflect on the identity or the subject the principles and policies which have determined practice and those which should influence future practice

Crossover Picturebooks Sandra L. Beckett, 2013-06-17 This book situates the picturebook genre within the widespread international phenomenon of crossover literature examining an

international corpus of picturebooks including artists books wordless picturebooks and celebrity picturebooks that appeal to readers of all ages Focusing on contemporary picturebooks Sandra Beckett shows that the picturebook has traditionally been seen as a children s genre but in the eyes of many authors illustrators and publishers it is a narrative form that can address any and all age groups Innovative graphics and formats as well as the creative often complex dialogue between text and image provide multiple levels of meaning and invite readers of all ages to consider texts that are primarily marketed as children s books The interplay of text and image that distinguishes the picturebook from other forms of fiction and makes it a unique art form also makes it the ultimate crossover genre Crossover picturebooks are often very complex texts that are challenging for adults as well as children Many are characterized by difficult adult themes genre blending metafictional discourse intertextuality sophisticated graphics and complex text image interplay Exciting experiments with new formats and techniques as well as novel interactions with new media and technologies have made the picturebook one of the most vibrant and innovative contemporary literary genres one that seems to know no boundaries Crossover Picturebooks is a valuable addition to the study of a genre that is gaining increasing recognition and appreciation and contributes significantly to the field of children s literature as a whole Children's Reading Choices Martin Coles,Christine Hall,2002-01-04 Children s Reading Choices discusses the reading habits of children aged between 10 and 14 The book reports the findings of the Children s Reading Choices project conducted by the authors from the University of Nottingham and the largest national survey of children s reading choices since the 1970s The book includes reports and discussion on girls and boys reading preferences and the differences between their reading habits the place of series books teenage magazines and comics in children s reading the most popular authors and titles at different ages purchasing habits and library use **Teaching English Literature 16-19** Carol Atherton,Andrew Green,Gary Snapper,2013-07-18 Teaching English Literature 16 19 is an essential new resource that is suitable for use both as an introductory guide for those new to teaching literature and also as an aid to reflection and renewal for more experienced teachers Using the central philosophy that students will learn best when actively engaged in discussion and encouraged to apply what they have learnt independently this highly practical new text contains discussion of the principles behind the teaching of literature at this level guidelines on course planning pedagogy content and subject knowledge advice on teaching literature taking into account a range of broader contexts such as literary criticism literary theory performance publishing creative writing and journalism examples of practical activities worksheets and suggestions for texts guides to available resources Aimed at English teachers teacher trainees teacher trainers and advisors this resource is packed full of new and workable ideas for teaching all English literature courses *Plotting the Reading Experience* Paulette M. Rothbauer,Kjell Ivar Skjerdingsstad,Lynne (E.F.) McKechnie,Knut Oterholm,2016-06-30 This book is about the experience of reading what reading feels like how it makes people feel how people read and under what conditions what drives people to read and conversely what halts the individual in the pursuit of

the pleasures of reading The authors consider reading in all of its richness as they explore readers relationships with diverse textual and digital forms This edited volume is divided into three sections Theory Practice and Politics The first provides insights into ways of seeing thinking and conceptualizing the experience of reading The second features a variety of individual and social practices of reading The third explores the political and ethical aspects of the reading experience raising questions about the role that reading plays in democracy and civic participation With contributions from multidisciplinary scholars from around the world this book provides provocative insights into what it means to be a reader reading in and across various social cultural and political contexts Its unifying theme of the reader s experience of reading is put into dialogue with theories practices and politics making this a rewarding read for graduate students faculty researchers and librarians working across a range of academic fields

