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About the Journal

Teachers and Curriculum is an online peer-reviewed publication supported by Wilf Malcolm Institute of Educational Research (WMIER), Faculty of Education, The University of Waikato, Hamilton, New Zealand. It is directed towards a professional audience and focuses on contemporary issues and research relating to curriculum pedagogy and assessment.

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Notes for Contributors

Teachers and Curriculum welcomes

- innovative practice papers with a maximum of 3,500 words, plus an abstract or professional summary of 150 words, and up to five keywords;
- research informed papers with a maximum of 3,500 words, plus an abstract or professional summary of 150 words, and up to five keywords;
- thinkpieces with a maximum of 1500 words; and
- book or resource reviews with a maximum of 1000 words.

Focus

Teachers and Curriculum provides an avenue for the publication of papers that

- raise important issues to do with the curriculum, pedagogy and assessment;
- reports on research in the areas of curriculum, pedagogy and assessment;
- provides examples of innovative curriculum, pedagogy and assessment practice; and
- review books and other resources that have a curriculum, pedagogy and assessment focus.

Submitting articles for publication

Please consult with colleagues prior to submission so that papers are well presented. Articles can be submitted online at <http://tandc.ac.nz/>

Layout and number of copies

All submissions must be submitted online as word documents. Text should be one and a half spaced on one side of A4 paper with 20mm margins on all edges. Font = Times New Roman, 11 point for all text and all headings must be clearly defined. Only the first page of the article should bear the title, the name(s) of the author(s) and the address to which reviews should be sent. In order to enable 'blind' refereeing, please do not include author(s) names on running heads. All illustrations, figures, and tables are placed within the text at the appropriate points, rather than at the end.

Foot/End Notes

These should be **avoided where possible**; the journal preference is for footnotes rather than endnotes.

Referencing

References must be useful, targeted and appropriate. The Editorial preference is APA style; see *Publication Manual of the American Psychological Association* (Sixth Edition). Please check all citations in the article are included in your references list, if in reference list they are cited in document, and formatted in the correct APA style. All doi numbers **must** be added to all references where required. Refer: <http://www.crossref.org/>

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Thank you to the reviewers for their contribution to the process and quality of this issue. Many thanks to those who also helped with a review but the paper did not make it to this issue. Papers in this issue were reviewed by the following people (in alphabetical order):

Judy Bailey, Jennifer Charteris, Bronwen Cowie Kerry Earl, Richard Edwards, Jenny Ferrier-Kerr, Linda Hogg, Yvonne Kuys, Michele Morrison, Darren Powell, Merilyn Taylor, Bill Ussher, Cheri Waititi, Sandra Williamson-Leadley

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THINKPIECE: BRINGING WHAT WE VALUE AS A LENS TO READING

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*No entertainment is so cheap as reading, nor any pleasures so lasting.
(Lady Montagu, 1753)*.*

Over several generations, we educators have focused more and more on convergent learning in practice (let's put aside the reasons for that). By calling our practice convergent I mean planned teaching and learning activities have been predominantly directed towards specific goals identified whether in learning outcomes, standards or school exit credential requirements. I argue that because of this situation we have created a climate in which we come to find our students don't know how to read *for themselves*.

Rather than reading in school being first and foremost about a reader's love of reading for its own sake, our young primary students can get the message that reading is for achieving appropriate levels of fluency and comprehension or reading is to meet the proportion of ticks required in a running record to progress on to the next colour level—a performance of competence (Dillon, 2015). Later, reading is to locate the information needed to answer the questions on the worksheet. We may say explicitly that *reading will help* but I suggest that students interpret this message through the practice we provide. In class, reading is principally a task to enable—help—students to answer specific questions posed by the teacher.

We know this practice is more likely to turn readers off than turn them on. Powell, McIntyre and Rightmyer, (2006) found that classrooms that used scripted literacy programmes had a high degree of off-task behaviour and presented few opportunities of the six variables (choice, challenge, control, collaboration, constructing meaning, and consequences) for understanding student motivation in the classroom. McPherson (2007) also promotes student choice, along with use of appropriate strategies and real-world reading materials of interest as, not surprisingly, if students dislike something they avoid it. However, the benefits of teachers selecting readings based on student's interest might be more about an appreciation of a teacher listening to them—caring enough to want to know—that is motivating these readers to read (Casey, 2008; Smith, 2006).

Particularly in tertiary level classrooms, reading is to *critically* review what an author is saying even though we all know the published article has been peer-reviewed and educators have selected it for its quality and/or content focus. Then there are reader tasks presented in our professional teacher lives. In an employment world that values life long learners we now need to prove this aspect of our employable selves by keeping *up to date*. How do we read for that task?

