Opportunities to Teach: Confronting the Deskilling of Teachers through the Development of Teacher Knowledge of Multiple Literacies

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Purpose
The purpose of this article is to present the notion that teachers’ opportunities to teach may be augmented by their opportunities to learn in-depth conceptual knowledge. We propose moving teachers away from replicating recipes to more autonomous actions such as constructing their own lessons founded on their deep understanding of theory, content, instruction, and their own students.

The Article
This work rests on discussions and reflections of two inservice teachers who participated in an online master’s course focused on multiple literacies. Their learning in the course is used as a means to explore what teachers need to know about multiple literacies in order to adapt their instruction in the context of prescribed reading programs. This paper presents how both teachers navigated their programmatic reading curriculum constraints and used their knowledge of multiple literacies and new literacies in their pedagogy.

What this Means for the Field
Empowering students begins with empowering teachers and providing inservice teachers with opportunities to teach through sustained continuing education with respect for the complexities of teacher knowledge. The idea of empowering teachers through education is not novel, but teacher educators and researchers should provide clear examples of the value of educating teachers to think conceptually in order to allow them the opportunity to teach.

Citation

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