Literacy in Teacher Education: Standards for Preservice Programs

A report of the
Literacy in Teacher Education Working Party

BOARD OF TEACHER REGISTRATION
QUEENSLAND

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Letter of Transmittal

26 April 2001

Mr John Dwyer, Chairman
Board of Teacher Registration
Toowong, Queensland

Dear Mr Dwyer

In May 1999, through the Board's Professional Education Committee, you commissioned a Working Party to update the Board's 1991 Report *Responding to Literacy Needs: Implications for Teacher Educators and Training Consultants.*

The Working Party's complete terms of reference were:

- To devise a process to update the Board's statements on literacy in teacher education.
- To determine the areas of literacy to be addressed.
- To produce an up-to-date Board source document on literacy.
- To make recommendations with regard to amendments to the Board's *Guidelines.*

The Working Party is pleased to present to you a report entitled *Literacy in Teacher Education: Standards for Preservice Programs,* and makes the following recommendations:

1. That the Report be endorsed for publication and distribution.

2. That the Standards in Section Three of the Report be considered as part of the Board's 'Fresh Look at Teacher Education' and review of the *Guidelines on the Acceptability of Teacher Education Programs for Teacher Registration Purposes.*

In proposing a standards-based approach to literacy in preservice teacher education, the Working Party acknowledges the Board's collaborative relationship with teacher education institutions and suggests that, in order to facilitate the implementation of the Standards, the Board give consideration to how it will call on specialist literacy expertise to assist its Professional Education Committee in the processes of course consultation as outlined in the Board's *Guidelines on the Acceptability of Teacher Education Programs for Teacher Registration Purposes*; and to how it will define the documentation that institutions are required to submit as part of course submissions.

The Working Party also suggests that the Board regularly review and update the Standards to reflect the evidence of good practice amassed through participation in the cycle of standards setting, curriculum development and assessment.

The Working Party is confident that adoption of the Preservice Literacy Program Standards will result in a set of shared understandings, renewed commitment to quality preservice literacy programs, and attendant benefits for literacy teaching throughout the State.

Yours sincerely

Assoc Prof Bill Corcoran
Chair, Literacy in Teacher Education Working Party

Acknowledgments

The Board of Teacher Registration would like to express its appreciation to the following people who contributed to the project and to the preparation of this report:

- The members of the Working Party on Literacy Education in Teacher Education (listed in appendix one), particularly:

  > *Associate Professor Bill Corcoran of Queensland University of Technology for his valuable contribution of time and expertise as Chair of the Working Party and for his contribution to the writing of Section Three of the Report.*

  > *Associate Professor Michele Anstey and Associate Professor Geoff Bull of the University of Southern Queensland for their contribution to the writing of Section One of the Report.*

  > *Dr Karen Moni and Dr Cushla Kapitzke of the University of Queensland for their contribution to the writing of Section Two of the Report.*

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- Associate Professor Michele Anstey; Associate Professor Geoff Bull; Associate Professor Bill Corcoran; Professor Pam Gilbert of James Cook University; Dr Karen Moni; Dr Rob Thompson of Central Queensland University; and Dr Claire Wyatt-Smith for coordinating consultation with teacher education students and practising teachers.

- Staff from the relevant school or faculty of each Queensland Teacher Education Institution who provided information about literacy education in current teacher education programs.

- The contributors to the Internet discussion, especially those who provided papers (listed in appendix two).

- The discussion leaders for each section of the Internet discussion: Dr Cushla Kapitzke, Professor Pam Gilbert, Dr Catherine Beavis of Deakin University, Associate Professor Michele Anstey, Associate Professor Geoff Bull, Dr Karen Moni, Associate Professor Bill Corcoran, and Professor Trevor Cairney of the University of Western Sydney.

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Introduction

This publication of the Board of Teacher Registration reports on a two-year project of the Board of Teacher Registration that commenced in May 1999.

Background

The Board of Teacher Registration publishes *Guidelines on the Acceptability of Teacher Education Programs for Teacher Registration Purposes* to assist teacher education institutions to develop programs which will enable graduates to be registered as teachers in Queensland. These Guidelines are supplemented by a range of reports in key areas such as literacy.

In 1999 the Board decided to update its statements in the literacy area. The existing Board report in this area, *Responding to Literacy Needs: Implications for Teacher Educators and Training Consultants* had been published in 1991. The Board's Professional Education Committee invited nominations to serve on a Working Party to oversee the project. Membership of the Working Party included representatives of universities, teacher employers, teacher unions, curriculum authorities and the Board (see Appendix One).

The Project

Terms of reference

The terms of reference for the Working Party were:

- To devise a process to update the Board's statements on literacy in teacher education.

- To determine the areas of literacy to be addressed.

- To produce an up-to-date Board source document on literacy.

- To make recommendations with regards to amendments to the Board's *Guidelines*.

The process for the project

The project commenced with a review of the literature and consultations with teacher educators in order to identify the key issues in the literacy area with implications for the preparation of teachers.

The second task was to devise a process to explore the implications of the identified issues for teacher education and develop recommendations about the content and approaches of teacher education programs. It was decided to implement a process that would draw widely on the available expertise and existing best practice in literacy education and teacher education in this area.

The previous Board report in this area had used a conference as a means of obtaining input from a wide range of interested parties and the advantages and disadvantages of this model were considered against other possibilities. Questions of equity were taken into account – a conference imposed restrictions of time, location and funding for participants. Input at a conference had to be limited and reliance on a few key speakers could result in undue emphasis on a particular perspective.

It was decided that an Internet debate would provide an excellent means of involving a wide range of literacy educators and other people from across Australia in debating the issues over a period of time.

The Internet discussion

A page with a bulletin board facility was established for this purpose on the Board's Website. This identified the issues and put forward 'maps' to provide conceptual links. Leading literacy educators from around Australia were invited to be involved and were also offered the opportunity to take the role of 'webmaster', or discussion leader, for a particular strand of the debate. The project was advertised in education newsletters and a general invitation was issued to literacy educators and others with an interest in literacy and teacher education (such as teacher educators, teacher employers, curriculum developers, teacher organisations, schools, parents and classroom teachers) to participate. Participation in the web debate involved posting statements about aspects of literacy on the bulletin board as a stimulus for discussion and responding to the other comments and material. There was a facility for posting papers on the site to augment participants' comments. All participants were also linked by email to encourage some ongoing discussion.

Review of current literacy education in teacher education programs

The next phase of the project involved surveying all Queensland teacher education institutions about literacy education in their current programs. Institutions were also invited to reflect critically on their current programs and identify areas for review. Some institutions participated in a more intensive way by conducting surveys, interviews or focus group meetings with teachers, preservice teachers and supervising teachers to obtain their views on teacher education in the literacy area.

The Report

The report is in three sections. The first outlines the development of a theoretical framework for the project. The second section presents the current state of play with regard to preparation to teach literacy in teacher education programs and reports on consultation with teachers and student teachers. The program standards in section three were developed in response to the information gathered throughout the project, and in line with the professional standards movement current in Australia and overseas.

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Section One

Framing the Project

This section reports on the first phase of the project during which the framework for the second phase, the research phase, was developed. There were two components in phase one; these were defining language and literacy and identifying critical issues.

The view was taken that it was inappropriate to commence without attempting a **working definition** of literacy to use as a frame of reference for the beginning research and discussion. The term 'working definition' was used as an indicator of the dynamic nature of literacy and was further informed by later stages of the project.

The second and much larger stage involved a number of key elements. The first was developing a 'state of the nation' overview with regard to literacy in which the key issues or elements regarding literacy and the preparation of teachers of literacy could be mapped. This was achieved through a traditional literature review which identified critical issues. These issues were then posted on a website inviting further discussion and input from around the nation.

Conclusions from these discussions informed the research phase of the project reported in Section Two, with the final recommendations appearing in Section Three.

1.1 Defining Language and Literacy

Defining Language

The terms language and literacy are frequently linked and are sometimes used interchangeably. However the project team felt that there was an important distinction to be made between the two terms. Language is a system of signs and symbols used by a group of human beings to construct meaning. Different groups may develop different systems for constructing meaning, resulting in different languages across different cultures. Groups may also use their language in different ways, resulting in different dialects being used by different social groups within a culture.

Language is a social practice as it is learnt in particular contexts and social situations. Literacy refers to particular social practices; that is, it is what is engaged in or what is 'done.' Language, therefore, is a system of signs and symbols (semiotics) while literacy refers to the actual practices involved in reading, writing and talking (Edelsky 1991, 80-81).

In order to provide further context for the Board's literacy project it is important to examine changes in the definitions and understandings of what constitutes language. While definitions of language have changed over time, they have common elements. A review by Emmitt and Pollock (1991) examined definitions ranging from 1921 (Sapir) to 1979 (Mussen, Conger and Kagan) which employ common reference to a set of symbols or conventions and communication. Contemporary definitions focus on language in terms of learning, meaning, negotiation, language in use and social relationships. Christie (1987, 207-216) talks about language in terms of building meaning, and negotiating relationships. Edelsky (1991, 80-81) refers to the role of language in capturing or representing societal relationships among people and between people and objects within a culture. Courts (1991, 137) describes language as the essence of being human and points out that through it we create (and participate in) the creation of society and the continuous act of 'being'. These definitions focus on the changing and dynamic nature of language. Language is dynamic because its major role is to help people make meaning in society and society is continuously changing. As the pace of societal change increases, so must the rate of change of language and if language does not change then it does not fulfil its major purpose (The New London

Group, 1996). Anstey and Bull (1996c, 38) summarise contemporary views about language in the following way:

Language

- *is inextricably connected to learning. As language is learnt so learning is engaged in through language. A theory of how language functions is also a theory of how learning occurs;*

- *provides a framework through which meaning is negotiated. While language regulates meaning, it can also be imprecise and it relies upon individuals being able to tolerate differences;*

- *becomes meaningful only when it is used and shared;*

- *in use is essentially a social activity. The contexts and purposes of language cause social relationships to develop through the roles and relationships of the language users;*

- *in use can, at one and the same time, be an empowering and a limiting agent. As such it can both confirm or deny the life experiences of the individuals who use it.*

There are important implications arising from what we know about language and how it is defined, for the teaching of English and the teaching of (second) languages generally. They are explored by Gee (1992), based on earlier work by Chomsky (1986, 1988). In discussing what he terms discourses, Gee makes the point that what can be said of discourses also applies to language learning. He suggests that there is an important distinction to be made between acquisition and learning. Acquisition 'is a process of acquiring something subconsciously by exposure to models, a process of trial and error, and practice within social groups, without formal teaching' (Gee 1992, 113) which happens naturally and functionally. Learning is a conscious process gained through teaching and in more formal contexts requiring reflection and analysis. Gee continues (1992, 114) that we are better at *performing* what we *acquire,* but *consciously know more about*, and can analyse *what we have learned*. Applying this to second language learning, Gee suggests that learning a language will not produce good performance but acquiring a language will. Conversely, someone who acquires a language, while being able to perform it, may not be able to analyse it well. What is being argued here is *that different approaches to language produce different sorts of learning*. For example, control of language will not be produced by formal teaching (learning) of grammar, nor will a linguist be produced by an individual acquiring a language. Gee's references to conscious

processing of what we are learning and to being able to analyse what we learn resonates with theories about metacognition and the need for a meta-language to aid learning in English and (second) language learning. These ideas are explored further in the following sections which define literacy and examine current tensions in the teaching of literacy.

Defining Literacy

Literacy, as many people in the community construct it, is about reading and writing (and sometimes talk). When literacy is represented in the popular media it is invariably presented as problematic, and frequently defined in simplistic ways. Traditionally, syllabus and curriculum documents produced by Departments or Ministries of Education have described literacy as listening, speaking, reading and writing. Contemporary views of literacy have sometimes led to these documents collapsing listening and speaking into a single heading, talk, or adding such categories as critical thinking, viewing or non-verbal communication.

Governments in the western world are more inclined to a functional approach to literacy by representing it as the ability of an individual to take part successfully in everyday life and to read or write at a certain level (usually grade level). This view is encouraged by such global organisations as UNESCO which define literacy in terms of the ability to read and write a short statement in 'everyday life'.

Contemporary views of literacy (Unsworth, 1993; The New London Group, 1996) construct literacy as social practice that is situated in social situations and social contexts. Literacy is constructed by the individual or group to mean whatever it is they want it to mean. Literacy is therefore not just a number of discrete skills but an active, dynamic and interactive practice that can be used to get meaning from, and to build meaning around, written texts. As Luke (1993) suggests, it then becomes a question of what kinds of literacy practices children are exposed to, rather than a question of "more" or "less" literacy.

Social practices may occur in the classroom, in the playground, at home - in fact anywhere where social situations occur. Gee (1992), in discussing how children become literate, suggests that literacy learning episodes occur frequently at home as part of normal social discourse. According to Gee, young children may therefore already be literate in some senses, and can benefit from some of the school

practices because of their similarity to home practices. Children may therefore benefit from phonics instruction *because* they are literate - phonics instruction does not, by definition, *make* them literate. In Gee's terms (as in Luke's) literacy is about social practices and an introduction into 'particular forms of life', not 'a magic set of methodologies'. Gee (1990) contends that because literacy depends on these types of practices among people - who makes available which practices and to whom - it is inherently political.

Literacy practices are closely connected to the practice of literacy. Put another way, how literacy is learnt may depend upon how it is taught. According to Lankshear and Lawler (1987), since literacy can be regarded as social practice and because practices can vary widely from group to group, the concept of a single, unitary literacy may no longer be appropriate. Literacy may be more properly thought of as *literacies*. Literacies can take many forms since within any given society definite *patterns* of literacy practice may be apparent. These literacies need to be both political and empowering so that groups within a society can overcome unfair practices when they are perpetrated by powerful elites. McConnell (1992) points out that literacy should involve self-awareness, self-direction and self-learning, be emancipatory, allow self-directed learning, and develop a critical consciousness. If literacy is viewed this way, then it becomes empowering. On the other hand, if literacy is seen in personal terms as a difficulty or disability of the individual, rather than as of improper practices, then it can be used to oppress.

What became evident during the 1980s was that there was a gradual drift from cognitive/psychological views of learning, which were largely process-based and therefore thinking-oriented, to social views of learning which were based on roles and relationships in social contexts and were therefore overtly political. This shift from the cognitive to the social came at a time when there was a marked expansion in knowledge about language and literacy. Views of literacy had changed to considerations of access to particular knowledge and social power rather than simply the attainment of a set of cognitive skills by the individual. The concern was that the earlier focus on the cognitive aspects of literacy learning came at the expense of the virtual exclusion of the social determinants of literacy.

This is not to suggest that regarding literacy as a series of skills and strategies is unimportant. In certain contexts it is more appropriate to look at literacy from a skills/strategies perspective, particularly when providing students with the necessary background to use literacy in a

functional way. These functional uses are necessary for students to deal successfully with certain literacy tasks. However they are not sufficient in themselves - they do not make up all of what can be counted as literacy. This functional construction of literacy was foregrounded by the psychological perspective and led to the psychologising of literacy, in the sense that it presupposed this particular view to be the only one that counted.

Constructing literacy as a purely cognitive process consisting of a unitary set of skills rests on the belief that the development of these skills was strongly associated with personal and cognitive development and relied upon a set of internal mental processes. This 'psychologising' constructed literacy as highly individualistic, invisible and independent of context. Such definitions of literacy led to a 'blame the victim' mentality reported by McConnell (1992), where those who were not deemed successful were constructed as deficient because they lacked the necessary skills.

Alternatively, literacy can be seen as emerging from the social practices in which individuals are engaged. These practices derive from participation in a wider range of cultural groups, each with its own set of literacy practices (Heath, 1983). This sociocultural definition of literacy focuses on the observable aspects of literacy and how these are manifest in various contexts. It can then be studied by investigating how literacy practices arise from, or within, particular groups.

Literacy, therefore, means reading the world as well as reading the word (Freire, 1987). The way an individual reads the world is the result of enculturation into the particular context in which one lives and gives rise to particular behaviours in particular contexts. An individual learns to behave in certain ways in literacy events and learns a number of particular literacy practices which are representative of his or her social and cultural groups. A purely psychological definition of literacy, focusing as it does on cognitive processes taking place within the individual, can fail to take account of cultural and social factors when one is analysing literacy practices. Consequently, the diversity and dynamism of literacy practices can be accounted for as much by sociocultural contexts and Discourses (see Gee, 1992) as by recourse to individual differences or deficits.

Using Gee's (1992) concept, each individual may move through, and participate in, a number of discourses (primary and secondary) in a day, each of which has its commonly accepted ways of behaving,

talking, reading, writing, dressing etc. In this view, literacy is concerned more with ways of behaving and using literacy, that is, the practice of literacy rather than with skills alone. Traditional psychological pedagogies sometimes resulted in students being constructed as illiterate, being held to account for their lack of ability in literacy. It would seem that viewing literacy as social practice is a more proactive response to literacy education. Sociocultural pedagogies examine the literacy contexts and discourses of the student's life and tailor programs that begin on common ground. Sociocultural views of literacy which foreground practice are more useful in attaining common ground than psychological views where literacy practices remain individualised, cognitive and, therefore, largely unobservable.

If literacy is viewed from this perspective then a number of statements can be made which demonstrate that literacy is as much about *access* to a range of literacy practices that occur in everyday social contexts as it is about the *acquisition* of literacy skills (Anstey and Bull, 1996a).

(a)   Literacy is an everyday social practice in which individuals participate, at home, in the community, at the workplace, through popular culture, and religion.

Because literacy happens whenever and wherever we conduct the everyday business of our lives, it may be that the school cannot hope to recreate literacy authentically. In order to recreate authentic literacy practices, the school has to be very well aware of the literacy events and practices that are taking place around it.

(b)   Literacy is not a neutral practice but relates to how individuals read the world: that is, how they think, value and interpret the world through various discourses.

If literacy was a neutral practice then the one set of skills and strategies would suit each individual equally well. That this is patently not true is evidenced by the fact that not everyone succeeds to the same degree at school. The fact that some students do better than others can be partly accounted for by success or failure in the acquisition of literacy skills. Access to such things as literacy practices in the home, familiarity with and enjoyment of those texts which are used in the school, or pedagogies used in the school which closely approximate those in the home can also be of great benefit. Whenever choices are to be made at school, in the home or in the

community, some students will be advantaged by those choices and others disadvantaged.

(c)   *The valuing of particular literacy practices not only constructs the way an individual can operate in the world but also the way different cultural groups and agencies are structured and operationalised.*

Because the school continually makes choices about methods, books, lessons and resources, teaching is inherently political. When some literacy practices are preferred over others, every student gets shaped by those practices to some degree, resulting in either empowerment or constraint. Some cultural groups will benefit and have their practices reinforced, while others will suffer pressures to restructure their practices.

In recent literacy curriculum documents mandated by state governments, there is common agreement that schools need to engage in authentic literacy practices. There is strong support for the idea that this is achieved, not by making school activities "life-like", but by incorporating family and community literacy practices into school programs. While home plays an important part in the literacy learning of a student (see Handel, 1992; Morrow and Paratore, 1993; and Myers, 1992) there is some evidence that there are significant numbers of families whose literacy practices are unlike those of the school (see Breen et al 1994; Cairney, 2000). It has also been reported by Breen et al, (1994), Anstey and Bull (1994) and Morrow and Paratore (1993) that schools in general strongly emphasise what parents can learn from schools, but place less importance on what schools can learn from parents. These studies also reported that while school literacy practices tend to be uniform across schools, home literacy practices are diverse across families, and that there is as much variety in literacy practices from one rural setting to another as there is from one urban setting to another. As well as the family diversity, which is perhaps to be expected, Anstey and Bull (1994) and Heath (1983) also reported that differences in community literacy are affected by population spread and geographical location and by economic and historical factors.

