

National Conference for  
Teachers of English and Literacy  
[www.EnglishLiteracyConference.com.au](http://www.EnglishLiteracyConference.com.au)

Adelaide  
6-9th July 2008



## Refereed Conference Paper

This paper was accepted for the conference via a blind refereeing process established by the Conference Planning Committee on behalf of ALEA and AATE

### Title

Pre-service teachers developing literacy identities

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### Abstract

This paper highlights how individual literacy narratives influence pre-service teacher literacy identities. Working with a diverse group of future literacy educators provides a challenge in negotiating and making sense of their personal literacy narratives and considering the impact this has on their literacy learning. Going beyond outcome measures and development of creative individuals (Stables, 2003) in their futures as literacy educators, we consider how to develop shared understandings of literacies within a university course context and how 'classroom' interactions and opportunities for dialogue not only develop literacy competencies, but allow for the meta-awareness of the personal literacy narratives that pre-service teachers bring to the teaching/learning context. Further to this, we consider how literacy identities can be developed through dialogue to help pre-service teachers make connections between authoritative pedagogies, pedagogy in the field and their personal literacy narratives to begin creating personal literacy pedagogies for the future.

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# Pre-service teachers developing literacy identities

Shauna Petersen and Robyn Henderson

## Introduction

A group of pre-service teachers sat in a room discussing with their course tutors their literacy narratives, their past, their present, their futures - their stories of where they'd come from and hence, their beliefs about literacy learning and teaching for their future careers. What will that future be like? How will their literacy stories be played out? What will literacy pedagogy look like, sound like and feel like?

These are pertinent considerations for our emerging teachers as they learn to critically reflect on their past literacy experiences and consider the influence these experiences might have on the development of personal literacy identities and indeed, their personal literacy pedagogies for the future. This paper will highlight the use of a dialogic process to engage pre-service teachers as they reflect on the formation of their individual literacy identities and begin to engage in the formation of a personal literacy pedagogy.

Anstey and Bull (2004) claim that the development of our literacy identity is influenced by a combination of cultural, social and technological knowledges, along with prior experiences with texts and knowledge about texts. Their model for 'literacy identity', discussed below, was used as a theoretical framework for the initial investigations as part of this study. As the study progressed, it became evident that this model alone would not unpack what we were looking for, so another model was created out of this research – a model for 'constructing personal literacy pedagogy'. The act of reflecting on aspects of our personal literacy 'history' can assist in the identification of possible matches or even mis-matches between what our pre-service teachers bring to the tertiary teaching and learning context and how this will be played out in their futures as literacy teachers and prepare them for their work as teachers, or 'knowledge workers' in a knowledge society (Drucker, 1994).

It is said that the future teachers will work in a school known as a knowledge-work organisation and that they will be the new knowledge workers (Drucker, 1994). Drucker (1994) also claimed that the main form of work will be knowledge creation and 'education will become the centre ... and the school (the) key institution' (Drucker, 1994, n.p.). In talking about 'knowledges' in the plural, rather than 'knowledge' he suggested that learning will become a tool for individuals to engage with at any age. Teamwork was a feature of his arguments and he proposed that education would be the concern of society as a whole, rather than just being left to the 'educators'.

Andrews and Crowther (2003) further propose that teaching in a knowledge society will be 'a highly sophisticated, highly complex construct that can be viewed as three-dimensional'. The three dimensions they propose are 'authoritative pedagogy', 'schoolwide pedagogy' and 'personal pedagogy'. Authoritative pedagogies are the authoritative sources that teachers draw on to inform their practice. These might take the form of systemic priorities and other authoritative sources such as experts, text books and research. 'Schoolwide

pedagogy' is a term coined by Andrews and Crowther (2003) to describe a school-wide approach to teaching and learning that is informed by a visioning process and professional dialogue as part of school renewal. Personal pedagogy can be defined as personally held beliefs and values about teaching and learning (Henderson & Petersen, 2008). These three constructs are used as part of the IDEAS (Innovative Designs for Enhancing Achievement in Schools) project. 'When the three dimensions come together, the net effect is new knowledge that has the power to transform communities' (p. 95). Lodge (2000) discusses how schools with integrity and effective learning processes will be engaged with such processes as making connections in new contexts, engaging with others in learning and reflecting about one's own learning and learning strategies.