Knowing About Language Marcello Giovanelli, Dan Clayton, 2016-05-05 Knowing About Language is an essential and comprehensive introduction to and discussion of the value of linguistics in the secondary and post 16 curriculum Split into three easily accessible parts each chapter draws on theoretical and practical reasons for developing language awareness for the teacher and student the impact of government and institutional policy on teaching and teacher knowledge and explores recent research about the value of linguistic knowledge to support student attainment Expert contributors show how recent innovations in linguistics can support language teaching by providing a range of practical ideas that can be used in the classroom Knowing About Language is a valuable theoretical critical and practical guide for the teacher and researcher and anyone interested in applied linguistics and the study of language in education Written by authors who are passionate about the value of language study both as a classroom topic and more generally this book acts as a resource to inform and support teachers in wider aspects of their role by demonstrating the powerfully enabling nature and inherent value of language study and linguistics in secondary and post 16 curricula

Introducing Teachers' Writing Groups Jenifer Smith, Simon Wrigley, 2015-11-06 Teachers writing groups have a significantly positive impact on pupils and their writing This timely text explains the importance of teachers writing groups and how they have evolved It outlines clearly and accessibly how teachers can set up their own highly effective writing groups In this practical and informative book the authors share the thinking and practice that is embodied by teachers writing groups provide practical support for teachers running a group or wishing to write for themselves in order to inform their practice cover major themes such as the relationship between writing teachers and the teaching of writing writing as process and pleasure writing and reflective practice writing journals and the writing workshop The authors provide a rationale for the development of writing groups for teachers and for ways of approaching writing that support adult and child writers and this rationale informs the ideas for writing throughout the book All writing and teaching suggestions have been extensively tried and tested by class teachers and will be of enormous interest to any teacher or student teacher wishing to run their own successful writing group

English and Its Teachers Simon Gibbons, 2017-04-21 English and Its

Teachers offers a historical overview of the development of secondary English teaching in schools over the past 50 years Initially charting the rise of a new progressive approach in the 1960s the book then considers the implications for the subject and its teachers of three decades of central policy intervention Throughout document and interview data are combined to construct a narrative that details the fascinating and at times turbulent history The book is divided into two main parts The age of invention and The age of intervention The first of these sections details how innovative English teachers and academics helped to develop a new model The second section explores how successive governments have sought to shape English through policy A final part draws comparisons with the teaching of the subject in other major English speaking nations and considers what the future might hold English and Its Teachers is a valuable resource for those interested in the teaching of English in secondary schools from new entrants to the profession to experienced teachers and academics working in the sector *The Bloomsbury Handbook of Reading Perspectives and Practices* Bethan Marshall, Jackie Manuel, Donna L. Pasternak, Jennifer Rowsell, 2020-10-15 Shortlisted for the UK Literacy Association s Academic Book Award 2021

The Bloomsbury Handbook of Reading Perspectives and Practices focuses on the experiences of reading from a young age to maturity and the different ways reading is encountered in other words the processes involved as well as the outcomes The international group of experts within both teaching and academia focuses on reading in school how is it taught What is taught How is it assessed Controversial issues are explored the acquisition of phonics teaching the canon including or ignoring digital texts the advent of standards based tests The contributions also consider people s biographies of reading their memories of reading in school and their current views on literature Together this well edited volume provides a more complete view of reading than is currently on offer exploring all aspects of what it means to be literate and how we define being literate **A Guided Reader for Secondary English** David Stevens, 2012 The Guided Reader for Secondary

English draws on extracts from the published work of some of the most influential education writers to provide insight guidance and clarity about key issues affecting Secondary English teachers The book brings together key extracts from classic and contemporary writing and contextualises these in both theoretical and practical terms The extracts are accompanied by a summary of the key ideas and issues raised questions to promote discussion and reflective practice and annotated further reading lists to extend thinking Taking a thematic approach and including a short introduction to each theme the chapters cover Theoretical models of curricular English The nature and structure of the Secondary School English curriculum Historical perspectives Texts and intertextuality The arts context for secondary English Assessment and evaluation Linguistic and cultural contexts Future possibilities and tensions Aimed at trainee and newly qualified teachers including those working towards Masters level qualifications as well as existing teachers this accessible but critically provocative text will be an essential resource for those that wish to deepen their understanding of Secondary English Education *Writing Voices* Teresa Cremin, Debra Myhill, 2013-07-03 Drawing upon recent research projects undertaken by

the co authors and other research within the wider research community this timely book makes connections to projects and initiatives that are unfolding on the national and international scene Highly Commended for the UKLA Academic Book Award 2013