A critical feature emerging from the research on home and school is that there is no *one* set of literacy practices common to all communities. As the concept of literacy as social practice suggests, many *different literacies* are potentially available in each community and from these, because of a range of contextual factors, particular

practices are foregrounded. The range of contextual factors constructs distinctively different literacy practices across communities, and suggests very strongly that literacy cannot profitably be constructed as a single, neutral set of skills. This multiplicity of practices is indicated when the focus is on community. Pinkney (1994) suggests that the picture becomes even more diverse when the different types of family (sole parent, de facto, dual earner, blended, reconstructed and extended) are also considered in opposition to the "ideal" family (ie. working father, mother at home, children at school). It becomes increasingly difficult to expect a single, stable set of literacy practices to arise out of all this diversity of family and community.

What is critical in the process of incorporating family and community literacy practices into school programs is to make a study of literacy *in use*, that is, literacy as it forms parts of the rubric of every day life. This has the potential to bring a richness and diversity into classroom literacy events. As Williams (1991) reports, there is a diversity about the practice of literacy in the home even when the home is engaging in school-like activities, and it is important not to interpret home practice as desirable simply because it leads to success in the school.

Literacy practice needs to be seen in the wider context of the various social practices which take place as literacy events occur - these social practices are just as likely to occur in the family or, perhaps more so, in the community. And these practices are, above all else, social literacy practice. What is needed is a broader view of social practice, one that not only looks at text and method, but also studies the various social institutions and the power relationships within them.

The provision of literacy alone does not guarantee cultural power, nor, for that matter, does it ensure economic, educational, or social parity. Many literacy myths have arisen concerning the presumed benefits gained from acquiring literacy (see Graff, 1987). However, as Graff points out, there is a significant difference between literacy skills and literate behaviours or, as Cope and Kalantzis (1993) suggested, between "the powers of literacy" and the "literacies of power". The question becomes not one of more or less literacy, but of "what kinds of literate practices are and should be disbursed to children" (Luke, 1993). Schools have the power both to permit and prevent access to language and discourse and can therefore be sites of inclusion or exclusion.

It has been suggested that the changes in work, public and private lives indicate that one set of literacy skills and one set of social skills

will no longer be sufficient to participate fully in the economic, social and leisure life of the future. In their working lives, individuals will be required to change tasks, become multi-skilled and/or change occupations, and each of these changes will require the acquisition of new literacy skills. Technology, in all aspects of contemporary life, will bring contact with a range of cultures and subgroups, each of which may require the use of different literacy skills or ways of interacting (Beavis, 1999). Finally the availability of vast amounts of information, and the ideologies represented in it, will also require new and sophisticated literacy and social skills in order to examine, accept or resist the variety of ideas presented (Anstey 2000). Downes and Zammit, 2000, comment particularly on the reflexive impact of technology; students need both basic skills to access technology and the more sophisticated skills of the 'multiliterate individual' to use it appropriately. An important implication for the pedagogy is highlighted here; all teachers must engage in the explicit teaching of the various texts and processes of their subject areas, however their own skills with technology, or as multiliteracies, may be less advanced than those of their students.

The new text types and shifting social structures are placing significant demands on definitions of literacy and on related practices of schooling.

In the last decade of the twentieth century, Freebody and Luke developed what has been termed the 'Four Resources Model' as a way of describing the range of practices with which a reader must be competent in order to participate fully in society. The model (Luke and Freebody, 1999) primarily refers to reading rather than literacy. However, it demonstrates the ways in which new times and new texts redefine the literate person. Luke and Freebody suggest that a reader needs to be able to engage in four practices with a text: crack the code (code breaker), identify what the text means for them in their social context (meaning maker), understand the structure and social purposes of a text (text user) and be able to critically analyse its underlying ideologies (text analyst). They developed a series of questions a reader might consider when engaging in each of these practices. The model is presented below.

Table One: The Four Resources Model of Reading

Coding Practices	Text-meaning Practices
Developing your resources as code breaker: How do I crack this text? How does it work? What are its patterns and conventions? How do the sound and marks relate singly and in combinations?	Developing your resources as text participant: How do the ideas represented in the text string together? What cultural resources can be brought to bear on the text? What are the cultural meanings and possible readings that can be constructed from this text?
Pragmatic Practices	**Critical Practices**
Developing your resources as text user: How do the uses of this text shape its composition? What do I do with this text, here and now? What will others do with it? What are my options and alternatives?	Developing your resources as text analyst and critic: What kind of person with what interests and values, could both write and read this naively and unproblematically? What is this text trying to do to me? In whose interests? Which positions, voices and interests are at play? Which are silent and absent?

based on Freebody and Luke (1990) in Luke and Freebody (1999)

More recently, Durrant and Green (2000) have explored Luke and Freebody's model in terms of the demands that developments in information technology place on literacy education. They propose a 3D model of literacy-technology learning which brings together what they see as the three dimension of learning and practice; the *operational*, the *cultural* and the *critical* (Durrant and Green, 2000, 97). The model brings together features of earlier models of literacy developed by Cambourne (1988), the more recent social critical models of Gee (1991) and The New London Group (1996) with the constructionist work which has been completed in computer literacy (Papert,1988, 1993). Its aim is to contextualise the 'how-to' and functional knowledge of literacy and technology in terms of culture, history and power. They suggest that all these dimensions of literacy-technology learning need to be addressed simultaneously, so that even when a skill is being taught it should be addressed in an authentic context with a focus on its use in social practices.

Finally they suggest that the 3D model and the Four Resources Model of Freebody and Luke (1990) can be mapped together and that though the individual areas do not exactly overlap (eg *code-breaker* does not simply equate with '*operational*') the intent is the same. That is:

> *literate practice is ideally an integrated expression of all the roles and dimensions in question here, as two sides of the one coin .… Literacy activities, across the various media, are always to be understood and practised across the full range of roles, resources, practices and dimensions* (Durrant and Green 2000, 102).

Figure One: Integrating the Four Resources Model and the 3 D Model of Literacy

code breaker
                                                    }   operational

text-participant
                                                    }   cultural

text user
                                                    }

text analyst   critical
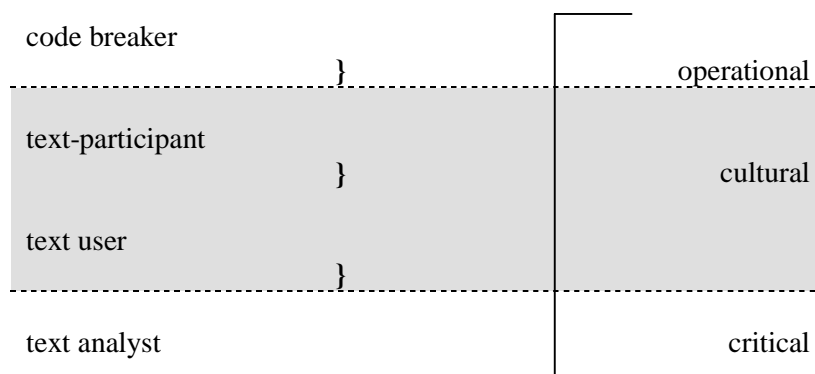
(based on Durrant and Green, 2000, 101)

Another way in which literacy educators have responded to new texts, new times, and new technologies is through the invention of a new term: 'multiliteracies'. It has been suggested that the use of the term 'multiliteracies' may focus educators on the ways in which literacy education will need to change in order to address the social diversity, technology and globalisation which are features of our new and changing world (New London Group, 1996). The term literacy was deemed no longer appropriate as it focuses on language alone. Multiliteracies focus on the many modes of representation and forms of text that have been made available through multimedia and technological change. Multiliteracies also imply not only the mastery of communication, but critical analysis of texts and representational forms and the social responsibilities of the interaction associated with them.

In order to engage with these multiliteracies, an active and effective citizen of the 21st century will have to be concerned with:

- an increasing variety of text forms and modes of representation;

- increasing cultural and linguistic diversity;

- complex and changing multimedia and technologies;

- a globalised society;

- a changing social environment; and

- an increasing range and diversity of knowledge and ideologies.

Accordingly, the goals of literacy education must focus not only on the mastery of certain knowledge and skills but, in addition, the use of these skills in various social contexts. Furthermore literacy education will need to foster the attitudes and abilities needed to continue to master and use the evolving languages and technologies of the future. Literacy education must also focus on critical engagement and understanding of text and its inherent ideologies, in all its forms, as well as competency in creating such texts. Such competency will empower the citizens of the 21st century, enabling them to take more informed and critical control of their workplaces and their public and private lives.

1.2   Identifying Critical Issues

Mapping the Area Under Review

Early in the discussions an attempt was made to identify the
parameters that might be explored in identifying the critical issues in
literacy education and in the preparation of teachers of literacy. A map
was produced from these early discussions and is presented below. It
can be seen that at this point the thinking was situated in an historical
and linear frame. This approach was characterised by attempts to
define literacy using traditional forms of research followed by an
examination of literacy in teacher education in terms of essential
knowledges and practices of the past and present, with a view to
making recommendations for the future.

Map One: An initial attempt to map issues informing the project

Defining Literacy

Past ←————————→ Present ←————————→ Future

History/Foundations

New Literacies for New Times

Issues:
- technology
- social justice and citizenship
- globalisation
- local communities
- multiple texts (oral, visual, cyber, written, etc.)
- workplace communication

Popular culture/literacy canon

Defining and Developing Literacy in Teacher Education

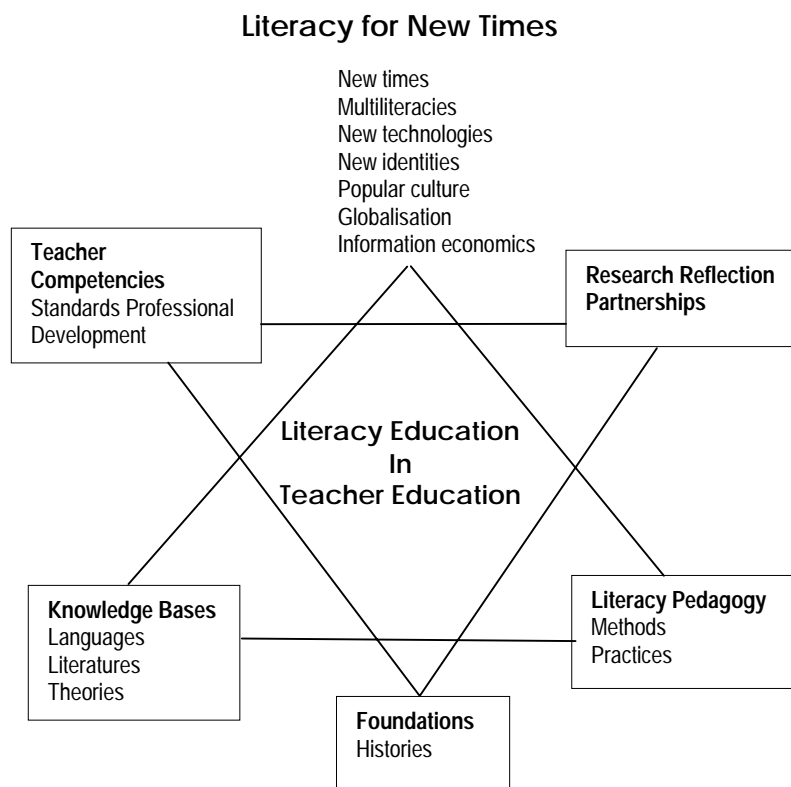| **Knowledge Base**:	**Literacy Pedagogy**:	**Literacy Competency of teachers**	**Research, Reflection, Collaborative Practice**:	**Assessment**
Literacy Literature Language	Method Practice Strategies		Academics Teachers Parents Community	

After reflection on this map, it was suggested that, given current concepts of literacy as social practice (identified in the preceding section), an exclusively historical or linear approach was inappropriate. Rather, notions of literacy and the preparation of teachers of literacy should be examined in terms of social practice, that is in the contexts in which they occur. This approach does not preclude examination of the social histories of literacy and the preparation of teachers of literacy, but ensures that all discourses on the subject (past and present) are explored and inform the project: historical discourses, together with current discourses of practitioners, academics, student teachers, and society generally. Thus the approach developed focused on the interplay of discourses around literacy and the preparation of teachers of literacy; the space or terrain of practice, rather than time and definition (Kapitzke, 2000). It was hoped that such an approach would open up processes and dialogues and lead to recommendations emerging from the realities of children's lives, teachers' classrooms, community contexts and workplace practices, as well as theory and research.

Map Two was developed to represent these shifts in thinking. It focuses on the social nature of literacy by framing it as an interplay of the discourses that occur around teaching teachers about the existing and emerging literacies of today. "New Times" was placed in the centre of the top line because it was seen as central to the project. Understanding the many changes that are taking place in homes, communities and workplaces is central to teachers' work today. The actual placement of other components in the diagram was not considered as crucial. Of more importance is that they overlap or intersect as inseparable aspects of literacy education. Indeed, many of the elements can be placed in two or three boxes and their subcategories. Topics such as assessment, for example, could be part of "Literacy Pedagogy" or "Teacher Competencies."

Literacy for New Times

New times
Multiliteracies
New technologies
New identities
Popular culture
Globalisation
Information economics

**Teacher
Competencies**
Standards Professional
Development

**Research Reflection
Partnerships**

Literacy Education
In
Teacher Education

Knowledge Bases
Languages
Literatures
Theories

Literacy Pedagogy
Methods
Practices

Foundations
Histories

Overarching Themes

Examination of the literature, discussions with colleagues, and submissions from experts throughout Australia, revealed two overarching themes. The first of these was 'new times' and the second, a result of new times, was 'tensions'.

New Times

The closing decades of the twentieth century and the beginning of the twenty-first century have been referred to as 'new times' because they have been characterised by change in almost every aspect of people's working, public (civic and state) and private (community and family) lives (The New London Group, 1996). As indicated in the previous section on defining literacies, these changes have necessitated a re-defining of the term 'literacy' to 'literacies' or 'multiliteracies'.

However, the characteristics of 'new times' and 'change' also influence literacy education and the preparation of teachers of literacy in other ways, and therefore it is appropriate to provide an overview of the global, social and technological changes which characterise 'new times'.

In working lives, change is largely in response to post Fordism (Prior and Sable, 1984), sometimes also termed fast capitalism (Gee, 1994). These changes are the result of a more global economy in which business and its markets are focused on flexibility, and niche (as well as mass) marketing in order to cope with economic change. One of the characteristics of workplaces in a fast capitalist culture is a move to less hierarchical organisations where teamwork and multi-skilling are valued (Cope and Kalantzis,1993). Furthermore, a person can now expect to change the nature and place of work several times in a lifetime rather than gradually work up the hierarchy in a single workplace. In these new styles of workplace and changes of occupation, different literacy, communication and social skills are necessary from those which sufficed in hierarchical organisational structures in which each employee had a specific task which required a specific set of skills.

In public (state and civic) lives, change is reflected at a number of levels. At the global level we see the breakdown of 'amalgamated states' such as the USSR into individual nations characterised by religious, ethnic and/or cultural affiliations. More recently, in Asia and the Pacific, we see similar trends manifest in the unrest of the Philippines, Indonesia, Fiji and the Solomon Islands. Change, characterised by acknowledgment and acceptance of difference in terms of ethnicity, culture and religion also continues to be an issue for countries that were largely settled by immigrants, for example Australia, the United States and Canada. Changing views about the culture, identity and rights of indigenous people in such countries are also issues of these times.

Another feature of change in state and civic lives is the change in the function of governments' roles in education, particularly in western democracies. Concerns about literacy standards, often linked with downturn in economic growth and increases in unemployment, have led to increased government intervention in what might be taught, researched, assessed and funded in literacy education (Green, Hodgens and Luke, 1997). A much more interventionist stance is being taken by governments, and this ultimately affects the literacy agenda, as government funding is often attached to particular literacy

programs (eg Reading Recovery) or areas of research. A growing area of intervention is assessment and the setting of standards or benchmarks to be achieved by particular levels of schooling. In Australia this was realised in late 1996 and early 1997 when Dr Kemp, Federal Minister for Education, commissioned ACER to investigate students' literacy standards in Australia. The interpretation of the results of this research were a source of great controversy (Brock, 1998) but nevertheless led to the establishment of national benchmarks against which students were to be tested annually. State governments also intervene in literacy education, particularly in terms of assessment, for example the 'Year Two Net' in Queensland. Such intervention affects literacy education: what is taught, how it is taught and when it is taught.

The increasing emphasis on fragmentation and difference which is a feature of these changes means it is necessary to recognise, understand and use the different ways of behaving, interacting and communicating associated with religious, ethnic and sociocultural differences. This is particularly important because, although these global level changes are marked by fragmentation and difference, the technological and economic changes of the times mean that in our working, public and private lives we must interact with these different groups on a daily basis. This occurs not only face to face, but also through the internet, email and other technologies (eg. film and media) which are now an everyday part of our workplace, home and leisure-sites. The literacy, communication and social skills necessary for firstly mastering the technology and secondly interacting with these very different groups are both new and different.

Technology has also changed our private lives. The concept of one, largely shared set of community values and conventions promulgated by the print and electronic media, has been challenged by the availability of multi-channel media systems (New London Group, 1996) and growth in the print media. Concomitant with the trends to niche marketing such systems cater for different audiences, rather than one large homogenous audience. Subcultures and specialist groups have therefore become a viable and important part of the market share to be courted and serviced. Issues and topics that previously were largely kept private have suddenly emerged in these various media, accessible to all. However it is not only the details of subgroups and subcultures that are now available to all. The print and electronic media, of popular culture (magazines and lifestyle television shows), now present details of the private lives of people from celebrities and royalty to the general public. The availability of this information, the

associated viewpoints, values and attitudes presented with it and the ways in which it is presented (bias, sensationalism etc) once again place new literacy and social demands on the viewers and readers of such material. (Luke, Luke and Carr, 1994; Luke and Bishop, 1994; Kalantzis, 1995; Luke, 1996.)

The influence of change in business, marketing and technology on private lives of people is not all targeted at subgroups, nor is it confined to the local level. Global marketing that moves across a range of media and commodities is targeted at large groups of the world population which have common characteristics regardless of culture and ethnicity (Luke, 1996). Children are a good example of such a group, and the Pokémon phenomenon which traverses computers, games, TV programs, T-shirts and other accessories such as caps and pencil cases is an example of global marketing aimed at children.

In summary, the following global, social and technological changes have contributed to 'new times':

- a global economy resulting in new styles of workplace and kinds of work;

- a globalised society which transcends working, public (civic and state) and private (community and family) lives;

- increasing ethnic, cultural and linguistic diversity;

- increasing government intervention in the agenda of literacy education;

- complex and changing multimedia and technologies;

- an increasing variety of text forms and modes of representation;

- a changing social environment; and

- an increasing range and diversity of knowledge and ideologies which are readily accessible.

Change and new times inevitably bring tensions and many of these have already been alluded to at the global and local levels in political, social and economic spheres. Tensions in literacy education and the preparation of teachers of literacy also emerge as people who are products of 'old times' try to forecast and prepare others and themselves for new and future times (Luke, 1998). The following section reports on tensions identified by the project.