Living in a constant state of change, including rapidly changing technologies, highlights the need for ongoing professional dialogue among the knowledge workers to explore the pedagogies, in particular literacy pedagogies, that will be required to prepare our students for jobs that haven't been invented yet. The New London Group (1996) has acknowledged the changing dimensions of literacy learning and framed a new approach to pedagogy by addressing the 'twin goals of literacy learning': access to 'the evolving language of work, power and community', and critical engagement for 'design(ing) their social futures' (p. 1). Literacy pedagogy must now account for an increasingly linguistic and culturally diverse world, as well as for new forms of 'text'. The New London Group challenged us to consider the impact of social changes in society on the 'what' (the content) and the 'how' (the form) of literacy pedagogy. To do this, it would be expected that we have a clear understanding of our own literacy identity and in turn, our personal literacy pedagogies and the factors that impact on the formation of that construction.

Engagement with the construct of personal pedagogy is emerging as a key feature of the work of teachers as the knowledge workers of the 21<sup>st</sup> century (Andrews & Crowther, 2003). Engaging our pre-service teachers in dialogue to become reflective practitioners who consider the need for a personal pedagogy for literacy teaching and learning is important in considering appropriate pedagogies for the future. While there is a body of research on the use of narrative and identity development and the relationship to dialogue (Stables, 2003), there is a significant gap around the field of personal pedagogy recognition and development through dialogue, which has become the focus of our current research.

### Contextualising the research

This research originated as a project that investigated student engagement in a literacy curriculum course within a Bachelor of Education degree at a regional Australian university. Although the project began by focusing on the pre-service teachers and their access and use of the resources that their course offered, the project shifted over time towards an investigation of literacy pedagogies and considered how these worked in the development of future literacy teachers (Henderson & Petersen, 2007). The focus has now shifted to the challenge of helping individual pre-service teachers construct their literacy narratives (and hence, their literacy identities) and a consideration of how 'classroom' interactions and opportunities for dialogue not only develop literacy competencies, but allow for the meta-awareness of the personal literacy narratives and identities that pre-service teachers bring to the teaching and learning context.

Data collection for this research is ongoing. Initially, the students engaged in a series of discussions about their experiences of literacies and their developing personal pedagogies. They were also asked to complete a Venn diagram about their experiences, and they are currently engaging in ongoing reflection using electronic media, including email. Although this next phase of the research is in the early stages of data collection and conceptual development, this paper will begin to explore how literacy identities can be foregrounded through dialogue, thus helping pre-service teachers make connections between authoritative pedagogies, pedagogies in the field as observed while on professional experience and their personal literacy narratives to begin negotiating personal (literacy) pedagogies for the future.

### Identity construction and dialogue

Much of the literature on identity correlates with the social constructivist paradigm and defines identity as socially constructed processes that are always in the making. Family discourses help to shape identity initially, and life's experiences further expand and build upon (or socially and culturally construct) these discourses, shaping how we make sense of our world and our experiences (Assaf, 2005; Gee, 1996). An individual's identity can be recognised through the use of story or narrative, as has been used by researchers such as Bruner, McAdams, Connelly and Clandinin (Drake, Spillane & Hufferd-Ackles, 2001). Stories serve as the 'lens through which (teachers) understand themselves personally and professionally and through which they view the content and context of their work, including any attempts at instructional innovation' (Drake et al. 2001, p. 2).

Connelly and Clandinin (1988) advocated the use of narrative as a way of understanding how teachers make meaning of their lives. They argued that 'as teachers, it is important to learn to read our own "text", our own narrative, or ... our own curriculum as a way of gaining some understanding of our students' curriculum' (p. 59). While it is difficult, yet rewarding, to understand our narratives, we need to 'find new ways of talking about ourselves in situations and that will also let us tell stories of our experience' (p. 59). Connelly and Clandinin also claimed that we need a special language to help us do that – a language that uses images, personal philosophy and metaphors. It is also a language grounded in experiences relating to the past, present and futures. They propose a personal philosophy that refers to 'a reconstruction of meaning contained in a teacher's actions and his or her explorations of them expressed in the form of a narrative of experience' (p. 66).

