

# READING TEACHERS AND SCHOOLS

*Literature on reading for pleasure in schooling highlights the importance of teachers in motivating reading for pleasure.*

In Western Australia reading aloud is not typically a daily classroom practice, and “teachers need to be aware of what they are implicitly communicating, and how this can influence students’ motivation, through the manner in which they use the limited time available to them within the classroom” (Merga & Ledger, 2019, p. 140).

In order to support reading for pleasure (RfP) pedagogies, more needs to be done to challenge “pedagogy of poverty” and “recognise children’s volition and social interaction as core elements of RfP” (Hempel-Jorgenson et al., 2018, p.93) in low-socioeconomic communities.

‘Reading Teachers’ are teachers who are knowledgeable about children’s literature, identify as readers themselves and are able to communicate their enthusiasm and interests in reading to others (Cremin et. al, 2014).

*“In the [UK] Teachers as Readers study, over half those surveyed (n:1200) could not name six children’s authors, 24% were unable to name a picture fiction creator and 22% couldn’t name a single poet” (Cremin, 2019, ¶3, parentheses added).*

School can be detrimental to reading for pleasure when students believe that there is something they need to discover through their reading. However, when students are reading from their own choice, the pressure to discover something is not there (Wilhelm, 2016).

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eBooks are becoming increasingly common in schools’ provision for RfP. According to O’Connell, Bales, & Mitchell (2015) best practice for schools to support reading of digital texts includes using qualified library staff to acquire and manage ebooks, providing diversity in eBook collections that address curriculum, student learning and recreational reading needs and eBook access aligns with technology infrastructure at the school.

In New Zealand there is little knowledge about the reading habits of teachers, but in critical and multi-literacy research teachers’ practice shifts when teachers have the opportunity to reflect on their own pedagogy and practices and develop their own literacies (McDowall, 2015).