Tensions

The tension which cuts across all others concerns the whole *notion of school and schooling in new times*. Schools and schooling will be the key sites in which new kinds of literacy and other changes to society will be expected to be addressed (Cormack, 1998), yet there is some concern that what constitutes and has constituted school and schooling in 'old times' may not be appropriate in new times. Lankshear and Knobel (2000, 8) elaborate on this issue, drawing attention to the 'deep grammar' of the school with its associated systems of administration, classroom routines and teacher-student discourses and relationships. Lankshear and Bigum, 1998, (cited in Lankshear and Knobel, 2000, 8) suggest that the 'immigrant' and 'native' terminology originally coined to describe reactions to technology could also be used to describe educators' attitudes to the changes of 'new times.' Immigrants would suggest the world is the same but more technologised, while natives would suggest that it is radically different. Thus an immigrant educator's reaction to new times would be to tinker with the present school system and structure (for example curriculum content). A native might suggest that there is a need to examine and change school systems (which are products of old times) to better reflect and serve new times.

In Queensland state education there are currently three examples of the tensions about schooling in new times being addressed. Education Queensland commissioned papers and research and developed a plan of action called the *Education 2010 Project*. Education Queensland also commissioned a *Literacy Review for Queensland State Schools* in order to examine the specific influences on and needs in literacy education in new times. Professor Allan Luke, as Deputy Director General of Education, examined the issues of schooling in new times in similar fashion and the *New Basics* project and trial is the current response. All three examples addressed new times in terms of changes in society, the global economy, local identity, workplaces, technology and new literacies and are closer to the native mindset than the immigrant one.

Other tensions address issues and decisions which might have influence or induce change within the school system. The first of these is a result of a seemingly dichotomous relationship between *the need to acknowledge and prepare students for the global nature of society while still valuing and addressing local discourses and identity*. Such issues were explored by Anstey and Bull (1996a) who found that in isolated rural communities the global and technological changes of

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new times were already having influence. For example, farming communities often dealt directly with world markets via the internet and with each other via email and mobile phones. Nevertheless Anstey and Bull acknowledged that in terms of literacy education there was a still a need to value and explore all local discourses, which in the example given would include the internet and email. Such recommendations are reinforced by the work of Louden (1994) and Breen et al (1994).

The need to explore and value local discourses introduces another tension, *issues of partnerships, inclusion and exclusion*. Cairney and Ruge (1999) have indicated the need to build community partnerships as a way of valuing local discourses and identities in order to enhance literacy education. However the building of partnerships needs to include all parts of the community, an increasingly difficult feat in an age of social, cultural and linguistic diversity in schools. Issues of culture, language, ethnicity, and social class can become issues of inclusion and exclusion in literacy education (Nixon, 1998; Gale, 2000). For example, the many literacies that these differences produce may be excluded if the school curriculum and staff value only the dominant literacy (Luke, 1993 and 2000). Issues related to gender (male and female) can also be a source of exclusion as reported by Gilbert (1996), Luke (1996) and Gilbert and Gilbert (1998a and 1998b).

Issues of inclusion and exclusion in literacy education can occur in the school community relationships and also within classrooms. Within the classroom inclusion and exclusion become issues via the selection of texts (mode of representation and content) the mediating of those texts and through the classroom discourse itself. Classroom practice is therefore another source of tension in new times. Selection of texts can become a tension in a number of ways. The first of these has previously been referred to as the immigrant/native issue. Students are natives of the new forms of text representation afforded through technology. Teachers are immigrants and may therefore resist the inclusion of different modes and representations of texts in their literacy teaching, thus excluding students from knowledge and skills necessary to new times (Lankshear et al, 1997; Snyder, 1999). Teachers are also largely responsible for the selection of texts in terms of genre and content. Again there are tensions to be addressed here; which literary canon is valorised, how are readings of texts authorised and unauthorised, and are all the codes/practices of reading being addressed? These issues have the potential to limit students' experience with and knowledge and skills for using and/or creating

new literacies for new times (Luke, 1993; Freebody and Baker, 1989; Heap,1990; Luke and Freebody, 1999). The increase in government intervention in terms of assessment and benchmarking, referred to in the preceding section, creates a further tension in the relationship between acknowledging, valuing and developing both global and local literacies.

A further tension regarding *the content of the literacy curriculum and apportioned responsibility for teaching that curriculum exists in the secondary school.* Traditionally, in secondary schools the English curriculum is seen as the 'literacy' curriculum. That is, teachers of English are seen as primarily responsible for developing students' literacy skills, while teachers of other curriculum areas are not seen as teachers of literacy. Many secondary teachers of subjects other than English are not aware of the specialised genres and language structures associated with their subject, or other relevant and significant issues in literacy such as technology, new literacies, globalisation, and social critical literacy (Anstey and Bull, 1999).

Research into the literacy demands of post-compulsory schooling (Cumming, Wyatt-Smith, Ryan & Doig, 1998) shows that in senior schooling, students' success depends on their ability to cue themselves into 'curriculum literacies'. These include knowing the accepted, subject- and context-specific ways of reading, writing, speaking, listening, viewing, doing and thinking, and how they are combined as occasion demands. One of the recommendations of the study is that schools should move away from notions of 'literacy across the curriculum' and instead take up the opportunity for teachers to engage in conversations about the 'curriculum literacies' of each subject, including English.

The teaching practices which may impart knowledge about new literacies, and the classroom discourse which occurs around texts, are a further source of tension in literacy education in new times. Controversy about the ways of teaching literacy has existed in Australia for some years.

There are minimal research data available currently on how preservice teachers gain and apply knowledge about teaching and learning in literacy, with the focus having been placed instead on addressing inadequacies in the literacy abilities of prospective teachers (Airini, 1999). Some researchers in the field have concluded that the discourse surrounding literacy learning is socioculturally constrained and overly

implicit, prompting calls for changes to teaching practice in order to provide explicit literacy instruction (Anstey, 1998).

The Christie report identified three models of literacy and associated teaching practices and proposed a fourth. These were the skills model, the cultural heritage model, the personal growth model, and their proposed model, literacy as social power. (Christie et al, 1991, 30-31). All four models inform current literacy curricula, though the latter two are more influential in the current Queensland English curriculum. Teachers' beliefs about what literacy is and how it should be taught influence the selection of texts for teaching, teaching strategies and the ways in which discourse around text occurs. It has been found that personal growth models employ more implicit teaching practices, while skills and social power models employ more explicit teaching practices. Each model focuses on different aspects of literacy as important (Anstey and Bull, 1996b; Anstey, 1998). More recently, further investigation into literacy teaching practices have confirmed the need for a metalanguage for talking about language and literacy and more explicit literacy instruction (Freebody, Ludwig and Gunn, 1995; Downes and Zammit, 2000; and Ladwig et al, 1999 and 2000). The segregated curriculum in teacher education programs has been identified as a key impediment to student teachers' appreciation of the relationship between language and learning (Turbill, 1999).

The final tension which was identified was that of *assessment in new times*. There are several issues which influence the tensions surrounding assessment of literacy. The first of these is directly linked to the tensions already discussed. Clearly new times, new literacies and new approaches to schooling and new pedagogies demand new approaches to assessment. Furthermore tensions between local and global literacies raise questions about what should be assessed, how and by whom. Tensions regarding literacy assessment also introduce questions about the development of teacher knowledge about testing. Wyatt-Smith and Ludwig (1998) have drawn attention to the important role of teacher decision-making in assessment at every level; cohort testing, survey sampling, progress mapping and school-based assessment. Clearly changes to assessment will need to be carefully linked to teacher knowledge and expertise. The purpose of assessment is another tension. Teachers largely use assessment to evaluate and plan for further student learning. Recently introduced State and Commonwealth testing is used for benchmarking and ensuring standards are met.

Luke and van Kraayenoord (1998) argue that all forms of assessment are necessary and important but caution that State and Commonwealth benchmark testing could be inappropriate if it focuses only on assessment of product rather than process and in an attempt to be 'global' reduces benchmarks to minimal competencies which do not take note of current literacy theory.

Conclusions

Having developed working definitions for language and literacy, conducted an initial mapping of the field and reviewed current literature, it was concluded that the major issues confronting literacy education were associated with the new literacies which have arisen from changes to social structures and society, globalisation and technology, commonly referred to as 'new times.' Emerging from these 'new times' are a series of tensions which need to be addressed when examining the preparation of teachers of English. These are:

- tensions about the notion of schools and schooling;

- the global /local dichotomy;

- issues of inclusion and exclusion regarding social justice, learning difficulties and curriculum content;

- new pedagogies, teaching practices and classroom discourse for new literacies and new times; and

- assessment.

1.3   Further Input: The Internet Discussion

The concept maps and the issues identified from the literature review were used as a basis for setting up a discussion on the BTR website. The following set of items became a focus and guide for the Internet discussion:

- defining literacy in the 21st Century: multiple literacies;

- global literacies: local communities and internationalisation;

- political use of literacy;

- technology, futures and literacy: futures perspectives and new forms of literacy;

- equity and social justice: special needs, disadvantage and literacy;

- assessment: benchmarks and testing;

- roles of popular culture and children's literature in literacy education;

- vocational education, adult literacy interface and alienated learners;

- effective literacy teaching: incorporating innovative practice;

- partnerships in teacher education;

- teacher education students' competence across a range of literacies; and

- identifying and developing teacher education students' competence with foundational knowledge and theory in literacy education.

Key literacy educators were invited to be discussion managers of the main topics of discussion. In order to canvas opinion as widely as possible, literacy educators in faculties of education throughout Australia were made aware of the discussion site, and teachers and others with an interest in literacy were notified of the project through advertisements in education newsletters and by Email invitations.

Discussion managers initiated discussion through the posting of comments and articles for each discussion area. The strands and the discussion managers were:

- *(Re)Mapping the Field*: Cushla Kapitzke, The University of Queensland.

- *New Literacies for New Times*: Pam Gilbert, James Cook University.

- *New Literacies - Popular Culture*: Catherine Beavis, Deakin University.

- *Knowledge Base*: Michèle Anstey and Geoff Bull, the University of Southern Queensland.

- *Literacy Pedagogy, Curriculum, Assessment*: Karen Moni, The University of Queensland.

- *Literacy Competency of Teachers*: Bill Corcoran, the Queensland University of Technology.

- *Research, Reflection, Collaborative Practices*: Trevor Cairney, University of Western Sydney.

An initial enthusiastic response was received from literacy educators to be involved in the Internet discussion, and papers were provided which addressed the issues identified. Interestingly, however, despite the impact of new technologies on literacy, the website did not generate much attention although it was accessible for a period of over 12 months. An attempt was made to analyse the reasons for this. One problem was the timing of the debate – it had commenced in October which was a difficult time of year for both schools and universities in relation to assessment load etc. It was also considered that the 'public' nature of the web might have inhibited some responses. Several would-be participants expressed reservations about their technological competence and this may have prevented some participation. The actual time involved in posting comments and the lack of immediacy were seen to detract from the effectiveness of the process.

It was not concluded that the web debate was altogether unsuccessful – it achieved its aim of raising the issues with a wide cross-section of the education community and gathered useful information. The disappointment was with the failure to achieve the level of debate that had been envisaged, and particularly the involvement of schools and teachers.

Nevertheless, there was discussion relating to all areas except the topic 'Re-mapping the field'. Responses to the other topics are summarised below.

New Literacies for New Times

Discussion under this topic was mainly focused upon the impact of technology and the need for knowledge about how text deconstructed and reconstructed. There were three main issues raised, the use of computers in school, the impact of technology on literacy practices, and the need for all students to be able to construct and reconstruct text.

(i)   Use of computers in schools:

The major point made was the need to focus debates about the use of computers and literacy on worthwhile learning and the use of computers to support this. There was concern that there was more focus on the mechanics of computer use rather than the wider issues of how they impact on literacy and their utility for literacy education.

(ii) *The need to consider the impact of technology on literacy practices:*

The first issue discussed was the need for further investigation of the different literacy practices used for web navigation and on-screen reading.

The second issue, which is related to the first, concerned how literacy teaching practices at school will need to incorporate new ways of 'reading' and 'writing'; new ways of presenting/performing texts; and new ways of accessing texts.

(iii) *The need for all students to be able to construct and reconstruct text:*

This debate was focused on secondary education, where students were streamed into 'functional English' and 'traditional English' classes. There was concern that all students should be seen to be 'eligible' for the intellectual and critical work of textual deconstruction and reconstruction and should be given the opportunity to acquire the broadest literacy repertoire possible, and that Functional English classes might not always provide these opportunities.

New Literacies – Popular Culture

The impact of technology also featured in this discussion. Firstly, the challenges texts produced by these new technologies bring to traditional definitions of genres (eg narrative) were explored. Secondly, the need to acknowledge and include the new texts that arise from these technologies and with which students engage regularly in the curriculum was discussed.

Knowledge Base for Teachers of Literacy

The following four questions were raised in this discussion. There was some consensus that there was essential material that beginning teachers of literacy needed to be taught.

(i)   What are the essential skills, knowledges, processes and attitudes required by beginning teachers in the literacy area? Examples provided were: ability to define literacy(ies) in historical, contemporary and futuristic terms; knowledge about some of the major theories which have informed literacy

teaching; ability to articulate how they will teach literacy and why they will teach it a certain way.

(ii) Should literacy units teach associated pedagogies?

(iii) Are there essential knowledges eg phonics, language development, functional grammar, components and developmental stages of reading, that teachers must know?

(iv) How much knowledge of current curriculum and syllabus documents is essential?

Literacy Pedagogy

The following issues were identified in the discussion:

(i) links between pedagogy and assessment;

(ii) the implications of new approaches to curriculum organisation for assessment;

(ii) developing appropriate pedagogies for teaching literacy;

(iv) making literacy teaching integral to all secondary curriculum areas;

(v) equipping teachers to assist both primary and secondary students with reading difficulties;

(vi) the importance of the practicum as a means of enabling highly effective teachers to share their skills and knowledge about curriculum and pedagogy in relation to literacy.

Literacy Competency of Teachers

Three recommendations came from these discussions:

(i) *Certification of literacy competency of teachers*

As a result of some agreed testing regime the literacy competency of the beginning teacher should be certified.

(ii) *Professional standards for teachers*

Consideration should be given to the form, content and assessment of professional standards for teachers.

(iii) *Essential components of teacher education*

Teacher education courses should include some basic awareness of language structure. Teachers and students need a common vocabulary to discuss language and through which explicit teaching can take place. This is essential for further development of facility with language in a range of genres and social settings and ranges from basic decoding elements such as digraphs and syllabification to types of phrases, conjunctions, cohesive ties etc.

Research, Reflection, Collaborative Practices

The first point arising from this discussion acknowledged the existence of multiliteracies and the discussion which followed explored the implications of multiliteracies in developing partnerships between parents, community and schooling. The following statements summarise the discussion:

(i) We must acknowledge the multiple ways that people make meaning and the multiple literacies of our world and put to one side the narrow conceptualisations of what it means to be literate.

(ii) There are parents who do not practise the literacies that are practised in schools; we must engage all parents and not assume a certain level of parental literacy competence.

(iii) We should respond to and build on the literacy diversity of our students.

(iv) It is important to involve parents in re-defining literacy so they do not become resistors through their own definitions remaining static and past-oriented. Parents need to be confident and share ownership in future-oriented learning for their children.

(v) Parent support should not be dismissed when their literacies do not meet common expectations of the way parents should support literacy.

(vi) Children must not be excluded inadvertently through the literacy practices we foster - while children have to be able to cope with school literacies, schools need to examine the literacy practices they privilege.

Conclusions

The Internet debate largely confirmed and elaborated upon issues identified in the literature review but focused upon how these issues might be interpreted for the development of teachers of literacy. The following points summarise views about what is essential to the preparation of competent beginning teachers of literacy.

Teachers of literacy should:

- have high standards of literacy and be multiliterate themselves;

- be aware of and able to cope with issues of inclusivity ranging from ethnicity, language and culture to assisting students with learning difficulties;

- have a range of pedagogies appropriate to new literacies and new times;

- understand and be able to incorporate new literacies as texts in the classroom, that is beyond paper texts to texts in other representational forms;

- not only know how to use technology, but understand and be able to cope with the impact of technology on classrooms and classroom pedagogies;

- have essential theory and knowledge about literacy education, but, understanding that this will continue to change, have a positive attitude to life-long learning; and

- be able to engage in collaborative practice with colleagues, community, and higher education.

1.4 Review of Research and Reports on the Preparation of Teachers

A review was undertaken of the significant State and Commonwealth Government reviews and reports on the preparation of teachers of literacy. A recent report from New Zealand was also reviewed. In addition, a series of federally-funded literacy research projects which made recommendations regarding the preparation of teachers of literacy or knowledge about literacy education required by teachers were also reviewed.

Common elements arose from this review. The first, evident in New South Wales, Federal and New Zealand documents, concerned linking the registration of teacher preparation courses to required content on literacy education. Other common elements were concerned with content of courses and the personal literacy levels of beginning teachers. All acknowledged the effects of technology, the emergence of new literacies and/or multi-literacies, social, cultural and ethnic diversity, issues of equity and social justice, students with learning difficulties and other special needs, and students for whom English is a second language. Recommendations regarding foundational knowledge about theories and research in literacy, knowledge about literacy pedagogy, benchmarking and assessment were also common. Specification of minimum content and hours on literacy education were not as common. A summary of the documents and research reviewed follows.

Reports on the preparation of teachers

Report One*: Board of Teacher Registration (1991) Responding to Literacy Needs: Implications for Teacher Educators and Training Consultants*

The Board of Teacher Registration publishes *Guidelines on the Acceptability of Teacher Education Programs for Teacher Registration Purposes* (see Report 6 below). These *Guidelines* are supplemented by a range of reports in key areas such as literacy. The purpose of the current project was to update the Board's guidelines in the area of literacy and to produce a report to replace *Responding to Literacy Needs:Implications for Teacher Educators and Training*

Consultants, however, it was considered appropriate to review the recommendations of the 1991 report.
Recommendations included:

1.   That the Board of Teacher publishes *Guidelines on the Acceptability of Teacher Education Programs for Teacher Registration Purposes* include the following requirements:

   (i)   that all preservice teacher education programs include core studies in language, literacy and language education for all teacher education students;

   (ii)   that both education foundations and curriculum studies for all teacher education students have a strong socio-cultural orientation which examines language in use and the relationship between language and power in a range of communities and cultures;

   (iii) that all subjects in preservice teacher education programs take account of the role of language and literacy and of the socio-cultural implications of the use of language in the discipline concerned.

2.   That all preservice teacher education programs incorporate procedures to ensure that graduating teachers will have achieved a level of personal language competence appropriate to the demands of the profession.

Report Two: *Teaching English: A project of National Significance on the preservice preparation of teachers for teaching English literacy 1991 (The Christie Report).*

The Christie Report forecast change as the largest influence on teachers' lives and predicted the areas of change would be: social change, growing cultural, linguistic and class diversity, curriculum change and instructional change. The report indicated that as change would become such a large factor in all future lives, it was imperative that teachers be able to provide ' access for all to powerful social critical literacies' (Vol 1, 26-27).

A model for educating the literacy teachers of the future was provided and it included 63 recommendations in the following areas:

- primary English Literacy;

- preparation in literacy for the subject, English;

- literacy in secondary subjects other than English;

- NESB students in the mainstream classroom;

- special needs;

- computer literacy;

- the English language capacities of student teachers;

- the practicum; and

- articulation with in-service education.