If identity development relies on social construction, then social interaction and dialogue with others would be the key to enhancing one's construction of identity. Many have presented a case for dialogue, where people are able to deepen their understandings through a cooperative, dialogic or conversational activity that involves mutual respect. (Isaacs & Smith, 1994; Senge, Cambron-McCabe, Lucas, Smith, Dutton & Kleiner, 2000). The dialogue may be convergent to synthesise or arrive at a decision on an issue or may be divergent in that it is exploratory in nature and it may also involve reflective practice (Andrews, Conway, Dawson, Lewis, McMaster, Morgan, Starr, 2004; Senge et al., 2000).

Reflective practice allows us to explore and reflect on an event or issue and develop ideas or questions about practice. Central to the notion of the reflective practitioner, is that practitioners build a repertoire or collection of images, metaphors, theories, ideas, examples and actions that they can draw upon as part of the reflective process (see Smith, 2001). Stables (2003) explored the relationship between learning through classroom dialogue and identity development. He noted that while other researchers have linked classroom language and identity development, it has generally been dealt with on a more political level involving social justice and other similar issues rather than personal identity development.

In a study that explored identities of pre-service teachers in a reading specialisation program, it was found that identity development was 'highly dependent upon the dialogical relations with personnel in the school community' (Assaf, 2005, p. 207; Gimbert, 2001), in particular the university faculty and classroom teachers and identified that 'becoming a teacher is an identity-forming process where individuals engage in dialogical language practices with others' (Assaf, 2005, p. 207). Computer mediated discussions were an avenue for 'pre-service teachers to reflect on their coursework, provide an effective tool for connecting theory and practice and allow for multiple perspectives to be shared with peers and university faculty' (Assaf, 2005, p. 207).

#### **A dialogic process for developing personal literacy pedagogies in our context**

If identity construction occurs through dialogic processes, then providing opportunities for our students to reflect on their coursework, connect theory and practice and allow for multiple perspectives to be shared (Assaf, 2005) would be the key to develop the meta-awareness of their literacy identities and ultimately the beginnings of a personal literacy pedagogy. Student feedback in our literacies course indicated that some students were looking for opportunities to discuss the lecture and course readings content outside of the already busy tutorial and workshop time. Based on that student feedback, we decided that, as lectures had been pre-recorded and were available online, that the lecture timeslot on the timetable would be used for an optional 'professional discussion'. Even though a number of students already collaborated in informal study groups, they wanted an opportunity to engage with the lecturers and tutors in an informal setting to reflect on their coursework, share experiences and engage in dialogue that would help to connect theory and practice (Assaf, 2005).

During the early professional discussion sessions with our pre-service teachers, the rules for Skilful Discussion (Crowther & the IDEAS Project Team, 1999) were used to enable sharing through a forum that involved mutual respect. The pre-service teachers also had the opportunity to construct a literacy narrative whereby they reflected on their earliest memories of literacy learning at school and in the wider social and cultural context. The framework for the construction of this narrative was based on Drake et al.'s (2001) work on 'storied identities' where life story interviews were used to elicit stories from individuals.

In the following extract from a conversation with the pre-service teachers, critical factors from students' earliest memories of literacy are identified and highlight family and other social and cultural influences on literacy practices of the time:

