

Teaching reading : student teachers and the schooling context



Models of Teaching Practice
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Conversation Analysis
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Theory of teaching reading
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Teaching Practice in South Africa

2005
Report of the Ministerial Committee on Teacher Education

3+1 model
Deans of Education Forum

2006
National Policy Framework for Teacher Education and Development in SA

4 year Bachelor of Education Degree
Includes 1 full year of supervised practical teaching

Teaching Practice at CPUT

- Successive: academic input at university and teaching in schools
- 2 x 4 weeks per year
- Grade sequential teaching practicum design

Year group	Foundation Phase Grade	Type of School	Contextual features
First year	Reception	Mainstream	Largely 'comfortable' teaching conditions
Second year	One	Mainstream	
Third year	<u>Two</u> or Three	Mainstream	Largely over-crowded and under-resourced
Fourth year	Two or <u>Three</u>	Mainstream and special needs	Largely comfortable teaching conditions

Methodology

- 'bottom-up' (CA) vs. 'top-down' (DA)
- Turn-taking
- Focus lines

Focus lines

- Agency
- Professional identity
- Epistemic integration

	Agency	Identity	Integration
B Ed 1	'show off'	compete	fragment; speculate
B Ed 2	'hang back'	contribute	segment
B Ed 3	'cooperate'	collaborate	evaluate
B Ed 4	'give & take'	own	critique; select

Mechanisms that supports these constructions

- Features of integration
- Collegial collaboration
- Modelling constructivist approaches
- Perceptual and conceptual theory
- Teaching practice (successive TP model)

Grade-sequential design of TP

- Perceptual knowledge:
Chronological learning progression
Contextual diversity
- Conceptual knowledge
Expansive and restrictive potential

Conclusions and Recommendations

- Teaching student teachers to teach children to read:
Intricate
- 4 years successive TP:
Early in the first year
Diverse contexts
Critical and reflexive teaching competence
- Grade-sequential TP design:
Useful for organizing perceptual knowledge than for
achieving conceptual knowledge for reading
teaching.