These recommendations included broad statements about the levels of education of those teaching preservice literacy programs and their workloads, the role of the practicum and quality of teachers who supervise it, and specific recommendations about numbers of hours and unit content in courses. The predictions of the Christie Report about literacy and change are remarkably consistent with the findings of the literature review conducted by the Working Party.

Report Three*: National Board of Employment, Education and Training (1995) Teacher Education Language and Literacy: Preservice and Inservice Teacher Education in both School and Adult Education Context, in the Fields of English Literacy and English as a Second Language.*

This report's recommendations included:

- That there should be informed and effective collaboration between the prior-to-school and school contexts in the provision of literacy education within both learning environments.

- That appropriate bodies should ensure the principle of career-long access to professional development commencing with appropriate preservice teacher education.

- That sets of nationally consistent competency statements be developed for the following groups of English Literacy

teachers: teachers of English literacy in KLAs; teachers of English literacy to adults; teachers of ESL in both school and adult education contexts.

- Recommendation 6 called for inclusion of a core English language and literacy unit within preservice teacher education programs for all teachers, such a unit to at least:

  - offer a comprehensive understanding of language, and such particular issues as ' grammatical terminologies; similarities and differences between first and second language acquisition; the role of language in learning, ethnicity, gender and class issues; and the role of language in constructing knowledge within school subjects across the curriculum;

  - equip teachers with an understanding of the English language as an historically evolving meaning system, operating through both speech and writing within personal, social and other contexts;

  - provide opportunities to examine the changing socio-cultural character of literacy practices;

  - enable teachers to understand and teach the 'newer' literacies demanded by multimedia communications and developments in information technology;

  - prepare teachers to recognise that the different 'content areas' or curriculum areas can use language in different ways to build their specialist knowledge;

  - develop understanding of the significance of the many languages other than English and the varieties of English spoken by learners and prepare teachers to work with students for whom English is not their first, or home, language; and

  - be inclusive of linguistic and cultural issues relevant to teaching English as a Second Language, Aboriginal and Islander education, as well as special education, and prepare teachers to work with specialists in these areas.

This core course should provide the foundation for ongoing teaching practice and professional development within the teacher education continuum.

Report Four: *NSW Department of Training and Education Coordination (1997) Teaching Students to Teach Reading: An enquiry into the extent to which teacher education institutions in NSW are incorporating within their inservice teacher education programs suitably rigorous courses on the teaching of reading for all prospective teachers.*

The research undertaken for this report attempted to evaluate the efficacy of preservice teacher education programs in NSW in preparing all teachers to be teachers of literacy.

In the report, under 'essential knowledge, understanding and skills required of graduates from teacher education programs', it was recommended that early childhood, primary and secondary teacher education programs develop understanding of and capacity to implement effective theories and practices in literacy education generally and in particular the teaching of reading.

The report specified a minimum amount of time within teacher education programs to be devoted to the teaching of literacy/reading. Lists of areas considered essential were provided relating to the teaching of literacy in general and the teaching of reading in particular. A recommendation was made that practical school experiences be provided to enable teacher education students to work with school students and to observe expert teachers demonstrating strategies of teaching reading/literacy. Specific reference was made to the need to familiarise teacher education students with a range of commercial reading schemes and kits and for them to develop the knowledge and skills necessary to evaluate all such reading schemes.

Report Five: *MCEETYA (1997) Report of December 1997 MCEETYA Meeting.*

The Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) was established in 1993 through the amalgamation of a number of ministerial councils in order to optimise coordination of policy making across interrelated portfolios. Membership of the Council comprises State, Territory, Commonwealth and New Zealand Ministers with responsibility for the portfolios of education, employment, training and youth affairs. Papua New Guinea and Norfolk Island have observer status. The areas of responsibility covered by the Council are pre-primary education, primary and secondary education, vocational education and training,

higher education, employment and linkages between employment/ labour market programs and education and training, adult and community education, youth policy programs and cross-sectoral matters.

At the December 1997 meeting of MCEETYA, under item 1.3, 'Preparing Student Teachers to Teach Literacy', Council:

a. agreed in principle that graduates seeking employment in government schools should have successfully undertaken university preservice teacher education programs in early childhood, primary or secondary education which provide comprehensive, systematic and explicit knowledge and skills in the teaching and learning of literacy and are consistent with, and supportive of, relevant State and Territory curricula;

b. agreed in principle that teacher education programs should lead teaching graduates to understand and be able to apply in their teaching:

    -   the central importance of understanding and responding to the meaning of text in developing their literacy;

    -   the teaching of phonemic, phonetic, syntactic and semantic skills within appropriate contexts;

    -   the similarities and differences between first and second language acquisition;

    -   the changing demands made in contemporary society upon literacy expertise, especially through the expansion of information technology;

    -   the role of literacy in leaning and the influence of ethnicity, gender, cultural and socio-economic factors;

    -   the particular teaching and learning needs of the differing school teaching contexts - early childhood, primary and secondary;

    -   the differing literacy demands of specialist knowledge and conventions associated with specific subject or curriculum areas in both primary and secondary schooling;

    -   a variety of effective teaching strategies that have been shown to improve the teaching and learning of literacy;

- criteria and methods, based on a thorough acquaintance with current research, to evaluate, select and use commercial reading, writing and communication schemes and programs; and

- approaches to literacy assessment, including national initiatives and relevant State or Territory policies;

c. agreed that preservice teacher education graduates should be exemplary in their own literacy skills;

d. agreed that the Commonwealth and States and Territories pursue the issues raised in recommendations a and b with the appropriate authorities with a view to effecting the changes as soon as possible; and

e. requested the Higher Education Taskforce to review trends and future directions in the staffing of literacy courses and programs in preservice teacher education programs in Australian universities as part of an evaluation of the quality and supply of such academic staff.

Report Six*: Board of Teacher Registration (April 1999) Guidelines on the Acceptability of Teacher Education Programs for Teacher Registration Purposes.*

The Board of Teacher Registration publishes *Guidelines on the Acceptability of Teacher Education Programs for Teacher Registration Purposes* to assist teacher education institutions to develop programs which will enable graduates to be registered as teachers in Queensland. These Guidelines are supplemented by a range of reports in key areas such as literacy.

The general *Guidelines* include the following references specific to literacy:

6.8 Teacher education graduates should have the necessary competence in, and understanding of, literacy and numeracy in order to meet the literacy and numeracy demands within their curriculum areas and to be able to model literate and numerate behaviour for their students. This understanding will include an appreciation of the wide variation in ways

in which students acquire literacy and numeracy. Teacher education graduates should be competent in recognising and diagnosing literacy or numeracy problems experienced by students (of all ages) in their curriculum areas, and also capable of taking appropriate action to assist such students (for example, calling on specialist assistance).

6.11   Teacher education graduates should have an understanding of the implications of learning technology, information technology and communication technology for educational practice.

6.19   Teacher education graduates should be able to communicate effectively with a range of audiences. They should have interpersonal skills that allow them to cooperate effectively with professional colleagues, to be collegial members of the teaching profession, to work as members of a team, and to work with specialist resource personnel and agencies.

6.33   Professional experiences should allow preservice teachers to develop and achieve competence in the practical skills, knowledge and attitudes necessary for operating as competent autonomous teachers. The areas of competence that these experiences are designed to develop should be identified in the program proposal, eg the areas of competence identified in the 1996 National Competency Framework for Beginning Teaching (using and developing professional knowledge; communicating, interacting and working with students and others; planning and managing teaching and learning processes; monitoring and assessing student progress and learning outcomes; and reflecting, evaluating and planning for continuous improvement). Preservice teachers should be encouraged to include wider experiences such as being involved in research, organisational processes and social obligations that are part of a teacher's responsibilities in school.

Report Seven: Australian Council of Deans of Education (1998)
Preparing a Profession: Report of the National Standards and
Guidelines for Initial Teacher Education Project.

In July 1996, funding was approved under the Projects of National
Significance Program, for a project to develop national standards and
guidelines for initial teacher education.

The report of the project has a section in the section on 'Graduate
Standards and Guidelines' devoted to Literacy:

1.7   Literacy

1.7.1   Graduates should have the knowledge and understanding
which will enable them to meet the responsibility which all teachers,
at all levels of schooling and in all curriculum areas, have for the
development of literacy skills, as well as specific responsibilities
associated with their own specialisation.

1.7.2   Graduates should know and understand:

- that effective literacy requires the ability to read, understand and
  use written, aural, visual and other texts, and to write, speak and
  otherwise communicate appropriately in a wide range of contexts
  for many different purposes, and to a variety of audiences, and to
  have an appropriate level of linguistic awareness;

- that literacy is integrally related to learning in all areas of the
  curriculum and enables all individuals to develop knowledge and
  understanding;

- the diverse ways in which children and adolescents develop and
  use language and literacy - throughout the years of schooling and
  across different areas of the curriculum;

- the relationship between literacy in first and subsequent
  languages;

- the relationship between literacy and technology;

- how students' communicative and learning capacities can be
  enhanced by their awareness of the structure of language and how
  language systems work;

- how language and literacy contribute to the shaping of judgements
  and values held by individuals and communities;

- any agreed benchmarks which set performance standards for literacy at different levels of schooling.

1.7.3   Graduates should themselves have high levels of competence in literacy and linguistic awareness, and should:

- be able to deal effectively with literacy issues in the context of their specialist curriculum areas;

- be familiar with a range of literacy teaching approaches and intervention strategies, and be able to select and implement those which will enable them to meet the needs of particular students in particular circumstances;

- be able to monitor, assess and report on language and literacy as an integral part of enhancing the literacy development of students;

- appreciate the ways in which their own understanding of language, literacy and related pedagogy is enhanced through ongoing critical reflection, research and experimentation.

Report Eight: Education Queensland (1999) Professional Standards for Teachers (Consultation Draft).

The Professional Standards for Teachers were developed by Education Queensland in consultation with a Steering Committee of key education stakeholders and a reference group of practising teachers. The Standards are intended to inform preservice teacher education, provide a platform to drive the continuing professional development of teachers and represent the aspirations of the teaching profession.

One of Education Queensland's proposed Standards is 'Contribute to Language, Literacy and Numeracy Development'.   The draft document states: 'This standard covers the requirement for facilitating, monitoring and assessing students' language, literacy and numeracy skills through the use of a broad range of teaching and learning activities and across the key curriculum areas'. The document provides statements to support each standard and for each statement there is a number of performance criteria. The statements supporting the standards are:

- Determine student learning needs in language, literacy and numeracy development.

- Create learning experiences in which students develop language and literacy for a range of purposes and contexts.

- Integrate language and literacy development in curriculum areas.

- Integrate numeracy development in curriculum areas.

- Monitor and evaluate students' language, literacy and numeracy development.

Report Nine: *New Zealand Ministry of Education (1999) Report of the Literacy Task Force.*

Having adopted the goal, as part of its Literacy and Numeracy Strategy, that 'By 2005, every child turning nine will be able to read, write and do maths for success', the New Zealand Government established in 1998 a Literacy Taskforce to provide advice on how the goal should be defined, how progress toward it should be measured, and the ways in which literacy learning could best be supported.

Recommendations from the report of the Taskforce included:

- that the Government investigate how and why teacher education programs, particularly in respect to literacy learning, are approved for the purposes of teacher registration;

- that the Ministry of Education develop a comprehensive professional development package to assist teachers to implement best practice in their teaching of reading and writing;

- that, as monitoring and assessment of individual children is an ongoing and integral part of teaching practice, assessment should be an essential component of teacher education.

Report Ten: *Literate Futures: Report of the Literacy review for Queensland State Schools 2000.*

During 2000, Education Queensland commissioned a major literacy review. The aim was to develop a new literacy strategy which would form a central component in the implementation of its futures-oriented *Queensland State Education - 2010* policy.

This review developed a strategic plan for literacy as its recommendations. Four priority areas for action were identified:

student diversity, whole-school planning and community partnerships, the teaching of reading, and future literacies. Five domains or strategic focus areas were identified in which each of these priority areas for action would operate. The fifth of these domains or strategic focus areas was preservice teacher education. The priority areas identified are listed below, and under each are the strategic foci for teacher education (2000, 107).

1. Student Diversity

   - Teacher Education Summit meeting – Core + Internships

   - Mandatory course foci on multiliteracies, links between home & school & oral language; support for specialist practicum and internship model in communities that are culturally diverse and with high percentage of at-risk students.

2. Whole-School Planning and Community Partnerships

   - Teacher Education Summit Meeting – Partnerships Plans

   - Core Course Foci-Planning for home and community diversity in school and classroom; support practicum in effective school sites.

3. The Teaching of Reading

   - Teacher Education Summit meeting- Reading priority

   - EQ (with BTR) to set agenda, plan and convene for literacy educators from all public universities to jointly outline an action plan to address priority reading pedagogy issues.

4. Future Literacies

   - Teacher Education Summit Meeting – Core and Internships

   - Core Course foci-Multi-literacies, popular media and technology; linking preservice/inservice via mentoring in Literacy Education and Practice (LEAP) sites, internships and partnerships between universities and schools.

Reports from Federal Government-funded literacy projects

There have been a number of federally-funded literacy projects in recent years. Between 1992 and 1996, sixteen 'Children's Literacy National Projects' that examined a range of diverse literacy issues were funded by the Commonwealth Government. Some recommendations made within the reports of several projects had implications for teacher preparation.

Literacy in Its Place

This investigation provided a descriptive account of literacy practices in six different urban and rural communities across Western Australia.

The key finding in this project in terms of the preparation of teachers was that teachers, policy-makers and researchers need to be more cautious in their perception and interpretation of social difference. The study showed that there is a wide range of literacy experiences and practices in any one social category – for example urban, rural or working class. It also showed that while the school literacy practices experienced by these students were very similar, the students were differentially interpreting these tasks and experiences at school. The implication for the preparation of teachers is that students need to be better equipped to identify and interpret students' differences and the ways in which these differences influence their literacy experiences at school.

(Breen et al., 1994)

The Whole School Approaches to Assessing and Reporting Literacy Project

This project aimed to investigate how schools adopt a whole-school approach to assessing and reporting on literacy against a backdrop of the imminent introduction of State versions of the Australian English Statement and Profile.

Key research priorities identified from the project include the suggestion that a better understanding of the ways in which assessment practices are influenced by preservice trainee (and teacher) beliefs, attitudes and knowledge could be developed through studies that investigated these variables. Beliefs, attitudes and knowledge related to student diversity, understanding of literacy development,

and classroom organisation are suggested as initial research points based on project findings. Future studies would have implications for enhanced teacher preparation and professional development.

(Delina and van Kraayenoord, 1996)

Everyday Literacy Practices In and Out of Schools in Low Socioeconomic Urban Communities

This report to the Curriculum Corporation was an extensive and detailed study of the home, school and community literacy practices of low socio-economic communities in Brisbane.

The concluding comments and recommendations from this study suggested that there was a need to challenge and change a highly resistant set of ideas among teachers and education in general about:

- the relationship between teaching and learning activities;

- the characteristics and associations of 'disadvantage', including poverty and ethnic background;

- the literate person in today's society;

- the nature of childhood;

- relationships among policy curriculum and practice, and

- current curricular 'philosophies' in the teaching of literacy (eg whole language, or critical literacy.

(Freebody, Ludwig and Gunn,1995)

The Literacy in Transition Project

This project involved a description through case studies of the school literacy practices of students in the final year of primary school and the first year of high school.

The report recommended the development by universities and teacher employing authorities of a plan for the preservice education (and ongoing professional development) of teachers in a number of broad areas that have a relationship to the ability of specific groups of children to have success in literacy. It was recommended that this should include:

- an understanding of the need to develop sound partnerships between the school and community and the skills to be able to establish such a relationship

- knowledge of the needs of NESB students, students with disabilities and Aboriginal and Torres Strait Islander students

- the ability to structure learning environments that meet the needs of the above target groups

- knowledge of the cultural diversity of school communities and the skills to be able to respond to and acknowledge this diversity.

The project also identified technology as a critical issue in relation to literacy and suggested:

- encouraging university faculties of education and educational employing authorities to jointly review the preservice and inservice technology needs of teachers and implement a cohesive plan for increasing teacher computer literacy

- funding of several pilot program development projects which link preservice and inservice teacher education with the ongoing computer literacy needs of students in primary classrooms.

(Cairney, Lowe and Sproats, 1995)

The Desert Schools Project

This project researched patterns and levels in the use of English and aspects of Aboriginal languages in a range of contexts in seven communities in the central desert region.

In the preservice teacher education reviewed by the Desert Schools project, focus was found to be generally lacking in the following areas:

- English/literacy/ESL as it relates to the interface with community/indigenous languages and interculturally-appropriate pedagogy

- theoretical and pedagogical understandings required for the Teaching of English to Speakers of Other Languages (TESOL)

(Clayton et al., 1996)

The 100 Children Go To School Project

This study of early literacy traced children's experiences from the year prior to their starting school into the first year of schooling.

Research priorities identified included the need for a review of early childhood preservice (and postgraduate) courses for the content and time allocated to early literacy pedagogy.

(Hill et al., 1998)

The Profiling ESL Children Project

This study examined how a number of teachers in diverse school contexts in different parts of Australia undertook the assessment of young children's development of English as a second language.

Findings suggested the need for systems to provide preservice (and inservice) training for all teachers in the assessment and teaching of ESL children. Included in key research priorities identified from the project was the need to examine the potential of preservice and inservice training to effect changes in teacher attitudes to the assessment and learning of ESL children. Many of the mainstream teachers in the study had received little or no training in ESL methodology and in some cases teachers were not aware which children in their classes came from a language background other than English.

(Breen et al., 1997)

Community Literacy Practices and Schooling Project

This project examined the differences in language and literacy practices of schools, families and community groups, and investigated the impact of differences on students' success at school.

A recommendation was made that teacher education programs include a subject that addresses the need for teachers to acquire knowledge of:

- the social, cultural and linguistic diversity of families;

- the effect that matches and mismatches between the literacy of home and school have on success at school;

- strategies for building more effective relationships between home and school; and

-   strategies for developing more socially, culturally and
    linguistically responsive curricula.

(Cairney and Ruge, 1998)

The Literacy-Curriculum Interface: the literacy demands of the curriculum in post-compulsory schooling

This study examined literacy demands across all key learning areas in curriculum in Years 11 and 12 and considered issues such as the inclusiveness of the curriculum requirements.

Recommendations included the following:

-   That teacher educators review the role of language and literacy expectations within their own teacher education courses, particularly courses preparing teachers for secondary and post-compulsory sectors.

-   That, as part of that review:

    -   all teacher educators see themselves as responsible for teaching the literacies of their tertiary subjects and for developing the prospective teachers' own literacies,

    -   literacy development encompasses oracy and listening skills as well as reading, writing, viewing and critical thinking.

-   That teacher educators make explicit to prospective teachers the theoretical orientations in literacy education, ensure inclusiveness of theories engaged with in literacy education courses, and address the implications of these theories for the construction of teacher and student identity.

-   That teacher education courses prepare prospective teachers for the complexity of institutional structures and curriculum delivery in all secondary schooling and particularly in post-compulsory schooling.

-   That the pathways prospective teachers take in their preparation ensure that graduating cohorts can meet the diversity of structures and curricular offerings in post-compulsory education, with the inclusion of students with various combinations of specialisations, including both traditional academic and vocational areas of study, and with a variety of life and work experiences.