- Female 1: Actually, mine was the Bible, being Catholic ... the hymn books, the bible ... this is going right, right back to when I was 4 ... like the Children's Bible ...
- Female 2: I remember being allowed to get the Golden Books when we went shopping ... we had a really big collection.
- Male 1: Actually, it's really interesting because I remember being allowed to buy the Golden Books ... but, excuse the generalisation, but I was a real boy, and I hated all those books about fairies and all that sort of stuff ... I actually just really enjoyed reading and sitting down with my dad and reading the newspaper ...
- Female 2: I had my dad reading the newspaper and I remember I used to crawl in next to him and he'd have his cup of tea ... and he still does it to this day ... he still has a cuppa tea in the morning first thing with the newspaper. I'd pull up a pillow and listen to him read different articles ... and then I'd point something out and go 'Oh ...' and the other thing that I remember ... that anyone who was growing up through the 80's probably remembers ... they had Story Book readers that came on tape and different famous actors came and read them out and there was 'Gobolino the Witch's Cat' and ...
- Female 3: Oh, I remember that ...
- Female 1: Yeah ... I used to love those.
- Male 2: It's funny, in a sense when you talk about that because I think that with my parents and my mother, I've never really had stories read to me and I think that had a profound effect on my education (even though I was reasonably good at English) and I didn't have that experience of reading and I think that I was probably aware of that ... and then made sure that I did that with my children and read them stories. They used to love having stories read to them ... and I've got this video of my son when he was about 3 years old and he's reading this story about a wizard ... and you see the expressions on his face and mouth 'Naughty wizard, bad wizard ...' ... and he's got the book upside down ...
- All: (laughter)
- Female 1: ... my dad was a mechanic ... so we had to read signs, like 'danger' signs, petroleum and everything. I learnt a lot that way, reading the back of a drum, oil drums and everything ... cause we had to sell them as well, so we had to (be able to read them).

The shaping of the pre-service teacher memories occurred from a number of different sources. One student recalled that as a Catholic attending a Catholic school, the religious influence impacted on her reading practices both at school and at home, with her earliest memories being of reading the *Bible* at age four. Others recall popular mass-produced texts of their day which were usually readily available from supermarkets and newsagents, including the *Little golden books*, the *Story book readers* (books and tapes) and *Phantom* comics. There is little recall of access to quality literature apart from the occasional book that was read to them at school, including texts such as C.S. Lewis' *The lion, the witch and the wardrobe*. Other influences on their reading practices occurred through family interactions, including helping with the family business, reading road signs on long car trips and identifying with the particular reading practices of parents.

All participants identified the importance of having stories read to them, although not all experienced this. As one pre-service teacher who wasn't read to as a young boy recalled, he realised the importance of this for his own children and read to them frequently. Another pre-service teacher recalled a problematic schooling as he was always in trouble and being sent from the classroom. He described the effect of this on his literacy learning and how it

wasn't until later that he appreciated what he had missed out on in his schooling. After a number of jobs, including labouring jobs over the years, he has returned to his education as a mature-age pre-service teacher with a plan to make a difference in the lives of other students. Drake et al. (2001) call these teachers 'roller coaster' teachers: those who have had mixed experiences about literacy learning themselves, but want to make the world a better place and enhance the literacy experiences of their own students. The discussion that followed synthesised the pre-service teachers' collective experiences to recognise the importance of reading aloud as a classroom activity for enjoyment on a daily basis. The depth (or lack) of their personal experiences of reading quality literature at school and at home has strongly influenced their personal pedagogical beliefs about this type of activity for the classroom.

In another example from the same conversation, students were asked if there was a particular turning point in terms of their literacy learning in life so far:

Male 1: I think there's constant turning points all the time, like for me it's been probably in the last five years in regards to modern literacy, you know like technology and so forth, but before that, probably when I started a business career ... report writing and budgeting and all the other stuff. I don't think you have a particular turning point ...

Female: You have little victories all along the way ... even if it's just like finally figuring out where you put a comma all the time or actually, you know, I constructed some pretty good sentences there ...