Metaphysics of Children's Literature Lisa Sainsbury, 2021-01-28 *Metaphysics of Children's Literature* is the first sustained study of ways in which children's literature confronts metaphysical questions about reality and the nature of what there is in the world In its exploration of something and nothing this book identifies a number of metaphysical structures in texts for young people such as the ontological exchange or nowhere in extremis demonstrating that their entanglement with the workings of reality is unique to the conditions of children's literature Drawing on contemporary children's literature discourse and metaphysicians from Heidegger and Levinas to Bachelard Sartre and Haraway Lisa Sainsbury reveals the metaphysical groundwork of children's literature Authors and illustrators covered include Allan and Janet Ahlberg Mac Barnett Ron Brooks Peter Brown Lewis Carroll Eoin Colfer Gary Crew Roald Dahl Roddy Doyle Imme Dros Sarah Ellis Mem Fox Zana Fraillon Libby Gleeson Kenneth Grahame Armin Greder Sonya Hartnett Tana Hoban Judy Horacek Tove Jansson Oliver Jeffers Jon Klassen Elaine Konigsburg Norman Lindsay Geraldine McCaughrean Robert Macfarlane Jackie Morris Edith Nesbit Mary Norton Jill Paton Walsh Philippa Pearce Ivan Southall William Steig Shaun Tan Tarjei Vesaas David Wiesner Margaret Wild Jacqueline Woodson and many others

The Embodied Child Roxanne Harde, Lydia Kokkola, 2017-09-11 *The Embodied Child* Readings in Children's Literature and Culture brings together essays that offer compelling analyses of children's bodies as they read and are read as they interact with literature and other cultural artifacts and as they are constructed in literature and popular culture The chapters examine the ideology behind the cultural constructions of the child's body and the impact they have on society and how the child's body becomes a carrier of cultural ideology within the cultural imagination They also consider the portrayal of children's bodies in terms of the seeming dichotomies between healthy vs unhealthy bodies as well as able bodied vs disabled and examines flesh and blood bodies that engage with literary texts and other media The contributors bring perspectives from anthropology communication education literary criticism cultural studies philosophy physical education and religious studies With wide and astute coverage of disparate literary and cultural texts and lively scholarly discussions in the introductions to the collection and to each section this book makes a long needed contribution to discussions of the body and the child

Readings for Reflective Teaching in Schools Andrew Pollard, 2014-02-27 *Readings for Reflective Teaching in Schools* provides a portable library of over a hundred readings to support teacher education and professional development Extensively updated since earlier editions the book concisely introduces both classic and contemporary research and understanding on teaching and learning The selection reflects current issues and concerns in education and has been designed to support school led teacher education as well as a wide range of school university partnership arrangements Uniquely two types of reading are provided summaries enabling easy access to evidence on key classroom issues including relationships behaviour curriculum planning teaching strategies

and assessment processes analyses of deeper forms of understanding about teaching and learning processes to support the development of expertise throughout a teaching career This collection of readings is edited by Andrew Pollard former Director of the UK's Teaching and Learning Research Programme with the advice of primary and secondary specialists from the University of Cambridge Readings for Reflective Teaching in Schools is part of a fully integrated set of resources for primary and secondary education Reflective Teaching in Schools focuses on how to achieve high quality teaching and learning By design it offers both practical support for effective practice and routes towards deeper expertise The website reflectiveteaching.co.uk offers supplementary resources including reflective activities research briefings advice on further reading and additional chapters It also features a glossary links to useful websites and a conceptual framework for deepening expertise This book is one of the Reflective Teaching Series inspiring education through innovation in early years schools further higher and adult education

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