- That further exploration be undertaken of strategies to assist teachers undertake placements in workplaces outside of schools for sufficient periods of time to gain understandings of the demands of these workplaces, particularly the literacy demands, and the relationship between these and curriculum literacies.

- That, in light of the complex and plural demands of curriculum literacies, teacher education courses ensure that specific instruction is provided for prospective teachers in how to:

  - monitor and pace learning

  - frame

  - make use of relationships between out-of-school and in-school literacies

  - cue

  - get students focused on 'doing'.

- That prospective teachers be assisted to focus on the holistic nature of curricular offerings and curriculum literacies, as well as to focus on the literacies of their own areas of specialisation.

(Cumming et al., 1998)

Conclusions

Analysis of these reports indicates a high level of congruence on major recommendations, and a high level of correspondence with the issues unearthed in the review of the literature and the website discussion. In summary, the common recommendations suggested that beginning teachers at all levels of schooling, and across all subject areas should: (i) possess high levels of personal language and literacy competence, and the ability to communicate effectively with a range of audiences; (ii) have completed core studies in language and literacy education (two reports recommended mandatory hours of up to 20% of a preservice program); (iii) have completed specific practicum-based experience in the teaching of language and literacy; (iv) have worked in University-school partnerships marked by elements of mutual obligation; (v) possess knowledge and experience which enables them to teach students from a range of language, ability, ethnicity, culture, gender, class and social backgrounds; (vi) possess explicit knowledge of relationships among language, literacy and social context; (vii) possess systematic and explicit knowledge about

the theories and practices associated with the planning and teaching of literacy; (viii) possess a knowledge and understanding of the roles of technology and multiliteracies in new times, and the implications for literacy education; (ix) possess an understanding of the different demands of literacy education at different levels of schooling, and a specialised knowledge appropriate to the level at which they intend to teach; (x) possess knowledge of a range of pedagogies associated with the teaching of literacy; and (xi) possess knowledge and understanding of literacy assessment and reporting practices.

1.5 Literacy in the Context of Current Queensland Curriculum Debates

It was considered appropriate to provide a brief overview of current literacy debates in Queensland Curriculum, since this would provide a further context in which to consider the preparation of teachers of literacy.

While debates about literacy are agreed on the centrality of literacy in learning, there is still disagreement about the definitional and naming aspects of literacy as an area of the curriculum. For primary teachers the term 'English ' is often synonymous with literacy. For secondary teachers the term 'English' refers to a curriculum area which is, rightly or wrongly, charged with the exclusive role of teaching literacy. Secondary teachers of other subject areas are almost united in their belief that English teachers have an exclusive responsibility for teaching literacy.

There is also some current debate about whether the subject English, with its historical focus on teaching through and about a narrow corpus of literature, should be taught at all in today's multicultural and globalised world. Despite this rather extreme view, the subject named 'English' is focused in present-day Queensland classrooms on pedagogies of language and literacy education. Nevertheless, this attempt to clarify and inform the education of teachers of literacy must be aware of the two ways the term 'English' can be interpreted when referring to the English curriculum.

Literacy curricula and literacy education practices in Australia are informed by a variety of theories and approaches to literacy. Lo Bianco and Freebody (1997) summarise these as including: literature-based learning; natural learning; experience-based learning; skills-

based learning; genre-based learning; critical-literacy based approaches; and cultural-practice based approaches. Teaching practices rarely exclusively reflect any one of these approaches, as pedagogy is interpreted within dynamic histories of meaning and practice which build on professional and cultural ideas which shift emphases to different aspects of literacy. Furthermore, teachers interpret and practice, in the context of the Professional Development they have attended, their ongoing interactions with teaching colleagues, and their personal literacy histories as a student and teacher. Most teaching practice is, therefore, a hybrid of the approaches listed above.

The current Queensland School Curriculum Council Years 1-10 English curriculum development project is attempting to construct an English curriculum for a multicultural, multilingual and multiliterate society increasingly characterised by movement of people, capital, labour and communications in a variety of Englishes. As an illustrative case, the English syllabus-in-development framework is an attempt to integrate a study of texts, language as a meaning-making system and literacy as a social practice. In this way, subject English is meant to integrate a study of the word, the concepts and meanings that participants bring to communities of practice, and ways of being and doing in the world.

Similarly, the current Board of Senior Secondary School Studies Extended Trial /Pilot English Syllabus for Years 11 and 12 seeks to produce a socially critical version of English curriculum by creating a framework in which language, literature and literacy are given a central position in English. The framework advocates a deliberate combination of language elements and literacy dimensions as central to teachers' and students' exploration of diverse textual fields and multiple aspects of meaning-making in English.

In these ways, current English curriculum development in Queensland addresses many of the issues in literacy education identified in the literature review, internet discussion and recent reports on literacy. It is therefore imperative that any recommendations for the development of teachers of literacy also address these issues.

1.6   Conclusions

The assembly of evidence in Section 1 of this report involved the following key phases: (i) examination of evolving definitions of language and literacy; (ii) review of current literature on literacy education, noting particular areas of tension; (iii) input from experts in the field through a focused period of internet debate; (iv) examination of reports on the preparation of teachers of literacy, and literacy research reports incorporating recommendations for teacher education; and (v) investigation of current debates in literacy curriculum development.

In the process of forming definitions of language and literacy it became apparent that global, social and technological change had contributed to 'new times' and that these new times had created new literacies and new demands on the literate person. These new demands included: (i) an increasing variety of text forms and modes of representation; (ii) increasing cultural and linguistic diversity; (iii) complex and changing multimedia and technologies; (iv) a globalised society; (v) a changing social environment; and (vi) an increasing range and diversity of knowledge and ideologies.

Also emerging from these 'new times' were a series of *tensions* which needed to be addressed when examining the preparation of teachers of English/literacy. These involved: (i) tensions surrounding the notion of schools and schooling; (ii) global/local dichotomies; (iii) issues of inclusion and exclusion surrounding concerns such as social justice, learning difficulties and curriculum content; (iv) new pedagogies, teaching practices and classroom discourse for new literacies and new times; and (v) assessment.

Some specific directions for the preparation of teachers of English/literacy emerge from this review. First, all teacher education courses require core subjects/units in literacy education. These subjects/units, together with other components of teacher education programs, should contribute to the preparation of teachers who possess, at a minimum, the following personal competencies, knowledges and attitudes: (i) high standards of personal literacy and technological competency; (ii) an understanding of, and respect for, cultural diversity and difference; (iii) knowledge and understanding of a range of theories relating to language, literacy/multiliteracies, literacy learning and pedagogy in the context of new texts and new times, (iv) applied understandings of the practice of literacy education

as a dynamic construct requiring lifelong (re)learning; and (v) an understanding of the essential demands of curriculum literacies at all levels of schooling.

Field-Based Investigations

The first phase of the project focused on a review of the literature and associated research reports related to literacy education, and input gained from the internet discussion. The need for consultation with Queensland educators in the field was apparent, and two further data-gathering projects were planned and implemented. The first involved a series of surveys and focus group interviews with teachers, including supervisors of student teachers. Their opinions were sought on the preparation of teachers, current student teachers' abilities in literacy education and recommendations for the future. Student teachers themselves were also interviewed on these topics. Finally, all Queensland universities offering teacher education programs were asked to provide details of their current programs for the preparation of teachers of literacy. A full description of these field-based projects is presented in Section Two of this report. The results of these research and consultative processes have informed the preservice literacy standards framework in Section Three.

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Section Two

Consultation and Program Mapping

The second section of this report focuses on current teacher preparation in the area of literacy. This was envisaged as a series of reflective analyses. All Queensland teacher education institutions were requested to provide information about current programs, reflections on the effectiveness of those programs, plans for review of the programs, and the reasons for this review.

It was decided that the universities also should be given the opportunity to participate more fully in the project by responding in greater detail to the request for information about literacy education programs. In view of the additional time that would be involved in the preparation of such information, some funding was provided for universities. It was agreed that universities would conduct a series of small-scale focus group meetings with final year students, beginning teachers, experienced teachers, and supervising teachers to obtain their views on the effectiveness of preservice preparation in the literacy area. University staff were invited to reflect critically on their programs and current practices, the outcomes of which could be tested against the views of students and teachers.

The information provided by the universities, supported by data from supervising teachers and student teachers, was collated by the Board secretariat in consultation with the Working Party. The following analysis contributes to the informing guidelines in the final section of the report.

2.1 Consultation with Teachers and Student Teachers

Data collection

Universities provided reports on questionnaires undertaken with students; interviews with individual teachers and preservice teachers; and focus group meetings held with experienced teachers, beginning teachers and student teachers. The details of these meetings and methods of data collection follow.

Focus Groups

Meetings were held with the following groups:

Teacher focus groups

- First year teachers who had completed their degrees in primary and early childhood education at Queensland University of Technology (QUT).

- Sixteen experienced/supervising teachers for University of Queensland (UQ) preservice teachers, whose average length of teaching experience was seventeen years, from the Ipswich region. Nine of these participants also provided responses to an individual survey.

- Twenty teachers who supervised preservice teachers from University of Southern Queensland (USQ). The group was representative in terms of gender, area of the school (primary, early childhood and secondary) and system (state, Catholic, independent).

Student focus groups

- Three groups comprising eleven Bachelor of Education primary preservice teachers in their fourth year, four Bachelor of Education primary preservice teachers in their second year, and nine Bachelor of Education secondary preservice teachers in their final year organised by Griffith University.

- a group of final year Graduate Entry Bachelor of Education preservice teachers in the curriculum areas of Maths, Science and Film and TV organised by QUT.

Combined teacher/student focus groups

- QUT organised three focus groups that combined final year preservice teachers with supervising teachers. One involved final year preservice secondary teachers and supervising teachers; and two involved final year preservice primary teachers with supervising teachers.

Focus Group Questions

The following questions were developed by Professors Anstey and Bull, in consultation with other members of the Working Party. Leaders of the various focus groups used the questions as guidelines in developing specific discussion points relevant to their own meetings and educational contexts. These questions were also used to develop proformas for individual interviews. The universities that surveyed their preservice teachers and supervising teachers elaborated on these guidelines to develop more detailed instruments to address specific literacy-related issues in their programs.

- Do you believe that the focus or demands of the different levels of schooling require teachers to be educated about literacy teaching in different ways? For example are there different sorts of knowledge or strategies? Please give examples and reasons.

- Currently there is much research and discussion about the impact of technology on literacy. How do you believe teachers can be prepared for this aspect of literacy education? What do you believe they need to know and understand and be able to do?

- Much is made of the relationship between research, theory and practice in the preparation of teachers. What sort of balance and approach to research, theory and practice do you feel should be taken with regard to preparation for literacy education?

- What are the most challenging aspects of teaching literacy in your classroom? How could teacher education courses better prepare future teachers for these challenges?

- Identify the positive and negative aspects of your own preparation for the teaching of literacy, and then comment on the implications

of these experiences for those preparing literacy courses for preservice teachers today.

- What views or definitions or knowledge about literacy do you feel are essential for beginning teachers?

- List the knowledge, skills, processes and attitudes about literacy and literacy teaching that you feel are essential for a beginning teacher.

Individual interviews

- Griffith University undertook interviews with five practising/supervising teachers from early/mid and upper primary schools. The participants had teaching experience ranging from seven to twenty-two years.

- Twenty-two final year preservice teachers (fifteen primary and seven secondary) took part in interviews organised by James Cook University (JCU).

Survey

- Fifty-two final year primary and early childhood preservice teachers and twenty five supervising teachers (primary and early childhood) responded to a survey developed and implemented by Central Queensland University (CQU).

These groups represent only a small section of preservice, beginning and experienced/supervising teachers involved in teacher education in this state. Information was gathered nevertheless by most higher education institutions providing preservice teacher education in Queensland. Data were collected using a range of methods, and information was gathered from participants in both regional and metropolitan settings. This suggests that while this data may not be generalisable to all preservice teachers and supervising teachers, the sample provided a representative cross-section of student and teacher perceptions across teacher education providers, education systems and levels of schooling.

The following section of the report provides a synthesis of findings from an analysis of course outlines, focus group discussions, interviews and surveys across participating universities. The report of these findings begins with an account of key issues.

Key issues

In each section key issues are discussed and comments are provided from the perspectives of experienced teachers, supervising teachers and preservice teachers at different stages of their education.

Essential knowledge

Essential knowledge for beginning teachers focused on developing an awareness of the range of literacies, including new ways of knowing about literacy. Participants felt that as society changes, teachers need to understand the issues surrounding literacy and how to tackle them in the classroom. In order to achieve this goal, beginning teachers need to be aware of different and contested paradigms of literacy which construct literacy variously as skills, or as curricular concerns and social practices. Preservice teachers require knowledge of current literacy programs and curriculum documents. New syllabuses embed language and literacy across subject areas, and beginning teachers need to learn strategies to help them integrate language and literacy into their curriculum areas.

Beginning teachers need to develop their explicit knowledge about language codes and conventions across a range of social situations. There was a perception among experienced teachers that beginning teachers currently lack an understanding of grammar, sentence construction, clues for word attack skills and using language at students' levels. Both preservice teachers and supervising teachers talked of the need for graduating teachers to be confident in their own knowledge about language and the inner workings of text. The need for teacher confidence and competence was consistently highlighted as a prerequisite for ensuring effective literacy teaching, as shown in the following:

> *Without a good knowledge of grammar – of how language works – I don't think teachers have the knowledge to pick up on incidental language opportunities in other subject areas. They don't have that ability to build in those teachable moments. I guess that comes with experience too but you also need that background knowledge. (4th year preservice teacher)*

In addition, some student teachers talked about the limitations of their own linguistic knowledge and control in terms of a lack of understanding of traditional grammar:

> *I had to do a lesson with my kids on looking at nouns and verbs and I didn't know what nouns and verbs were. (4th year preservice teacher)*

Those student teachers who reported a lack of knowledge about grammar made clear how this could be traced directly back to their own years of schooling:

> *My teacher said "You were in that bracket that wasn't taught [grammar] at school" – that's all of us, but then we come to uni, and it wasn't taught at uni, so we're behind. (4th year preservice teacher)*

Those preservice teachers who self-reported a limited explicit knowledge of grammar also talked of how they would benefit from being able to explain to students where errors lay in their writing or speaking attempts. One preservice teacher spoke of this as follows:

> *I don't like to teach it [grammar] if I don't fully understand it myself. If I make a mistake, they're going to have the same problem. (4th year preservice teacher)*

Implications of this situation for beginning teachers, preservice teachers and supervising teachers were also identified:

> *You're setting children up for problems in later years that someone else has to fix. (Year 1-2 teacher)*

For preservice teachers, knowledge of strategies for teaching was identified as an area of need. Beginning teachers perceive that they need to know how to teach literacy through a repertoire of practical and diverse teaching strategies that allow them to meet the needs of individual students:

> *You can't just go into a school and start teaching the theory [of literacy]. You need to know how to teach and what you're supposed to be teaching. (2nd year preservice teacher)*

Experienced teachers suggested that beginning teachers should know that literacy is integral to all learning areas, and they should understand the context and importance of literacy across other subjects. Specifically, beginning teachers need to know how to use the specialised language of subject areas, for example, as one secondary supervising teacher said, *"What do I mean when I talk about 'energy' in Science, in Health?"*

Beginning teachers need a sound understanding of the developmental nature of how children learn literacy.

> *If it is possible, they need to have a step by step*
> *approach to teaching literacy eg., first we start here,*
> *then ... then ... (I wish I had this when I started, instead*
> *of muddling my way through!). (Primary supervising*
> *teacher)*

It was felt by experienced teachers that early childhood teaching requires the development of a repertoire of strategies that focus on teaching the acquisition of, and emergent competence in literacy. This knowledge is useful for teachers across all year levels, so they can frame learners' experiences and support learners in later stages of literacy development.

Supervisors of primary preservice teachers agreed that all beginning teachers should undergo core generic literacy training so that teachers can work effectively across all primary grades. This was perceived to be important as beginning teachers may be required to teach any year level from Year 1 to Year 7 in metropolitan or rural, large or small schools. In addition to this core of literacy skills and understandings, it was felt that teachers also need specialist literacy training in the specific needs of pupils in the early, middle and upper years of primary school; secondary education also places specific demands on teachers. (Refer to Appendix 3 for major characteristics of different levels of schooling.)

Secondary supervising teachers and final year preservice teachers agreed that secondary students must be taught how to use the language of each subject well. This requires that beginning teachers also need to know how to do this both theoretically and in their daily teaching. As one secondary supervising teacher said:

We turn words into concepts eg 'energy', and the actual wording, the literacy of it, is extremely important. (Secondary supervising teacher)

Beginning teachers need to develop their abilities to plan integrated and sequenced units, sessions and lessons. They need to be able to teach literacy skills and processes across a range of contexts. In addition, secondary supervising teachers felt that beginning teachers needed to be able to distinguish clearly between core and extension work, enrichment, content, skills and processes, and to be able to teach core material effectively to different learners.

Beginning teachers also need strategies to deal with a range of diversity in their classrooms. Specifically it was felt that they needed strategies to assist them in addressing learning difficulties, to help children who are struggling, to develop an understanding of the individuality of children's learning. Linked to this was the need to develop strategies for assessing children's learning, particularly focusing on strategies to find out about students' strengths and weaknesses, and to explore links between diagnosis and early teaching.

Other personal and human resources needed by beginning teachers and articulated by supervising teachers of primary preservice teachers included a love of children, good communication skills, empathy and the ability to deal with parents. Good management and organisational skills were also included in this list. Beginning teachers also need to develop their abilities to use children's social and cultural experiences, in particular the importance of home and family, in learning to be literate and how to draw home and school experiences together. Secondary preservice teachers talked of literacy as a social practice, with students being engaged in community-related literacy practices outside of schooling. There was awareness in one focus group of the need to tap into these out of school literacy practices as a teaching-learning resource and as a way of establishing the relevance of classroom learning.

In the next section comments related to developing essential knowledge and skills in information technologies are reported.

Impact of technology and technological literacies

There was an overwhelming consensus from preservice and supervising teachers in the survey data that technology had impacted on the teaching of literacy. In addition, there was recognition that beginning teachers need to understand the roles and applications of technology in teaching literacy. Yet there was also an overwhelming consensus that beginning teachers have been inadequately prepared for this aspect of teaching literacy in schools. This perception was also evident in the focus group data.

Preservice teachers and teachers had mixed feelings about technology. On the one hand, they could identify the benefits of introducing and integrating technological resources into their programs, but on the other hand they raised personal and educational concerns about this. This is an important implication for teacher education.

Some Bachelor of Education secondary preservice teachers talked of using computer programs and Internet resources as a way of ensuring currency of curriculum programs. Some preservice teachers in a secondary English program, for example, talked of the need for ensuring that secondary school students know how to access and evaluate resources on the Net, and that they are familiar with the reading practices necessary for utilising such resources.

Preservice and supervising teachers agreed that technological skills — referring mainly to computers — should be taught year by year throughout schooling, beginning in the early years. There was a perception that children should learn how to use technology to enhance and enrich their learning in all subjects. Typical benefits cited by preservice teachers and teachers about the advantages of using computers in classroom literacy programs included: motivational aspects for reluctant pencil and paper users; that computers facilitated opportunities for self-paced learning particularly for children with special needs; that they supported reticent oral communicators; and that they were effective tools for publishing polished presentations of written work.

