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SOCIAL WORK



THE UNIVERSITY OF  
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Proceedings of the  
FUTURE DIRECTIONS IN  
LITERACY CONFERENCE  
September 3 & 4, 2010

# **Proceedings of the Future Directions in Literacy Conference September 3 – 4, 2010**

## **Publication of Academic Papers**

The papers eligible to be published in these proceedings were collected from presentations given at a two-day conference entitled, *Future Directions in Literacy Conference*, hosted by the Division of Professional Learning at the Faculty of Education and Social Work on September 3 – 4, 2010. All authors presenting at the conferences were offered peer review in a double-blind review process by the international review team.

## **Review process**

In 2010 the conference program chair established an international scientific committee. The international scientific committee (board of reviewers) was composed of 16 people with expertise in the area of literacy research and education. The members came from a range of different countries, with personnel drawn from both Australian and universities from other countries.

All authors presenting at the conference were offered peer review in a double-blind review process by the international review team. Each of the papers received was reviewed by two reviewers selected from the international board of reviewers. To achieve consistency, reviewers were provided with a Reviewer's Guide and detailed assessment criteria. Reviewers' comments were then considered by the program chairs.

The papers with positive recommendations from the two reviewers were further reviewed by the program chairs and then accepted for presentation at the meeting with peer reviewed ranking. The international review team provided detailed, formative feedback for the authors. This enabled the reviewed papers to be further elaborated and improved before publication. The criterion that was used for selection of non-peer reviewed papers to be included in the conference program was that of quality and scientific merit.

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## **Proceedings of the Future Directions in Literacy Conference September 3 – 4, 2010**

The Future Directions in Literacy Conference 2010 was proudly hosted by Professional Learning, Division of Postgraduate Coursework and Professional Education, in the Faculty of Education and Social Work, The University of Sydney. It was held during National Literacy and Numeracy Week to signal the important role that literacy has in all our learning and teaching.

The scope of papers, workshops and presentations covered issues pertinent to the school years K–10: infants through to secondary. Presentations were planned to foreshadow the following themes for participants in the Literacy certificate:

- Literature in the Classroom (K-10)
- Digital Literacies
- A Balanced Approach to Teaching Reading
- Assessment and the Teaching Learning Cycle
- Planning and Teaching for Diverse Needs

2010 marked a special year for the Future Directions in Literacy Conference. For the first time we had two graduates from the literacy certificate presenting their investigations into literacy as part of the official program sessions; one in the exemplary practice sessions and the other in the case study sessions. We continued to model successful school / academic partnerships through the case studies.

The 2010 conference program was rich in opportunities. Presentations from the Youth Off The Streets program and the research team from the Fair Go project gave us insight into how important literacy is to self worth as well as equitable academic success. The teaching of grammar was showcased in other sessions to remind us of the importance of explicit modeling to improve language and comprehension. Sessions on the use of

multimodal texts reminded us that children may be more familiar with innovative technology and interactive texts in the home than in schools. The creative side of our students was also covered through sessions and presentations based on literature.

One paper from the 2010 Conference, *University-School Partnerships: Literacy and Students with Additional Learning Needs*, has successfully completed the review process and is published here.

Best wishes,

*Alyson Simpson*

Alyson Simpson  
Conference convenor

**University-School Partnerships:  
Literacy and Students with Additional Learning Needs:  
Following Up**

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## **University-School Partnerships: Literacy and Students with Additional Learning Needs: Following Up**

### **Abstract**

The National Inquiry into the Teaching of Literacy promoted debate about the teaching of reading in primary schools. The use of evidence-based research to inform the teaching of reading in schools and in the preparation of pre-service teachers was highlighted in the report's main recommendations.

This paper reports on a small element of a long term current collaborative university-school based project that focuses on the preparation of primary school pre-service teachers for teaching reading through evidence-based practices to students experiencing difficulties in learning to read. Continuous monitoring and constructive feedback has informed change towards effective professional development.