*The greatest gift is the passion for reading. It is cheap, it consoles, it distracts, it excites, it gives you knowledge of the world and experience of a wide kind. It is moral illumination.
(Elizabeth Hardwick, 1989)*

To read for the sake of reading, a reader is motivated to come to the text by a point of view, a perspective, and curiosity—a purpose. Such a view might be to seek distraction, to seek escape for a while. Our reader might be seeking guidance, hope or vision of a better time and place for him or herself, or just that such a space exists at all. Our reader may be seeking a world that makes theirs seem better by comparison. We tend to get children to practice reading for the author's meaning more than to make meaning of their own personal experience and lives, to develop greater self knowledge

*All the centred and italicised quotes about reading were accessed from various online sources by a Google search using the words 'quotes about reading'.

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and knowledge of others. Those of us who love reading know reading can give us pleasure; insight, scenarios of problems solved and challenges met, and help us cope with grief and loss. Reading can give us words to describe an emotion, a scene. Don't young children love being read to and with?

Children are made readers on the laps of their parents.
(Emilie Buchwald, 1994)

Discovering my tertiary students were not compelled to read simply because it was reading, and that they struggled to get into course readings provided, I firstly tried to provide more scaffolding: Worksheets and set questions, to help students get started. Later in a course, I progressed to providing question banks (a kind of master sheet compiled from reputable sources, e.g., De Luca & Annals, 2011) for students to select appropriate questions for a particular reading to help them prepare their summaries, reviews, and critiques. These worksheets are the most used but essentially worthless for the purpose of enthusing students to read. Students start and stop with these worksheets. Once filled in they were done! Of course at times, I have been delighted by a student who had actually read the article and said they 'liked it'. I regret not digging deeper to find out what it was they connected with specifically. Then I could help them identify and articulate that connection—what they value and what they had 'found'.

My idea then is for the reader to firstly determine a *value* that is a priority for him/her or life or for a purpose. A value is identified as a belief within our personal philosophy that we care enough about to influence our actions. The New Zealand Ministry of Education (MoE) explained, "Values are deeply held beliefs about what is important or desirable. They are expressed through the ways in which people think and act" (p. 10). The values identified in our National Curriculum (Ministry of Education, 2007) are: excellence, innovation, diversity, equity, community, ecological sustainability, integrity, and to respect themselves, others, and human rights. The values highlighted in *Tātaiako: Cultural Competencies for Teachers of Māori Learners* (Ministry of Education, 2011, p. 4) are:

- *Wānanga*: participating with learners and communities in robust dialogue for the benefit of Māori learners' achievement.
- *Whanaungatanga*: actively engaging in respectful working relationships with Māori learners, parents and whānau, hapū, iwi and the Māori community.
- *Manaakitanga*: showing integrity, sincerity and respect towards Māori beliefs, language and culture.
- *Tangata Whenuatanga*: affirming Māori learners as Māori. Providing contexts for learning where the language, identity and culture of Māori learners and their whānau is affirmed.
- *Ako*: taking responsibility for their own learning and that of Māori learners.

And beyond these, a wide range of other values exist such as justice, love, equality, freedom, democracy, perseverance, loyalty, empathy, independence, autonomy, agency, inclusion, self-care, family, and realizing talent/potential.

Now, with regard to your own reading, bring to mind what authors you are familiar with already that speak to (have influenced) a value or concern of yours, and what are the kinds of things they look at and say. When reading a book or article you seek anything that speaks to your concern. I am suggesting this idea as a strategy of interest to readers, involving personal choice and real-world relevance in the sense that personal values are all these things: simply ask ourselves, and ask our students to identify one value that they hold dear and use that lens to read and connect to the assigned text.

But what if, for example, there is no social justice or manaakitanga message in a specific piece? Well, already the reader has had a good look and exercised a version of compare and contrast to ascertain this and come to such a conclusion. In doing so this reader has started his or her dialogue with the author(s).

What if they say they value financial success or celebrity status? Whether genuine or not, go with it and see what they come up with when they read the assigned text.

When we ask readers to approach texts as individuals holding personal values (rather than as a class of learners given the same questions, looking for the same answers), they will each come with a

perspective enabling interesting group discussion at least. Other benefits might be articulation of their values, developing knowledge about a concern shared by others (authors and peers), and self-confidence as a reader. This approach is something I intend to try in my classes. Is it an idea to try in your classroom, next learning opportunity or at your next staff professional development?

For it's here, right in this first word, that the love of reading is born, and the longer his reading is organic the stronger it becomes, until by the time he arrives at the books of the new culture, he receives them as another joy rather than as a labour.

(Sylvia Ashton-Warner, 1986)

The use of literature is to afford us a platform whence we may command a view of our present life, a purchase by which we may move it.

(Ralph Waldo Emerson, 1841)

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