Whilst some students teachers talked of how technological resources and their associated practices have direct relevance to students' literacy learning across the curriculum, they also talked of the need to constantly update their own skills in computer based technologies. In pursuing their topic, the student teachers raised issues related to time, equity and financial resources necessary to "stay up with the latest".

> *I'm skilled in using technology (computers) myself, but not in teaching it. I need special technology training. Kids, especially in Year 6 and 7 know just as much, if not more, than me. (Primary teacher)*

> *Kids have the latest technology at home and we don't at school — access to current computers and things like digital cameras in schools is very difficult. (Primary teacher)*

Not all teachers felt comfortable with the integration of technological literacies into their teaching program. For these teachers, time was the main problem. One primary teacher said,

> *It's how to program for thirty children to use the computer in an appropriate way so they're not just getting on there playing a game. (Year 5 teacher)*

One secondary school teacher remarked that, "All these things are wonderful but we have a program to run — we could do computers on the eighth day of the week."

Technology was strongly associated with computers, and was seen as an add-on rather than integral to literacy learning. The point highlighted by primary teachers was that technological resources were only useful if students had gained knowledge of 'the basics'.

> *Once again you come back to knowledge of those basics... there are children who are ready to step in to technology and who can use it very well and appropriately, but others who just stumble through it. They really don't have that background knowledge. (Year 1-2 teacher)*

Balance between research, theory and practice

All participants agreed that a solid theoretical background in literacy is needed. The critical issue was how to balance these elements. There must be a balance between theory and practice, and this is the challenge for teacher preparation courses.

One Year 5 teacher said:

> *There's got to be a better link between theory and practice. I know I learnt a lot of theory but didn't really have the*

opportunity to put it into practice, and sometimes when you put it into practice, it's not very practical.

One group of preservice teachers and supervisors suggested that while courses at university provided them with useful information, it was difficult to make links across and between subjects and practice. For some participants, the classroom is where theory and practice come together.

Research and theory are essential but it is only through implementation that people learn how to teach literacy. (Supervising teacher)

For some teachers, it was a question of making links explicit.

Models, scaffolding… these don't make much sense without practice. You have to see the theory in practice to make the connection in your head.

Preservice teachers particularly felt that lecturers should spend time with practising teachers, or that teachers should work with the university staff to provide practical applications of theory.

Lecturers should spend time as practising classroom teachers from time to time to gain credibility, and teachers should work in the uni for twelve months to get research, theory and practice links. (Final year secondary preservice teacher)

Both preservice teachers and teachers emphasised that more practice was needed in university settings as well as schools. Teachers and student teachers were enthusiastic about the internship program, commenting that this process provided excellent opportunities for more practice in schools and maintained teaching support from the university and in-school mentors.

I think that the Internship idea that I heard mentioned, like an apprenticeship thing in your fourth year — that's excellent because that apprenticeship sort of idea would prepare you more because you've still got that tie, that mentor there to back up. (2nd year preservice teacher)

The consensus was that research is vital to direct and back up good practice, and that the current syllabus on literacy is based on sound research. Furthermore, there was an evident commitment to the need

for ongoing research and for finding better ways of doing things in classrooms.

Preparedness to teach

The survey data from one institution showed that preservice teachers considered themselves to be generally well prepared to teach literacy as an integrated whole. Nevertheless, across each of the four areas surveyed — reading, writing, visual literacy and literacy as an integrated whole — preservice teachers consistently rated their degree of preparedness at a higher level and more confidently than did supervising teachers.

Data also disclosed a number of points of difference between university and school expectations of teacher preparation. Some preservice teachers reported that these different perceptions adversely affected their preparedness to teach. Two of the more significant differences were the choice of grammar for classroom use, namely, systemic functional grammar, and the issue of knowledge about language and literacy curriculum documents. With regard to the issue of grammar, both student teachers and practising teachers suggested that while systemic functional grammar was required in English syllabus materials (Department of Education, 1994), and advocated by some universities, it was not in widespread use in schools. One preservice teacher spoke of the conflict between university and school expectations in regard to grammar as follows:

> *One of the first things I remember was I was told to forget about teaching adjectives and adverbs and nouns ... talk about processes – and…as soon as you get into the classroom you have to teach about adjectives and adverbs and nouns. (4th year preservice teacher)*

Some preservice teachers talked of the limitations of their linguistic knowledge:

> *I think the whole grammar thing is a big issue for everybody because a lot of us don't know the nitty-gritty of grammar. (2nd year preservice teacher)*

Some preservice teachers reported that lecturers assumed that they had prior knowledge of grammar:

> *They [lecturers] think – you go to Uni, therefore you must know it [grammar]. (4th year preservice teacher)*

Those preservice teachers who self-reported a limited explicit knowledge of grammar also talked of how this was a problem for them in schools. The need for teacher confidence was consistently highlighted as a prerequisite for ensuring effective literacy teaching, as shown in the following comment:

> *I think there's a lot of teachers out there who don't teach writing because they don't know how to. (Year 1 - 2 teacher)*

One group reported that the practicum experience and their supervising teachers played a central role in equipping them to teach literacy successfully. The knowledge they gained in the classroom during practicum complemented their tertiary training in that it provided a practical context for student teachers to implement the theoretical base acquired in their teacher preparation courses. Preservice teachers reported that their training was inadequate in the area of 'real-life' literacy teaching, and that there was a need for realistic case studies of contemporary literacy teaching. Perceived areas of deficiency in training included: the design and planning of reading and writing programs, assessment, pedagogy of handwriting, phonic language awareness, modelling of new concepts, and meeting the needs of individual students.

Perspectives of preservice program effectiveness

Preservice teachers

Student teachers' comments about the positive and negative aspects of their preparation to teach literacy may be grouped into three areas. These are comments about the content of courses that focused on literacy teaching; comments about the pedagogical aspects of these courses; and comments about the overall teaching program. In reporting their perceptions of literacy teaching, for example, student teachers acknowledged that teacher preparation courses offered both theoretical knowledge and teaching opportunities. A primary student teacher said,

> *Practical experience really helps to put the theory and information into practice, and realises the benefits of and ways of approaching the teaching and learning of literacy.*

Preservice teachers' comments relating to pedagogy focused on the need for more practical teaching opportunities with individuals and whole classes, and more explicit instruction in effective programming and teaching strategies, in order to see theory in practice. These comments included the need to observe and analyse lesson and programming examples in action, and the need for more guidance when planning programs for students with reading and writing difficulties.

> *In regards to planning, have lecturers/practising teachers sit and show us how to plan a unit, not just show us the final product. Actually sit and show us how they use the resource books and how they applied the curriculum. (Primary preservice teacher)*

Many preservice teachers felt that more time in the overall teaching program should be devoted to aspects of literacy teaching within their teacher education program. The following comments from two primary student teachers are typical.

> *I feel the time spent on learning about literacy was insufficient. I feel it is vital for graduate students to have a clear and indepth knowledge of literacy. More time needs to be devoted to the teaching and learning of literacy in our course, perhaps with the sacrifice of less relevant subjects.*

> *Every single semester there should be core subjects in literacy and numeracy in each KLA.*

Supervising and experienced teachers

All teachers agreed that it was important to include research and theory in teacher education programs. Many teachers however expressed a need for more practical opportunities to see and understand how theories are applied.

> *Research and theory are essential, but it is only through implementation that people learn how to teach literacy.*

Student teachers emphasised a need for content knowledge *and* strategies for teaching content knowledge, while practising teachers emphasised content knowledge. The difference between content and strategies and their relative importance was raised repeatedly in the discussions, as shown in the following:

> *They (student teachers) have more the strategies maybe, but not so much the content. (Year 6 teacher)*

> *I would say the knowledge of content is what is lacking most. (Year 5 teacher)*

> *I think there has been a bit too much of an emphasis on process and content has been left behind. (Year 1 - 2 teacher)*

However, practising teachers suggested that preservice teachers needed support to be more reflective and critical about their practice. In the words of one teacher, they need to 'put content knowledge into practice and be able to critically analyse it and build on it' (Year 1-2 teacher). Critical reflection did not appear to be a priority in preservice teachers' comments.

For practising teachers, assessment was a priority issue:

> *They don't really assess what they've done. They think that it was pretty good and the kids are happy because they did the work, but they don't mark it, they don't pick it up and look at it so I think that assessment is another thing they really lack. (Year 5 teacher)*

Responses from supervising teachers about their roles in contributing to the preparation of teachers to teach literacy were similar, indicating that there was a general consensus about the range of responsibilities this role entails. Primary and secondary supervising teachers perceived aspects of this role to include:

- demonstrating practice that reflects theory and research;
- modelling effective strategies, ideas, processes, assessment strategies and planning in action;
- providing knowledge about real-life situations and a context for learning;
- extending students' understanding of core components of literacy;

- acting as supervisor and mentor, allowing the student to experiment and innovate;

- sharing resources;

- discussing current issues relating to literacy teaching

- sharing an enthusiasm for the value of literacy;

- helping to develop students' personal literacy competencies and interests; and

- how to plan literacy programs and activities properly using syllabus and curriculum documents.

University perceptions

The universities recognise that planning for preservice teacher education in literacy is ongoing and dynamic. University staff respondents indicated that many of the literacy education aspects of their preservice teacher education programs were currently under review. One university was undertaking a year-long interdisciplinary study which involved implementing and evaluating projects related to preservice teachers' understanding of literacy issues and practices across the curriculum. Another university was also undertaking a major review of its preservice programs with the intention of strengthening the literacy components of the program. The faculty of one university intends to increase the number of literacy courses offered to students and is currently engaged in writing four new literacy courses.

Individual lecturers across all disciplines recognise the importance of addressing literacy issues in their specific curriculum courses. For example, one primary mathematics science and technology curriculum lecturer said that:

> *Literacy is a vitally important aspect of the unit. Clear expressions of meanings, understandings, and explanations of various ideas and concepts must be shared within and between the science education, mathematics education, and technology education communities.*

Data indicated that individual curriculum area lecturers were committed to including language and literacy related activities in their core curriculum units. One secondary mathematics curriculum area lecturer provided the following information.

One of the stated objectives for these [mathematics] units is for students to be able to "identify and discuss fundamental principles related to the teaching and learning of mathematics, including the role of language and communication." Course work includes a two hour workshop on language in mathematics which addresses language demands in textbooks and developing reading activities to address these demands (using the ERICA model). A further two hour session has been devoted to evaluating the Teachers@work CD ROM on supporting Years 8-10 literacy and numeracy.

Specialist qualifications in literacy and a high level of professional expertise and experience with literacy issues were evident in the curriculum teaching staff across many institutions. The staff made explicit use of these skills in preparing and teaching literacy related aspects of their curriculum areas.

Conclusion

The points that follow have been developed from the key issues discussed in the focus groups and identified in surveys. The findings here take into consideration specific recommendations about literacy in preservice teacher education programs made by preservice teachers, supervisory and experienced teachers, and university teacher educators. These recommendations have been incorporated under the key concepts generated by the data. In reading these sets of key issues and specific suggestions from teacher and student interviews, surveys and focus groups it should be noted that generalisation to the whole teacher and student-teacher population in Queensland is not appropriate as the sample size was very limited. However, data were collected from universities and institutions across the state and not just in the capital city and participants included preservice teachers and teachers in all sectors of education. This suggests that the data may be interpreted as issues that may be important for teachers and preservice teachers across a variety of contexts and therefore they are reported as general trends and concerns.

Essential knowledges

Preservice teachers, supervisory and experienced teachers, and university teacher educators suggested that literacy in preservice teacher education programs should focus on developing all teachers' explicit knowledge of the following:

- current literacy theories and the relationship of these to theories of social and educational change;

- explicit knowledge about language codes and conventions in a range of social situations with a specific focus on traditional and functional grammar;

- specific teaching strategies related to all aspects of literacy learning;

- the developmental nature of how children learn literacy across P-12; and

- personal competence and experience in multiple literacies.

Impact of technology and technological literacies

Preservice teachers, supervisory and experienced teachers, and university teacher educators suggested that literacy in preservice teacher education programs should focus on developing all teachers' explicit knowledge of the following:

- technological literacies;

- the integration of technological literacies into the curriculum;

- specific teaching strategies related to the integration of technological literacies into the curriculum; and

- personal competence and experience in technological literacies.

Balance between research, theory and practice

Preservice teachers, supervisory and experienced teachers, and university teacher educators suggested that preservice teacher education programs should:

- provide a balance of theory and practice through making explicit connections between research and classroom practice;

- ensure literacy education courses are up-to-date and relevant;

- ensure literacy-related issues in specific curriculum courses are regularly reviewed and refined; and

- establish links across university courses to foster consistency of terminology and to share expertise and understandings of literacy.

Literacy in preservice teacher education programs should provide practical experience in the following:

- observation and analysis of current classroom literacy practices, along with opportunities to apply this knowledge;

- establishing links between and across different curriculum areas;

- quality practicums with effective mentors and a range of placements; and

- literacy teaching both in university settings and schools.

2.2 Mapping Current Preservice Teacher Education Programs

The Process

The data for this section of the report were collated using information provided by the eight higher education institutions which offer teacher education in Queensland and from course descriptions and unit information from the handbooks of the relevant institutions. The aim was to identify units, modules and courses within preservice teacher education programs relating to literacy so that the provision of literacy education for preservice teachers could be mapped across Queensland.

Each institution provided information related to core, curriculum and elective subjects with a literacy focus or significant content related to literacy in the preservice teacher education courses they offered. This was collated into a common format by the Working Party. In view of the interpretation required in the process of reporting in a consistent format, the summary tables were returned to the relevant institutions for verification.

In reading these summary tables, the difficulties of this mapping exercise should be noted. For example, considerable variation was apparent in both the quantity and nature of the information provided by teacher education institutions. In addition, the format of course handbooks and the level of detail in unit descriptions also varied across the universities. The variations led to the identification of a number of issues during the process of reading, analysing and interpreting the data. These issues have implications for both the nature and form of information to be provided to the Board of Teacher Registration about literacy in preservice teacher education programs and the kind of evidence that may be required for determining the compliance of such programs with Board recommendations. A reading of the tables in this section must therefore be framed by an understanding that:

> It cannot be expected that the complexity of programs can be revealed by inspection of handbook or website information. Also programs in operation may diverge substantially from the pattern outlined, and this divergence may be an improvement or a negative factor (White and Elkins, 2000, 76).

The next section begins with an account of the issues arising from the data collection and analysis.

Issues

The goal of this part of the project was to describe key components in the current provision of preservice teacher education which focused on literacy. It was acknowledged that looking for uniformity across institutions was neither a goal nor a desirable outcome, as it was recognised that some variations would inevitably occur in different educational contexts. However, while some variation was anticipated, the difficulties of understanding and documenting what this meant in terms of describing the key components of current preservice teacher education related to literacy raised some important factors that have implications for accrediting programs. These difficulties included:

- The use of different vocabulary and terminology to describe literacy units across different institutions.

- The variation in the level of detail provided in unit descriptions, handbooks, and course outlines.

- The lack of explicit information and reference to literacy in some course outlines.

- Each university 'markets' its teacher education programs in different ways making it difficult to identify commonalities or emphases in literacy across institutions.

- The duration and type of teacher education programs differ across universities, making it difficult to identify commonalities.

- It was difficult to identify the focus on literacy and which theories were being emphasised.

- It was difficult to ascertain how universities construct their programs in terms of compulsory, core, elective, curriculum and foundation units.

Literacy Components of Current Preservice Teacher Education Programs

This section provides an overview of literacy units offered in the programs in each category and a summary of the typical content of these units as described in subject outlines. Given the issues described above, these summaries are indicative of general trends. In reporting, common terms have been used wherever possible.

For the purpose of this exercise the programs were classified into three categories: Early Childhood Teacher Education; Primary Teacher Education; and Secondary Teacher Education.

In presenting this data each university has been identified by number.

Early Childhood Teacher Education

Five universities offer four-year undergraduate courses in this area. Three universities offer a two-year graduate entry course.

Literacy Content in Core/Foundation Units

Core subjects in early childhood teacher education programs typically focus on:

- communication, culture and diversity;

- linguistic and literacy development in early childhood;

- literacy pedagogy - specific strategies and tools for early childhood teaching;

- literacy theory - includes major trends in recent language research and theory relating to early childhood;

- teaching literacy in integrated curriculum areas;

- literacy and social justice.

One university also offered a core unit in literacy and information technology.

Literacy Content in Elective Units

There is a broad range of topics in elective subjects in early childhood teacher education. However units typically include:

- Literacy units across the curriculum.

- Early childhood literature.

- Psychology and communication.

- Home and community influences.

- Media literacy.

- Cultural perspectives.

- Grammar and writing.

The table below summarises the literacy components in early childhood teacher education programs.

Table One: Literacy Components of Early Childhood Teacher Education Programs.

Uni	Core Units	Electives
2	Four core literacy units.	Six elective literacy units offered in years 3 & 4; students undertake three elective units.
3	4 core literacy units, one in each year.	Up to four units of electives which might include English and Language units.
5	*Undergraduate* One Literacy unit and three units with significant literacy components at level one. One Literacy unit and three units with significant literacy components at level two. Three units with significant literacy components at level three. One literacy unit and two units with significant literacy components at level four. *Graduate-entry* Two literacy units and six units with significant literacy components.	One elective literacy unit available.

6	*Undergraduate* One literacy unit, in year one. *Graduate-entry Bachelor of Education* One literacy unit. *Master of Teaching* Two literacy units.	*Undergraduate* Students undertake a three unit discipline minor study .
8	*Undergraduate:* One core communications unit and two units with significant language components at level one. One core unit at level two. On core unit and two units with significant literacy components at level three. One core communications unit and two units with significant literacy components at level four. *Graduate-entry* Two core units and five units with significant language/literacy components.	*Undergraduate* Students undertake a three to four unit minor in children's literature or five to six unit major study in special education, special education, second language teaching or information & communications technology; or single electives from these areas. Students are encouraged to take an additional literacy unit related to primary education.

Primary Teacher Education

Summary

Seven universities offer undergraduate programs in this area and six universities offer two-year graduate-entry programs.

Literacy Content in Core/Foundation Units

Core subjects in primary teacher education programs typically focus on:

- nature and development of language;
- information technology in the classroom;
- English education;
- teaching children with special needs;
- communication, culture and difference;
- second language foundations;
- language and textual practice.

Literacy Content in Elective Units

- Contemporary perspectives on literacy.

- Literature in the classroom.

- Psychology of communication.

- English curriculum.

- Language and literacy curriculum.

- Media literacy.

- Storytelling.

- Special education.

- Information technology.

- Second language teaching.

The following table summarises the literacy components of primary teacher education programs.

Table Two: Literacy Components of Primary Teacher Education Programs.

Uni	Core/foundation units Curriculum Units	Elective units
1	*Undergraduate:* Four core literacy units, one in each year. Nine compulsory subjects with significant Literacy components *Graduate-entry:* Six compulsory units with significant literacy components. Curriculum studies in Key Learning Areas include components that focus on the role of language and literacy in the construction and teaching of the area.	
2	Four core literacy units	Six Elective Literacy units offered; students undertake four units.
3	Four core literacy units, one in each year	Up to four units of electives which might include English and Language units.