The eight research participants who now have teaching literacy experience ranging from six months to six years are representative of the unit of study. During their final year of study, pre-service teachers completed a unit of study focused on teaching children with difficulties in learning, including a nine-week tutoring program in primary schools with children identified as experiencing difficulties in meeting literacy benchmarks.

Throughout the school-based tutoring program, these pre-service teachers were engaged in professional debate about evidence-based practices in the teaching of reading. These issues were the focus of their studies on campus, in-school tutorials, and linked to the planning and preparation they undertook for tutoring. Regional Learning Assistance staff mentored groups of pre-service teachers in schools, fostered debate and guided evidence-based practices as the students worked with children on a ratio of one to one.

The outcomes of this research demonstrate that the level of student professional knowledge had been enhanced and remained durable from the time they undertook the unit of study through to their current teaching position. Interviews indicate the value of such training.

There have been a number of inquiries into the teaching of literacy in Australia (e.g., *Mapping the Territory: Primary Students with Learning Difficulties - Literacy and Numeracy*, 2000; *Australian National Inquiry into the Teaching of Literacy*, 2005; *Teaching Reading: Report and Recommendations*, 2005; *Top of the Class: Report on the Inquiry into Teacher Education*, 2007) resulting in recommendations towards the teaching of reading.

The majority of the inquiries focus on the elements of reading that should be taught with the exception of the *Inquiry into the Teaching of Literacy* (Commonwealth of Australia, 2005) focused on improvements to literacy through teaching and learning in teacher preparation courses. The recommendations included: teaching the essential elements of reading; professional development of current teachers for teaching reading; the role of parents and community members in the process; and the need for universities to educate pre-service teachers in research-informed practices as well as to provide opportunities to put research into practice. This paper will focus on the pre-service teacher aspect of the recommendations. While it is clear that there is a need for pre-service teachers to gain expert knowledge for teaching reading, little information is available on how to achieve this (Evans, Moore, & Strnadová, 2008).

Darling-Hammond and Hammerness (2005) discuss recommended elements for pre-service preparation: clarity of the goals of the experience; modeling of good practice by expert teachers including the articulation of professional thinking; regular opportunity for teaching including ongoing feedback; linking of practice to university work, and the chance to reflect (p. 410). These principles are the foundation for preparing and developing effective school teachers. The requirements for teaching specific domains is recognised and built on within pre-service teacher education. The complexity of teaching reading, however, is rarely recognised as a specialist area. Little research on teacher knowledge about the teaching of reading has been instigated; yet their level of professional knowledge is critical to teaching reading to the diverse range of students in their classrooms.

Snow, Griffin and Burns (2005) investigated and designed a professional learning theory describing the steps teachers should take towards becoming an expert teacher of reading. Their theory of professional learning provides a set of facts, laws, concepts and principles that provides a basis for investigating teacher professional knowledge about the teaching and promotion of reading. Their theory of professional knowledge development comprises five levels as follows:

(1) *Declarative Knowledge*. Pre-service teachers acquire disciplinary knowledge about the teaching of reading. While they are able to recall some of the theory learned, the knowledge the pre-service teachers have is not sufficient to engage in “good practice” (p. 8).

(2) *Situated, Can-do Procedural Knowledge*. Pre-service teachers will need to recognise the “big ideas” of reading, how the student is progressing, and how these come together to form a focused program. Developing good situated knowledge is best achieved through small group or one-on-one sessions with a developing reader. In this current study, teachers engaged in one-on-one sessions under careful guidance of an “experienced mentor teacher” (p. 8).

3) *Stable Procedural Knowledge*. This level is typical of teachers in their first year of teaching. They have enough theoretical knowledge to develop a program for most of the students in the teacher’s first class. Students from diverse learning backgrounds, however, are a challenge.