Male 2: I think sometimes the turning point, you might not even be aware of them yourself that they're actually happening to you without being aware of them ... and what I was thinking about before when we were talking about reading through our lives, ... when I said before about when I went to primary school ... I think my turning point in regards to reading, was reading things that you are really excited about reading, in other words, books that you get hold of that you can't put them down and ... what it was, I think when I was a young lad, my father had piles and piles of books on the Second World War ... they just absolutely fascinated me, people escaping from prisoner of war camps ... and I couldn't get enough of that and I think now reflecting back, that's where my reading, literacy and so forth probably improved, because I was reading something that I really enjoyed. So possibly while I'm at primary school and I've got these horribly boring readers, then I'd get home and I'd get hold of these books that I can't wait to get back into ... and mum'd say, come on, turn the light off ... oh, I just want to read a couple of more pages. That's the sort of thing that I think needs to happen in primary schools, so kids are ... 'come on, we've gotta do maths now' ... 'oh, but I just want to finish reading this story' ... that's the sort of thing we've really got to generate ...

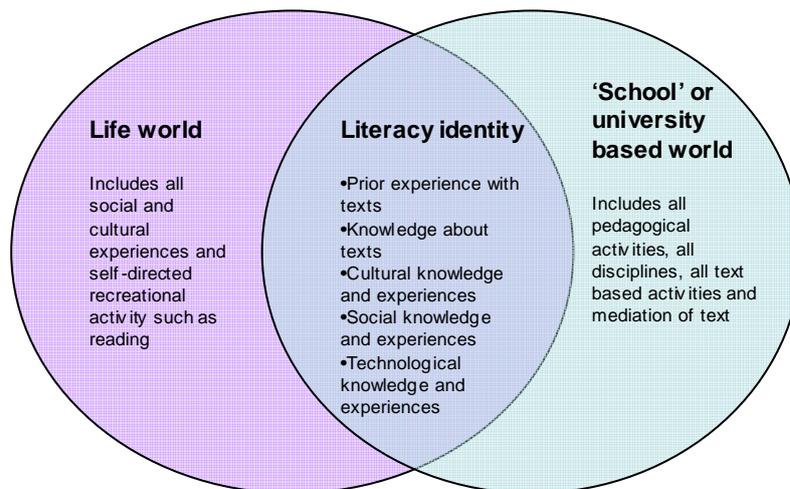
According to Drake et al. (2001), a turning point is an episode in which a person undergoes substantial change. When our pre-service teachers were asked about turning points in their own literacy narratives, it was evident that changes or turning points in their literacy learning only occurred when there was a major change in their life in some way – for example, the transition from secondary school to the tertiary sector, or for the mature age students, changing from one career to embark on a new and completely different area. Those who couldn't recall major turning points described scenarios that may have been small in the scheme of things, but nevertheless significant, as they were viewed as little successes

along the way. For one student, it was the realisation of the passion for reading. The discussion that followed linked these experiences to pedagogies for literacy in the classroom.

### Creating Venn diagrams for literacy identity

The pre-service teachers were also given a 'literacy identity' Venn diagram to complete, which had their 'life worlds' represented in one circle, their 'school' or university world in another. This is shown in Figure 1. The overlap between their life world and their university world is a representation of their literacy identity, as described earlier in this paper.

## A model for literacy identity



Anstey, M. & Bull, G. (2004). *The Literacy Labyrinth* (2<sup>nd</sup> ed.). Sydney: Pearson.

**Figure 1: A model for literacy identity formation**

The social and cultural experiences that are part of our personal lifeworld and the pedagogical activities that form part of our 'university lifeworld' all co-exist and create a range of knowledges and experiences that essentially form our literacy identity. The New London Group (1996) discussed the challenge of making space so that the different lifeworlds can come together and 'flourish':

... just as there are multiple layers to everyone's identity, there are multiple discourses of identity and multiple discourses of recognition to be negotiated. We have to be proficient as we negotiate the many lifeworlds each of us inhabits and the many lifeworlds we encounter in our everyday lives. This creates a new challenge for literacy pedagogy (p. 9).

The challenge is in how we 'make the space' for the negotiation of these multiple discourses. We believe the space is made through the dialogic process which allows us to negotiate the many lifeworlds and engage in dialogue around the literacy pedagogy that has been described as part of this study.