4	*Undergraduate:* Three core literacy units and one unit with significant literacy components – (one in each year). All students, except for those in specialist areas (other than the Early Childhood specialisation), undertake a unit on the teaching of reading. All curriculum areas examine the literacy demands of the discipline.	Students undertake four elective units (units available in the literacy area) or a major study (areas of HPE, Music, Early Childhood or Learning Technology). Extension studies in the teaching of reading are available. The study of language and literacy is embedded in the Early Childhood subjects.
5	*Undergraduate:* One literacy unit and three units with significant literacy components at level one. One literacy unit and two units with significant literacy at level two. Two units with significant literacy components at level three. One literacy unit and one unit with significant literacy components at level four.	One literacy elective unit available.
6	*Undergraduate:* One core literacy unit in year one. Three core literacy units in years two and four. *Graduate entry Bachelor of Education and Master of Teaching:* Two core literacy units.	*Undergraduate:* Students undertake a four unit minor study and three electives (some of which are available in the area of language/literacy).
8	*Undergraduate:* Three core literacy units. *Graduate-entry* Two core literacy units.	*Undergraduate:* Students can undertake a four unit minor in children's literature or six unit major study in special education or second language teaching. 1 elective literacy unit offered.

Secondary Teacher Education

Summary

Six universities offer undergraduate courses in this area, eight universities offer two-year graduate entry programs and seven Universities offer dual or double degrees with a Bachelor of Education (Secondary).

Literacy Content in Core/Foundation units

Core subjects in secondary teacher education programs typically focus on:

- teaching and information technology;
- teaching students with special needs;
- language and literacy in education;
- language and discourse;
- literacy across the curriculum;
- workplace literacy.

Literacy Content in Elective Units

- Media literacy.
- Children and young adult literature.
- Dramatic form.
- Literary studies.
- English curriculum area studies.
- Film and Media.
- Writing workshop.
- Trends in the teaching of reading.
- English as a second language.
- Special education.

It is evident from the literacy content in core/foundation units for secondary teachers that literacy is constructed as an area of essential knowledge and not just as the domain and responsibility of the English teacher. Core units focus on social justice, technology, student diversity and workplace literacies.

The table below summarises the literacy components of secondary teacher education programs.

Table Three: Literacy Components of Secondary Teacher Education Programs.

Uni	Core/foundation units	Curriculum Area Studies	Electives
1	*Graduate-entry:* Six units which make a significant contribution to students' knowledge and expertise in the area of literacy.	Two compulsory Literacy units for prospective English teachers.	
2	*Undergraduate:* Two core units *Graduate-entry:* 1 core unit.	*Undergraduate:* Prospective English teachers undertake six units of English content studies and two units of English curriculum studies.	
3		*Undergraduate:* For prospective English teachers: one compulsory unit in year 1; seven units of English, Literature and Language content studies; and two units of Language methods studies.	
4	*Undergraduate:* Two compulsory core units with significant literacy components. Language and literacy are central concerns embedded in the curriculum and discipline studies for all students.	Prospective English teachers undertake six Literacy units: four in year one and two in year two; and two curriculum units.	Prospective English teachers are required to select two additional electives which build on the core literacy units.

		Graduate-entry and Combined Degrees: Prospective English teachers undertake at least six units of literacy related content studies and two units of English curriculum studies.	
5	*Undergraduate:* One literacy unit and three units with significant literacy components at level one; one unit with significant literacy components at level two; one unit with significant literacy components at level three; one unit with significant literacy components at level four. *Graduate-entry:* Four units with significant literacy components.	*Undergraduate:* One unit at level three and two units at level four for prospective English teachers. *Graduate-entry* Three units	One elective unit available in the graduate-entry program.
6	*Undergraduate:* One core literacy unit in year two. *Graduate-entry Bachelor of Education and Master of Teaching:* One core literacy unit in year one.	*Undergraduate:* Two curriculum units for prospective teachers of English, Film & Media or ESL in years three and four (four units if completing a double major in these subject areas). Six to ten units of discipline studies for prospective teachers of English, Film & Media or ESL. *Graduate-entry Bachelor of Education and Master of Teaching:* Two curriculum units for prospective teachers of English, Film & Media or ESL in years one and two (four units if completing a double major in these subject areas).	*Undergraduate:* Three elective units. *Graduate-entry:* Four elective units.

7	*Dual degree:* One literacy unit and two units with significant literacy components. *Graduate-entry:* Three units with significant literacy components	*Dual degree and graduate-entry:* Two full-year Literacy units for prospective English teachers (Area curriculum study and Second Teaching subject).	*Dual degree:* Four elective units offered; students undertake one or more in place of usual subjects
8	*Undergraduate and graduate-entry:* One core literacy unit.	*Undergraduate:* Prospective English teachers undertake six units of English discipline studies.	

2.3 Conclusion

In the focus group and survey data, preservice students and supervising teachers suggested a range of literacy-related elements that they felt should be integral to preservice teacher education programs. These related first to essential knowledges about language and literacy theory, strategies for teaching literacy, personal competencies, and the developmental nature of learning. The data suggested that beginning teachers required more tuition in these elements than was currently the case, and that teaching needed to be more up-to-date and explicit.

The mapping exercise indicated that such topics are a focus in core/foundation units in programs for all levels of schooling. However, the use of different vocabulary and terminology to describe literacy units, the variation in the level of detail provided in unit descriptions, handbooks, and course outlines, and the lack of explicit information and reference to literacy in some course outlines made it difficult to ascertain both the focus of literacy-related teaching and the time allocated in preservice programs to literacy issues. In Section Three of the Report, the descriptions of suggested course components, and the kinds of evidence that may be required to support approval of programs, may assist institutions to make the literacy components of their programs more explicit.

The focus group and survey data also stressed the development of technological expertise across all levels of schooling. Specifically, it was argued that beginning teachers need to develop their understanding of technological literacies, personal competencies in

this field, and teaching strategies to integrate technology into the curriculum.

Part of the mapping exercise included identifying where technological literacies were infused into current preservice programs. From the information provided to the BTR it was evident that technology was included in both core units and elective units in primary and secondary preservice programs. It was not so apparent, however, in early childhood programs. While this may reflect the different focus of such programs regarding the knowledge, skills and understandings needed by early childhood teachers, it may also be that technology is a part of these programs but may not be explicitly stated in course outlines etc. In addition, across all institutions and programs, there was limited information related to the forms of technology that were studied, whether such units on technology were "add-ons" or integrated technology into curriculum areas, and whether, as focus groups wanted, the programs provided "special technology training". Standard 1.0 in Section Three seeks to address these issues.

The third essential aspect of preservice programs that arose from the data was the need for a balance among research, theory and practice. The mapping exercise revealed that in programs across all institutions and levels of schooling there were core units which focused on literacy theory and pedagogies for literacy teaching. The range and representativeness of the theories related to language and literacy that were studied in these units was not made explicit. Neither were the links among these theories, research and classroom practices articulated clearly. While the provision of such information may be beyond the scope of program summaries and course outlines provided for the purposes of this exercise, within the programs themselves there should be explicit evidence of this balance. The required evidence in Standard 2.0 of Section Three of this report indicates ways in which this may be achieved.

Overall, the findings from the focus group and mapping exercise demonstrate that teacher education and teaching communities in Queensland hold a broad range of understandings and perceptions about the nature, content and outcomes of units related to preparing preservice teachers to teach literacy effectively. The mapping exercise revealed that although many of these understandings and perceptions seemed to be articulated at a general level through the diverse range of preservice teacher education programs offered in Queensland universities, it was also difficult to ascertain which elements were being emphasised, and how individual universities

constructed their programs in terms of compulsory, core, elective, curriculum and foundation units.

These findings suggest that the BTR may need to be more explicit about professional expectations for the development of essential knowledges, technological literacies and the relationship among theory, research and practice, and about the evidence that universities need to provide in order for their programs to be approved.

In response to this need, the standards outlined in section three of this report recommend essential elements of literacy for preservice teacher education programs that reflect professional expectations and the priorities of the wider education community. In addition, Section Three also suggests specific and explicit evidence that may be required from individual universities related to how their programs meet these standards.

Section Three

Standards for Preservice Programs: Literacy

3.1 Preamble

Introduction

The Preservice Literacy Program Standards emerge directly from the two previous sections of this report – (1) the review of literature related to literacy and preservice education, and the internet discussion around a set of key issues arising from this literature, and (2) the mapping of preservice literacy programs at Queensland universities, and conclusions drawn from the consultation with student teachers, beginning teachers, supervising teachers, and literacy lecturers.

In earlier sections, definitions of language and literacy were reviewed in the context of current literature on literacy education, and essential characteristics of a multiliterate person in the twenty-first century were developed. A number of tensions in literacy education were also identified, associated largely with the new literacies emerging from a 'new times' fashioned out of accelerating social, technological and global change. Further examination of reports on the preparation of teachers of literacy, and literacy research reports incorporating recommendations for teacher education, together with a review of current debates in English curriculum development, confirmed these issues and contributed to the development of a set of characteristics for literacy teachers in new times. The results of field investigations carried out with teachers, and preservice teachers in Section Two confirmed and consolidated these characteristics.

Specific directions for the preparation of teachers of English/literacy emerge from this review. First, all teacher education courses require core subjects/units in literacy education. These subjects/units, together with other components of teacher education programs, should contribute to the preparation of teachers who possess, at a minimum, the following personal competencies, knowledges and attitudes: (i) high standards of personal literacy and technological competency; (ii) an understanding of, and respect for, cultural diversity and difference; (iii) knowledge and understanding of a range of theories relating to language, literacy/multiliteracies, literacy learning and pedagogy in the context of new texts and new times; (iv) applied understandings of the practice of literacy education as a dynamic construct requiring lifelong (re)learning; and (v) an understanding of the essential demands of curriculum literacies at all levels of schooling.

The following Preservice Literacy Program Standards are meant to graduate student teachers who possess these essential knowledges, attitudes and competencies. The standards are positioned within an international and national context which is paying increasing attention to the use of standards frameworks, at generic and subject-specific levels, for certification, credentialling, and professional development purposes.

Overview of the Standards

The standards have been constructed to inform program development in university preservice programs, and have mandatory status for all intending teachers, teachers of English/literacy, and secondary content/discipline teachers for the following reasons:

1. All teachers have a direct responsibility for attending to the literacy needs of all students in their charge. Compulsory program components must therefore be developed which ensure that all teachers possess highly developed personal levels of literacy competence, and a range of knowledge, understandings and pedagogy which guarantee effective literacy teaching in all classrooms.

2. Teachers of English/literacy require additional, specific knowledge and understandings relevant to the specific age groups (early childhood, primary, middle years, secondary, post compulsory) they teach.

3. Secondary content/discipline teachers require additional, specific knowledge and understandings of a different order which relate directly to the discourses and literacies of their disciplines, and an associated range of pedagogies suited to engaging students in content area learning.

The Literacy Program Standards have been developed under FOUR broad headings, as follows:

Standard 1: Personal Literacy, Intercultural and Technological Competencies and Attitudes

This standard addresses the combination of minimally acceptable personal competencies in literacy and information and communications technology, together with a knowledge/attitudinal component which recognises the multicultural and multilingual nature of contemporary classrooms.

Standard 2: Theories of Language, Literacy/Multiliteracies, Literacy Learning and Pedagogy

This standard addresses the need for all teachers of English/literacy to examine and critique a wide range of informing theory and research related to the contested fields of language, literacy/multiliteracies, and associated frameworks for learning and pedagogy.

Standard 3: Program Knowledge Components − Early Childhood Teachers, Primary/Middle School Teachers, Secondary English Teachers

This standard addresses the required knowledges and understandings which teachers of English/literacy at all levels must encounter as a result of their studies of : language, oral language and classroom discourse, reading and viewing, writing and shaping, media, popular culture and technology, literature and the expressive arts and processes of formal and informal assessment.

Standard 4: Program Knowledge Components − Secondary Content/Discipline Specialists

This standard addresses the discourse and literacy understandings and classroom practices required of subject-specific teachers in the secondary school.

Structure of the Standards

The standards are presented in tabular form in order to show the relationship between (1) the outcomes required of exiting graduates, (2) the required evidence which illustrates the achievement of these outcomes, and (3) suggested course components which will lead to the achievement of the outcomes.

Demonstrating Performance in a Standards Context

A program standards approach is clearly aligned with an outcomes/performance focus of curriculum design that aims to maximise the learning of individual students. The associated shift from objectives-based assessment to measures of outcomes/standards/ performance-based assessment will require specific forms of justification and evidence.

Preservice literacy programs will therefore be judged on the extent to which they:

1. provide evidence of the embedding of performance outcomes in cumulative programs of assessment across the degree structure; and

2. provide consolidated and cumulative evidence that the program standards have resulted in acceptable profiles of performance. One means of providing such evidence is through student portfolios (see Appendix 4). Other means such as in the form of certified statements of performance, will be developed by participating institutions.

Overall, it is expected that individual accrediting institutions, in certifying (1) the personal and intercultural literacy competencies and attitudes of graduating students, and (2) the knowledge, understandings and skills dispositions measured through application of the literacy program standards, will document the contextualised and site-specific ways these outcomes are to be achieved and measured.

3.2 Standards for Preservice Programs: Literacy
Required Evidence and Suggested Course Component

STANDARD	EVIDENCE
1.0 PERSONAL LITERACY, INTERCULTURAL AND TECHNOLOGICAL COMPETENCIES AND ATTITUDES Teacher education program graduates will: 1.1 exhibit a set of personal competencies in literacy and information and communication technology which will enable them to model a wide range of literate practice; 1.2 be able to help all students learn, as a result of studies built around multicultural and global perspectives that draw on the literacy histories and lived experiences of students from diverse cultural backgrounds; 1.3 be equipped with literate understandings and attitudes which respect and value cultural diversity and difference. 1.4 understand the relationships of language, multiliteracies, discourse and power in the overlapping contexts of the school, the classroom and the community.	1.1.1 Certified statement of satisfactory exiting literacy and information and communication technology competencies. 1.2.1 & 1.3.1 Certified statement of relevant field or project experience. * Portfolio (or other) evidence of student teacher: 1.4.1 analysing the multiliteracies that occur at the school-community interface; 1.4.2 applying metalinguistic analyses to the processes of knowledge construction in the classroom; 1.4.3 conducting discourse analyses of the management, procedural and curriculum literacies of the school

Suggested Course Components for the Achievement of Standard 1:

- Programs of study aimed at the development of literacy and technological competencies on the part of ALL preservice students.
- Programs of study with appropriate cross-cultural and global elements.
- Cross-cultural project or field experiences with derived descriptions/measurements of positive attitudes and understandings.
- Field-based studies of school-community literacies; development of metalinguistic frames for the analysis of classroom interactions; development of discourse analytic procedures to understand and interrogate the policy, administrative and curriculum frameworks of the school.

* See Appendix 4 for information about portfolios.

STANDARD	EVIDENCE
2.0 THEORIES OF LANGUAGE, LITERACY/MULTILITERACIES, LITERACY LEARNING AND PEDAGOGY All graduate teachers of English/Literacy will: 2.1 understand, apply and critique a representative range of theory relating to language and literacy, multiple literacies, literacy learning and pedagogy, appropriate to the range of students they teach;	Portfolio (or other) evidence of student-teacher: 2.1.1 planning, negotiating and critiquing literacy curricula; 2.1.2 developing explicit instruction in language, school-based literacies, and the literacies associated with the transition points of schooling; 2.1.3 linking school and community in focused studies of emergent, developmental, community and workplace literacies.
2.2 be able to plan, implement and evaluate instructional programs and units which combine knowledge of literacy theory and practice, knowledge of curriculum frameworks, knowledge of students, and knowledge of appropriate teaching and learning principles, pedagogies and teaching strategies.	* Portfolio (or other) evidence of student teacher: 2.2.1 translating and evaluating the literacy components of curriculum documents into appropriate unit plans and explicit language learning experiences; 2.2.2 creating literacy learning environments which promote respect and support for differences of ethnicity, language, culture, gender and ability; 2.2.3 working with specialists in ESL, Aboriginal and Torres Strait Islander education, and special education.

* See Appendix 4 for information about portfolios.

Suggested Course Components for the Achievement of Standard 2:

- Study of a representative range of informing theory eg sociolinguistic theory, psycholinguistic theory, reader response theory, critical social theory, functional grammar, critical textual theory, structuralism, post structuralism, gender studies, semiotics, activity theory and its application to classroom contexts.

- Examination of assumptions underlying historical "models" of literacy teaching ie. skills, personal growth, cultural heritage, cultural critical approaches.

- Critical understanding of influential literacy models eg. four resources model (code breaker, text participant, text user, text analyst), and operational, cultural and critical literacies).

- Focused studies of multiple literacies and literacy as situated, social practice.

- Learning experiences that take account of students' first and second languages and reflect an awareness of the influence on language use and related literacy practices of different cultural knowledge and values.

- Incorporation of linguistic and cultural issues relevant to teaching English as a Second Language, Aboriginal and Torres Strait Islander education, as well as special education, and preparation of teachers to work with specialists in these areas.

- Critical analysis of a range of literacy learning principles and approaches eg. literature-based learning; natural learning; experience-based learning; genre-based learning; critical literacy approaches; culturally based approaches.

- Examination and evaluation of select resources such as textbooks, commercially produced literacy learning materials, other print materials, video, web sites, film, recordings and software which support the teaching of English/literacy.

- Development of strategies which result in engaged literacy learning on the part of all students.

- Application of theories of literacy, language learning and pedagogy in practical situations.

STANDARD	EVIDENCE
3.0 PROGRAM KNOWLEDGE COMPONENTS – EARLY CHILDHOOD TEACHERS, PRIMARY/MIDDLE SCHOOL TEACHERS, SECONDARY ENGLISH TEACHERS. All graduate teachers of English/Literacy will: 3.1 possess and apply a wide range of knowledge and understandings deriving from studies of: . language . oral language and classroom discourse . reading and viewing . writing and shaping . media and popular culture . information and communication technologies . literature and the expressive arts	* Portfolio (or other) evidence of preservice teacher: 3.1.1 Exhibiting the application to educational settings of a wide range of knowledge and understandings concerning: . language . oral language and classroom discourse . reading and viewing . writing and shaping . media and popular culture . information and communication technologies . literature and the expressive arts
3.2 be able to plan for, select from and use a range of formal and informal literacy assessment methods to monitor student progress, encourage student self-assessment, plan instruction and report to a range of audiences	* Portfolio (or other) evidence of student-teacher: 3.2.1 assessing students' reading, writing, viewing, shaping and speaking from a range of sources 3.2.2 interpreting and reporting assessment data deriving from standardised instruments, diagnostic tests, and classroom-based literacy activities.

* See Appendix 4 for information about portfolios.

Suggested Course Components for the achievement of Standard 3:

Knowledge and understandings deriving from a study of *language*:

- Theories of language acquisition and development.
- Intersections of language, ethnicity and gender in cultural and social environments .
- Understandings of diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions and social roles.
- An understanding of traditional and functional grammars.
- An understanding of semantics, syntax, morphology, and phonology.
- Language and the formation of subjectivities.

Knowledge and understandings deriving from a study of *oral language* and classroom *discourse*

- Relationship between orality and literacy.
- Introduction to key concepts of critical discourse analysis (ideology, discourse, genre, subjectivity) and their application to the classroom.

Knowledge and understandings deriving from a study of *reading and viewing*:

- Critical examination of a range of strategies for teaching reading eg fluency-centred strategies; phonics/phonemic approaches, whole word approaches; whole language approaches; comprehension centred strategies including metacognitive approaches and text analysis.
- Links between school-based reading and community literacy practices, resources and models.
- The teaching of reading across year levels and written subject/key learning areas in addition to English and ESL.
- The integration of theory, research and practice in both university and school settings through observations of expert teachers of reading, and work with individual readers and small groups.
- The semiotics of visual text.
- A critical examination of commercial reading schemes and programs, based on criteria derived from theory, practice and research.

Continued next page

Knowledge and understandings deriving from a study of *writing and shaping*:

- Knowledge of writing theories (eg. writing process theories, social constructivist theories, cognitive stage theories, systemic linguistic theories, rhetorical theories, expressive theories).

- Models and procedures for teaching spelling, punctuation and formatting.

- Wordprocessing, the integration of still and animated graphics, and associated software design packages.

- Writing and learning across the discipline areas.

- Writing pedagogy (eg. skills-based approaches; explicit instruction; genre-based pedagogies; modelling; joint construction; rhetorical approaches; multimedia/multimodal approaches).

- Critical analysis of programmed instruction and software packages for teaching writing.

Knowledge and understandings deriving from a study of *media* and *popular culture*:

- The forms and manifestations of an electronically mediated culture.

- The centrality of popular culture in the out-of-school lives of most students.

- Knowledge and understandings deriving from a study *of information and communication technologies*

- Processing and production of electronic text, including hypertext and multimedia programs.

- Use of communication technologies.

Knowledge and understandings derived from a study of *literature* and the *expressive arts*:

- Knowledge of a range of literatures eg canonic literature, multicultural literature, childrens' and adolescent literature, gendered writings, and a range of alternative genres.

- Understanding of the role of play and drama in language learning.

- Knowledge of the role of drama and other expressive arts in literacy learning across the curriculum.

Knowledge and understandings derived from a study of *assessment:*

- Ideology, philosophy and purposes of assessment.

- National benchmarks and standards-based assessment of student writing, including impact of technology.

STANDARD	EVIDENCE
4.0 PROGRAM KNOWLEDGE COMPONENTS – SECONDARY CONTENT/DISCIPLINE SPECIALISTS Graduate Content/Discipline area specialists: 4.1 will demonstrate appropriate understandings of, and provide explicit instruction in, the discourses and literacies of their disciplines	* Portfolio (or other) evidence of student-teacher: 4.1.1 articulating language and literacy skills of curriculum areas in learning goals and plans. 4.1.2 developing learning experiences which explicitly address the language and literacy demands of disciplinary texts through analysis and joint construction of written, spoken, visual and multi-model texts.

Suggested Course Components for the Achievement of Standard 4:

- Analysis of disciplinary genres and the explicit teaching of text structures and rhetorical features.
- Knowledge of the field, mode and tenor of disciplinary genres.
- Explicit instruction of how knowledge is constructed in curriculum areas through modelling, discussions and guided practice.
- Linguistic construction within specialised discipline areas.

* See Appendix 4 for information about portfolios.

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Appendix 1

Membership of Working Party on Literacy in Teacher Education

Chair

Assoc. Professor Bill Corcoran, School of Cultural & Language Studies in Education
Queensland University of Technology

Members

Assoc. Professor Michele Anstey, Faculty of Education
University of Southern Queensland

Assoc. Professor Geoff Bull, Faculty of Education
University of Southern Queensland

Mr John Dwyer, Chair,
Board of Teacher Registration

Ms Judy Gardiner,
Queensland Catholic Education Commission
(from February 2000)

Professor Pam Gilbert
James Cook University
(to December 1999)

Mr Graeme Hall, Principal, Eatons Hill State School
Board of Teacher Registration

Dr Marie Jansen, Director,
Board of Teacher Registration

Dr Cushla Kapitzke, Graduate School of Education
The University of Queensland
(from October 1999)

Ms Christine Ludwig
Queensland School Curriculum Council
(from September 1999)

Ms Lesley McFarlane,
Queensland Teachers' Union

Dr Karen Moni, Graduate School of Education
The University of Queensland
(from October 1999)

Ms S Whitaker
Creche and Kindergarten Association of Queensland Inc
(to October 1999)

Dr Claire Wyatt-Smith, School of Cognition, Language & Special Education,
Faculty of Education, Griffith University
(from October 1999)

<u>Professional Support</u>

Ms Trish Gibson, Education Officer, Office of the Board of Teacher Registration
Ms Jill Manitzky, Senior Education Officer, Office of the Board of Teacher
Registration

Appendix 2

Papers submitted to complement the Internet discussion

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Appendix 3

Major Characteristics of Different Levels of Schooling

There are specific demands on teachers of literacy in each level of schooling. This appendix attempts to outline some of the major characteristics of the different levels of schooling.

Early Childhood/Lower Primary

> #### *Key Elements*
>
> - Interactions between oral language and literate (reading and writing) behaviours;
>
> - Orientations to print and electronic text;
>
> - Adult-child modelling and joint constructions;
>
> - Overlap and conjunction of community and school literacies;
>
> - Early interventions to address literacy learning difficulties, cultural discontinuities, motivational difficulties;
>
> - Importance of play and the world of the imagination.

As children move from the informal learning atmosphere of home and pre-school they are introduced to the more structured environment of formal schooling. Students use the spoken language of their home and immediate community, which may be a variety of English or a language other than English. They will have had varying experiences with spoken, written, visual and multimodal texts and have used them in familiar contexts. In the first year of schooling students are usually dependent on support from the teacher and other competent language users such as parents and caregivers, older siblings and peers in doing activities.

In the first year of schooling, students:

- show a growing awareness of the many purposes for using spoken, written and visual texts in and outside the classroom and school

- use spoken language to mix informally with teachers, peers and known adults in the classroom and as required for the formal learning environment of the school

- use their home variety of English to ask and respond to questions and contribute to class or group discussions

- use spoken language for the purposes of recounting events and describing and explaining their ideas and actions clearly to others

- demonstrate a growing understanding of the reading process, which involves integrating a range of skills and strategies while independently reading and viewing texts

- respond to and discuss factual and imaginative texts read aloud by the teacher and relate what they know about the world and their own experiences to the ideas, events and information in texts

- comprehend print and image conventions such as 'para-text' features: book format, the left-right print direction of English, the interaction of picture-text, character and narrator language

- show an emerging awareness of the nature, purposes and conventions of written and visual language

- experiment with using written and visual symbols for conveying ideas and messages

- know letters of the alphabet and most of the sounds these letters represent and produce texts of one or more sentences, using upper-case and lower-case letters appropriately

- recognise some common computer icons and use them to perform elementary tasks.

As students move from the first year of schooling to the lower years they usually experience a period of rapid growth in language and literacy learning as they continue to be introduced to the rich world of texts and how language is used in making and responding to them. Students are also becoming increasingly independent as they engage in learning opportunities.

As students move into the next two years of schooling, they:

- use English language and literacy in ways that reflect their beginning knowledge of codes, conventions, and symbols for using spoken, written, visual and multimodal texts

- develop some awareness of how they and other people adjust their speaking and listening to suit their purposes and audience

- read, view and interpret short factual and imaginative texts produced for young readers and select reading material that suits their purposes

- recognise the structure and grammar of several types of short written and visual texts and interpret and discuss meanings in these texts

- understand that texts are produced by people for different purposes and different audiences and that texts represent real and imaginary experiences in different ways

- recognise stereotypical treatment of characters and people in written and visual texts

- write and shape factual and imaginative texts (poems, stories, reports, recounts and procedures) showing a basic level of competence in: producing brief written texts understood by others selecting and expressing related ideas, information and feelings that are appropriate for purpose and audience; handwriting, text organisation, grammar, spelling and punctuation (capital letters and full stops)

- use computer technology to construct these texts

- understand that writing can be planned, reviewed and changed and discuss these processes

- spell correctly many frequently used words using what they know about letter-sound correspondences to help them spell.

Primary/Middle Years

Key Elements

- Transition to a subject-based curriculum;

- Independent command of a range of imaginative and expository genres;

- Developing critical awareness of a range of fictional and media texts;

- Literacy performance and the interweaving of gender, ethnicity and cultural difference;

- Increasing awareness of context, audience and purpose in text production and reception;

- Literacy as a shared responsibility by total school staff.

Students in their middle primary years consolidate and build on the basic skills developed about texts and language. They are expanding the range and complexity of the texts that they read, write, speak, listen to, view and shape.

In the middle primary years, students:

- explore the features of different types of spoken, written, visual texts and multimodal texts and plan, prepare and present spoken, written and visual texts on familiar topics with consideration of purpose and audience

- use spoken language that others can understand to interact confidently and effectively in a variety of contexts (home, class, school, community) and with a range of audiences (familiar, less familiar, small group of peers, whole class)

- operate effectively in small and large group learning activities and discussions and listen attentively for both general ideas and specific detail

- read and view independently, with some critical awareness, a range of junior fiction and non-fiction texts, media texts and learning area texts on challenging topics and recognise and discuss relationships among ideas, information and events in these texts

- recognise discriminatory treatment of people and use of language, simple symbolic meanings and stereotypes

- recognise the purposes and characteristics of different types of texts and discuss different interpretations of written, visual and multimodal texts

- use methods demonstrated by the teacher for finding information sources and researching a topic

- write and shape longer expository and imaginative texts with well-developed stages using ideas, information and images about familiar topics

- recognise, discuss and use many of the textual structures and features (text organisation, written and visual grammar, handwriting and spelling) of a small range of text types

- experiment with ways of planning, reviewing and proofreading their writing and shaping demonstrated by the teacher

- use the edit functions of word processors to alter, format and organise their texts

- usually use correct punctuation (capital letters, full stops, quotation marks, commas) and spell familiar words correctly.

Students in their upper primary years experience the relatively rapid separation of areas of knowledge into school subjects which make distinctive reading, viewing, writing and shaping demands and constitute, more or less, distinctive reading and writing domains. Therefore, learners typically can undertake structured tasks and activities with some autonomy through their study and use of texts and language.

In the upper primary years, students:

- experiment with their speaking, listening, reading, viewing, writing and shaping on different topics, for an increasing range of purposes and a variety of audiences

- show awareness of the ways in which the considered use of speech can entertain, inform and influence others

- plan, rehearse and reflect on ways they listen and speak

- operate effectively in small and large group learning activities and discussions using problem solving skills

- read and view independently a wide range of texts with increasing complexity

- understand written and visual texts containing unfamiliar concepts and topics and which use written and visual language in relatively complex ways

- recognise points of view and justify their own views and interpretations of text by referring to the text and to their own knowledge and experience

- find ways of dealing with difficult texts and work with peers on research tasks

- use informational texts for researching a topic, and interpret and report formally in speech and writing on their findings

- understand the effects of discriminatory use of language in texts on people

- write, shape, edit and present a variety of expository and imaginative texts (including persuasive and argumentative texts), showing overall competence in: structuring their written texts coherently according to the social purpose of the text type; the selection of ideas and information and the use of language to express these clearly and with effect; text organisation, handwriting, written and visual grammar, spelling and punctuation

- write well-structured sentences, using a variety of grammatical structures effectively

- try to adjust their writing and shaping to meet readers' needs and plan, review and proofread their texts

- construct texts for different purposes and audiences, using computer technology

- consistently use correct punctuation

- spell most common words accurately and use a variety of strategies to spell less common words.

Secondary/Postcompulsory

Key Elements

- Inclusive consideration of texts from the high culture, popular culture, media and electronic sources;

- Balanced, specialist attention to elements of academic and workplace literacy;

- Emerging redefinitions of multiliteracies and key competencies;

- Transitions and partnerships with the vocational education and training sector;

- Literacy as a key element in lifelong learning.

Students in their first three years of secondary schooling are experiencing early adolescence. As their dependence on family and peer group begins to change, students need to be accepted by, and to identify with, new groups, generally based on common interests. A key aspect of this group identification is the development of a common language. Students often experience dilemmas caused by the conflicting demands of their loyalties to both established and new groups. They need to find ways to resolve these conflicts, and to understand how their behaviour is shaped, through language, by values, attitudes and beliefs of these groups. By developing a greater critical awareness of these issues in the texts they compose, comprehend and respond to, students are able to lay the foundation for more structured critical analysis.

In the junior secondary years, students:

- use some understanding and appreciation of the deliberately constructed nature of written, visual and multimodal texts to interpret other texts within the same text type and across text types

- experiment with longer texts that discuss challenging aspects of subjects and present justified views on them

- understand the important elements of how texts are constructed and experiment with these in their own speaking and writing

- give detailed accounts of texts in speech and writing, justifying them by referring to the text

- show explicit awareness of the needs and expectations of a designated audience when speaking and listening

- speak confidently and appropriately in situations such as reporting formally to an audience, exploring ideas in a group, welcoming visiting speakers, debating issues, and interviewing members of the public

- work well in formal groups where they take on roles, responsibilities and tasks

- systematically listen to and record spoken information and show progress in planning and delivering spoken presentations to their peers

- compare and contrast learning area texts and media texts, examine their structures and ideas more closely and have some awareness of the relationship between medium and message

- show a sound understanding of the conventions in factual and imaginative texts

- understand the main themes, ideas and points of view in a variety of texts and compare these with other texts

- use a variety of factual and imaginative text types to write at length when appropriate and with some sense of complexity

- plan and write detailed and organised expository texts such as reports, reviews, formal essays, and arguments, developing a main idea or point of view clearly and logically and using suitable evidence

- show a sense of the requirements of readers and experiment with manipulating writing with effect.

Students in their post-compulsory years of schooling are experiencing the effect of growing subject abstraction whereby school subjects, ranked along an internal hierarchy, generate specialised and intensified literacy demands. Learners are also experiencing a wide variety of literacy activities, from strictly 'school literacy' in increasingly abstracted contexts to literacy activities that approximate with various workplaces and employment-related literate practices. In meeting with the increasing and increasingly distinctive demands of the literacy of each of the learning areas, learners examine more closely the critical and cultural dimensions of language.

In the post-compulsory years of schooling, students:

- grapple with complex social issues they encounter in texts read, viewed and listened to and talk and write about what these issues mean to them and their world

- understand the specific relationships between text and context and particularly the influence that authors/speakers and readers/listeners' perspectives have on texts

- understand that language is a cultural construct and thus varies over time and from place to place

- use language flexibly to influence and change aspects of the world around them including the demands of the workplace, further studies and their own needs and interests

- critically analyse the way speakers, writers, and image-makers use linguistic structures and features to communicate to construct meaning and analyse their own use of language

- use language creatively and deliberately for a variety of imaginative and expository purposes to communicate with diverse audiences in persuasive and aesthetic ways

- take part confidently in both formal and informal situations where people speak

- listen for ideas and information and are alert to the way others speak to influence audiences

- convey ideas and information themselves showing they are mindful of suiting their language to purpose and audience

- use spoken language that demonstrates awareness of the influence of certain linguistic features on how texts might be interpreted

- use their growing understanding of the world and their increasing ability to interpret texts to read and view a variety of texts

- recognise that texts have points of view, and even when these are not explicitly stated, can identify and comment on them

- write and shape detailed, unified expository and imaginative texts that explore challenging and complex ideas and issues

- use written and visual language that demonstrates awareness of the influence of certain linguistic features on how texts might be interpreted

- recognise the importance of making their meanings clear for readers by using correct punctuation, spelling and grammar and by manipulating words and the structure of texts.

Appendix 4

Gathering a Portfolio of Evidence
John Dwyer

What is a portfolio?

A portfolio is a collection of work presented as evidence of competent performance. It may include any materials which are relevant and portable, for example, written work, photographs, drawings, and audio/visual cassettes. It may also contain details of evidence observed, attested to and/or displayed elsewhere, for example, observation schedules, 'witness' testimonies, questions and responses, and computer-based materials. It includes evidence of performance and of underpinning knowledge and understanding.

The preservice teacher will choose the physical form that the portfolio takes. It will most usually be organised in ring binders but it could refer to evidence in a box, a folder, a file, a filing cabinet, a computer, etc.

What is Evidence?

Evidence can be *direct*, *indirect* or *supplementary*.

Direct evidence relates to examples of actual performance. This can be in the form of 'products of work' (for example, lesson plans; teaching notes; assessment materials, including examples of assessment of student work) or observations of actual performance. Direct evidence is what the preservice teacher does or is seen to do.

Indirect evidence includes personal reports or reports by others about what the preservice teacher does. Indirect evidence is what the preservice teacher and others say the preservice teacher does.

Supplementary evidence includes evidence gained through questioning and other assessment strategies such as tests, examinations or assignments. This evidence supplements the information gained through direct and indirect evidence. It focuses particularly on underpinning knowledge and understanding, which is a critical aspect of competence.

Evidence of performance can be drawn from practicum activities and from other relevant activities. It can include 'finished' products and working notes. It can be:

- *paper-based* - for example, the preservice teacher's own notes, memos etc generated within the practicum and other activities; 'witness' testimonies; an observation report of actual performance in a classroom situation, written by the person who did the observation, for example, by the school-based supervisor or course lecturer

- *photographic or on video* - for example, photos or videos to illustrate how the preservice teacher carried out a particular teaching or coaching activity; they can be taken by the preservice teacher or by someone else

- *audio tape* - for example, a cassette of a lesson or of a one-on-one activity

- *personal records* - for example, lesson and teaching plans/notes; records of meetings with school-based supervisor or course lecturer

- *organisation records* - for example, reports on activities and evaluations, records of special projects to which the preservice teacher made a specific contribution, appraisals, student assessment records, 'paper' filing systems, computer-based records/databases

- *records of observations of the preservice teacher's work* - these can be provided by various people:
    - peers, school-based supervisor, course lecturer
    - non-specialist witnesses such as parents of children taught by the preservice teacher

- *self-questioning or answers to questions from school-based supervisor, course lecturer* – this is particularly useful to gather evidence of knowledge and understanding. The preservice teacher's answers will be in the form of arguments, motives or justification for actions or, where appropriate, presentation of theories and concepts.

How is evidence selected?

Collecting evidence for a portfolio consists of:

- *deciding on the evidence to be used ;*
- *collecting the evidence in one place to make it easy to access ;*
- *selecting, from all the evidence gathered, the appropriate material for assessment against the standards;*

- *organising the portfolio and presenting it in such a way that the assessor can see clearly how each piece of evidence relates to the relevant parts of the standards;*

- *referencing the evidence so that the assessor can see clearly how the standards have been met; and*

- *producing new evidence when gaps are found.*

What is the most efficient way to index and cross-reference the evidence?

Accurate indexing and cross-referencing of the evidence are crucial not only so that people know what is in the portfolio but also so that the assessor can judge whether the evidence meets the requirements of the standards. A formal, 'academic' referencing system can be used, but preservice teachers often find that it is more convenient to have their own more informal system for everyday indexing. Devices which help with indexing and cross-referencing include the use of page numbers; colour coding; highlighting; dividers, etc.

How is a portfolio built?

- *Go for quality rather than quantity.* (A few well-chosen pieces of evidence can count for much more than vast amounts of evidence which is only loosely applicable.)

- *Mix the types of evidence offered.* (A good mixture containing some observation of practice, some work outputs, some witness reports, etc, leads to a slimmer, better balanced portfolio.)

- *Choose evidence which is more recent, reflecting current competence, rather than evidence which is dated.*

- *Apply a single piece or collection of evidence to as many parts of the standards as possible.* (This is not only economical in terms of evidence gathering, but it also gives a more holistic, or rounded, picture of competence. Trying to find a piece of evidence for each part of the standards is time consuming and may lead to over-collection of evidence.)