The pre-service teachers were somewhat reticent about the task of distinguishing between their lifeworlds, their university worlds and hence, their literacy identities through the mapping of these discourses on the Venn diagram. Upon examining their Venn diagrams, it became obvious that they were writing very similar responses in each of the areas. Their life worlds contained social and cultural experiences and recreational activity that used the internet, email and other technologies for social, shopping or entertainment. Their university worlds also predominantly used these same technologies, but for slightly different research purposes. Internet and email and other technologies were still prominent and used for researching and communication, but for the purpose of completing the educational requirements for their courses. There is also some evidence of social networking if we consider the use of discussion lists and forums in web-based courses. As one pre-service teacher said in their response to the middle section of the diagram '(it) should all overlap in some way ... connectedness to the world – reading, writing, interpreting symbols'. Drake et al. (2001) also found that the location of a teacher's literacy identity occurred in multiple contexts, that 'literacy (was) all around' and that teachers found 'many different sites and opportunities, both in and out of the classroom, for literacy learning' (p. 17).

The inter-relationship of text based activities was evident across all areas of the literacy identity model. This meant that their technological knowledge and experiences, including knowledge about various forms of texts and social networking that are key features of the 'literacy identity' section of the diagram, were well-represented in both their life worlds and their 'school' based worlds. These students are using a set of processes and skills that they can transfer into different contexts with such ease, that to them it was not obvious that this is what was, indeed, happening. The boundaries between their life worlds and university worlds were, in fact, blurred as the use of texts and technologies transcended all areas and the features that describe their literacy identities were embedded in their daily lives. The challenge was to encourage meta-strategic thinking and bring these identities to the fore and have students begin thinking about what was important to them and what they felt a passion for in terms of literacy learning and teaching, along with the need to theorise their practice.

### Reflection about dialogue

Further data is currently being collected from the students in the form of follow-up emails, which should flesh out some of the earlier dialogue from the face-to-face context. It was noted that some pre-service teachers spoke more than others during our weekly discussions. One student came to see us after one of the sessions and explained that while he was present, he hadn't participated in the discussion thus far, as he saw it as an opportunity to listen to others and really focus on the art of listening, as he tended to dominate conversations. It occurred to us that other quieter participants may have particular reasons for not speaking aloud as well, including some younger students that may have felt intimidated by the mature-age participants.

Stables (2003) highlighted the benefits of 'within-student dialogue' for reflection and problem solving. Some students are more reflective than others and while they may not contribute significantly to a professional dialogue in a group, their levels of 'reflection and argumentation remain extremely high' (p. 11). He also cites the significance of cultural

differences – while verbal interchange is valued in Western education as a means of promoting learning, there is evidence that this view is not shared universally. Hence, the reflective inner dialogue should also be valued for its contribution to learning. While a body of research exists exploring ‘how students make meaning dialogically’ there is little research on the contribution of student dialogue to pedagogy (Stables, 2003, p. 11). For this reason, we encouraged our students to also reflect on pedagogy within the course and the wider school context to inform the pedagogy of the course, as well as their own personal pedagogies.

In the follow-up emails, our pre-service teachers from that particular discussion group have been asked about the use of professional discussion and how this contributed to their understanding of the course materials and also how it impacted on their personal beliefs about literacy learning and teaching, that is, their personal pedagogy. While there was some discussion in the professional discussion group about the effectiveness of this type of activity, it is hoped that their email responses will provide further insights into the ‘within-student dialogue’ that occurred in this context. The following extract highlights the value of the professional discussion group for this particular course:

- Male: I think if you read something in the text book and then you bring it to this forum, then you can say ‘I got this’ and then someone else can say ‘Oh, I didn’t quite get that’ ...
- Female: (talked about being afraid of participation in the discussion lists online) ... but what I do find is really good with this (discussion group), is that you read the text, go through the slides and this is where we can chat and find out more. ... and that’s how I learn, from others ... having this group.
- Male: I think that sort of thing that you’re talking about is that sometimes you don’t know the other people as well, but when you sit in a forum like this, it’s not total trust, but by listening to other people talk, you think ‘I think I can generally trust all these people and say what I want to say and be free to do that, and that’s where on the chat lines on the StudyDesk, you think ‘Who is that? Who are these people?’
- Female: ... and you can’t explain yourself, like if you get misinterpreted (here), you can actually explain what you mean ...

There is evidence from the discussion that our pre-service teachers value communication with others, usually in a face-to-face context, and how a shared dialogue contributed to a shared understanding of a particular topic or task. It was felt that in an online discussion environment, the same level of trust could not be established and people weren’t as willing to take risks. The non-verbal communication becomes problematic in the online environment. It would seem, then, that this type of professional discussion group is valued by the group in terms of feeling respected, feeling that they could trust one another and be prepared to share their thoughts and feelings, hence developing a shared understanding within the context of the course.

### Constructing a model for personal literacy pedagogy

We are advocating for our pre-service teachers to engage in professional dialogue, using reflective practice to unpack their personal literacy identities, develop the beginnings of a personal literacy pedagogy and at the same time, become part of a professional discourse that allows them to develop shared understanding and trust. Comber (2005) also advocated

for the teacher as researcher role and noted how teacher research and action research has become part of the professional discourse. She also makes reference to the work of Garth Boomer in pioneering the language across the curriculum movement in the seventies in South Australia and how his emphasis was on the intellectual work of teachers and the need to theorise about their practice. This has implications for the tertiary sector to pave the way and model this type of thinking and work in tertiary education courses. While Comber appears to be highlighting the need for conversation around the authoritative pedagogies that we work with as teachers to inform action research projects, this has significant implications for the formation of a personal pedagogy of literacy teaching and learning.

It is our belief that personal pedagogies continually evolve as we come into contact with different authoritative sources and pedagogies in different contexts and discourses throughout our teaching careers. Teachers 'assemble repertoires over time, layering theories one upon the other, sometimes acutely aware of the contradictions (sometimes not) ... ' (Comber, 2005, p. 52). If we want teachers to theorise about their work and understand their own passions and beliefs in terms of literacy learning and teaching, then this must be explicitly addressed in tertiary courses. 'Part of teacher education must be about producing a workforce who can articulate the competing theories circulating in the profession and examine the local effects of espoused theories in terms of policy and practice' (Comber, 2005, p. 52). In our research, the examination of the local effects that Comber describes would be in terms of dialogue at a more personal level around personal pedagogical beliefs and the factors that have influenced these beliefs.

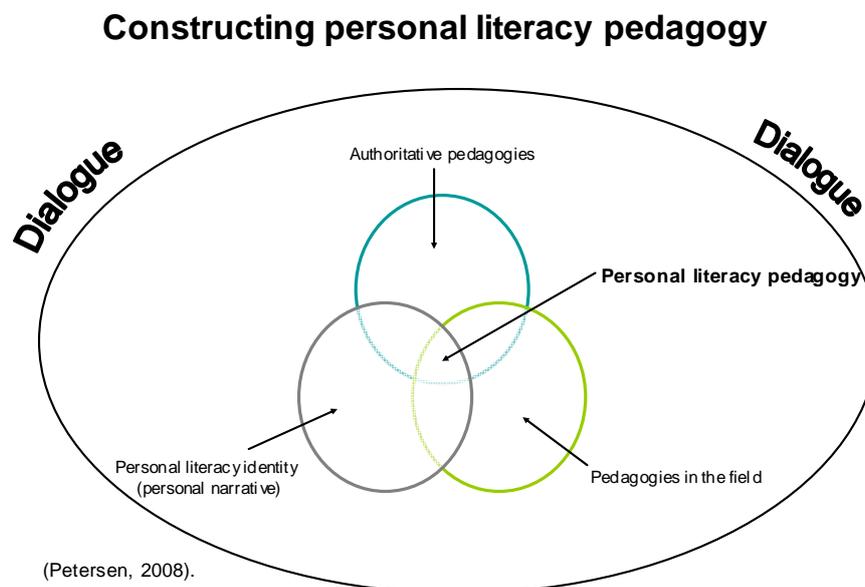
'Teachers' takes on educational theories and social justice are affected by their own habitus and social positionings. Their histories, along with their current personal and professional situations, can impact on what they hear in theories and what they make of them' (Comber, 2005, p. 52). This has been highlighted in the work of the first author of this paper on 3-dimensional pedagogy and literacy (Petersen, 2006), where it was found that a teacher participant's level of engagement in each of the three dimensions appeared to depend on three main factors: their length of experience as a teacher, their role in the school, and their interest in a particular curriculum area, in this case, literacy. Drake et al. (2001) also found that a teacher's 'sense of self as both a teacher and as a learner about teaching varied depending on the subject matter' which has significant implications (as described by Spillane, in Drake et al., 2001) for a teacher's 'efforts to reconstruct her practice in response to ... literacy reforms' (p. 4).

One example of the findings in the author's study (Petersen, 2006) was that a more experienced teacher was clearly able to articulate strong personal pedagogical beliefs about literacy, while a less experienced teacher was more reliant on the authoritative (AP) and schoolwide (SWP) pedagogies in this particular context. In our literacies course at the university, we see evidence of this with our preservice teachers. The mature-age students (particularly those with families and children of their own) are able to draw on a broader repertoire of life experiences and practice to talk about their own beliefs and passions, while many younger students are not able to articulate this as clearly.

The literacy identity model (as represented in Figure 1) is two-dimensional, where two particular aspects from our life worlds and school based worlds overlap to create an identity

– a literacy identity. To further expand the concept of literacy identity and engage our pre-service teachers at a level of meta-awareness to incorporate the formulation of a personal pedagogy for literacy, it became obvious that another more complex model would have to be used. The model proposed and developed from this research for explaining the development of literacy identity and ultimately a personal pedagogy for literacy learning and teaching, is an adaptation of the model for 3-dimensional pedagogy (3-DP), as developed by Andrews and Crowther (2003) as part of the IDEAS (Innovative Designs for Enhancing Achievement in Schools) project for school renewal. Their conception of 3-DP is used to describe a 21<sup>st</sup> century teachers’ work and is defined as a construct that has three components represented in a Venn diagram – Personal Pedagogy, Authoritative Pedagogy and Schoolwide Pedagogy (SWP). They claim that ‘3-DP teachers develop their personal pedagogical self at the same time as they engage with their school’s SWP and explore the potential of relevant authoritative theories of teaching and learning to both their personal pedagogy and their SWP’ (p. 101).

The proposed model for construction of personal literacy pedagogies from our research (Figure 2) is also a 3-dimensional construct and uses personal pedagogy as the core or intersecting point where the influence of authoritative pedagogies, pedagogies in the field (as observed on professional experience for our pre-service teachers) and their personal literacy identities come together.



An adaptation of  
 Andrews, D., & Crowther, F. (2003). 3-dimensional pedagogy: The image of 21st century teacher professionalism.  
 In F. Crowther (Ed.), *Teachers as leaders in a knowledge society: College year book 2003* (pp. 95-111).  
 Deakin West, ACT: Australian College of Educators.

**Figure 2: A model for personal literacy pedagogy (Petersen, 2008)**

### Conclusion and implications for pre-service teacher education

While only in the early stages of this research, it is evident that opportunities for pre-service teachers to collaboratively reflect, and draw, on their past literacy experiences (their individual literacy narratives) enabled them to reflect on the impact this has on their literacy learning in their university coursework, the development of their literacy identities, as well

as on their futures as literacy educators. As we complete this paper, our pre-service teachers are undertaking a practicum (professional experience) which has a distinct course-related literacies focus, including an authentic assessment task. It is anticipated that this will stimulate further discussions over the rest of the semester and will illuminate the connections between the authoritative pedagogies, the pedagogy in the field (from their professional experience) and their personal literacy narratives to begin creating personal literacy pedagogies for the future. At this stage of the research project, our pre-service teachers have not formally articulated personal pedagogies, but the talk and thinking that is occurring in the discussion group is a powerful reminder that they are well on the way with this process. Our pre-service teacher participants in this study are developing a meta-awareness of their developing literacy identities and hence formulating the beginning of their personal pedagogies for literacy learning and teaching.

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