(4) *Expert, adaptive knowledge*. Teachers at this level have acquired a sophisticated level of professional knowledge. A teacher in this phase is able to analyse reading assessments and show levels of expertise and undertake leadership in promoting literacy across the school programs.

(5) *Reflective, organised, analysed knowledge*. The previous four levels underpin this final level of knowledge. These teachers are well versed in current research and theories on learning to read and integrated literacy programs. He/she would be considered to be a “master teacher ... responsible for learning professional development activities in a school or department ...” (p. 9).

Teachers who know how to teach reading well are invaluable to children. They use assessment to measure and monitor students’ reading and develop programs that incorporate the essential elements of a balanced reading program. That is, explicit and systematic instruction of the alphabetic principle, phonemic awareness, vocabulary, reading fluency and comprehension (O’Connor, 2008). When these teachers incorporate those elements into everyday instruction, reading outcomes can improve for all students, including those who were initially identified as struggling readers (Greenwood et al., 2003; O’Connor, Fulmer, Harty, & Bell, 2005; Kameenui & Simmons, 1999; Westwood, 2004).

An ongoing project between the University of Sydney Special Education and a NSW Education and Training Regional Learning Assistance team has focused on

providing the elements for pre-service training as framed by Darling-Hammond and Hammerness (2005). The final year pre-service teachers' knowledge acquired throughout their previous three and a half years of pre-service teacher preparation together with new knowledge on teaching children experiencing difficulties in learning to read is drawn together and put into practice during a nine-week program tutoring primary school students 1:1. The pre-service teachers also observe the same instructional program modeled as whole class instruction that caters for the needs of all students.

This research paper will focus on reflections, perceptions and the value of the pre-service preparation program for teaching all students to read. The participants for this study are current primary school teachers who are classroom or support teachers.

## **Method**

### **Participants**

A sample of eight practicing teachers currently teaching in Sydney Region primary schools volunteered to participate in this research project. In their final semester of study as pre-service teachers they were enrolled in the Bachelor of Education (Primary) and completed over nine weeks the course of study on teaching students with learning difficulties and language disorders to read.

One teacher with six years' experience across a range of appointments taught in either primary classrooms or Support Teacher Learning Assistance roles. Two had been teaching for four years – one as either as above or Intensive language class teacher, and the other in TESOL or classroom teacher roles. Teachers with classroom teaching only included two with five years' experience, one with three years' experience, one with one year's experience and one with six months' experience. The range of periods of teaching experience and teaching roles allowed for diverse opinions and reflections on the value of learning the knowledge and skills required for teaching students with difficulties learning to read. Each of these participants reflected on how they had continued to develop their skills for teaching reading. With the exception of two participants, the primary mode of professional learning for the teachers had centred on professional dialogue with peers, reading research journal papers and presentations during staff meetings. Four of these teachers had provided professional development for the teachers in their school.

## **Pre-service Program**

As pre-service teachers, the participants of this research were part of a larger cohort of pre-service teachers who completed the unit of study relating to teaching students with learning difficulties. They completed this unit of study at one of four schools located within seven kilometres of their university with children from low to middle socio-economic backgrounds. The pre-service teachers provided 1:1 instruction in reading with the support of mentors who had expert level knowledge on teaching students experiencing learning difficulties to read (Evans et al., 2007).

Each mentor had extensive experience in and deep understanding of teaching students to read; in particular, they had experience and expertise in working with students with special education needs. During the tutoring program, they were assigned to these schools so they could deliver tutorials, model effective assessment and teaching practices, oversee the planning and implementation of programs for targeted students with learning difficulties, and provide mentoring, ongoing coaching and feedback to the pre-service teachers.

Each pre-service teacher received an orientation to the subject, and intensive training in the delivery of initial assessments to assist in developing an individual program. The assessments undertaken were the *Focused Individual Assessment* for students in Years 3-5 (DET, 2001). The students were taught to plan for instruction using the assessment data following a planning format that required them to demonstrate a range of elements within a balanced reading program. These elements taken from the research literature and reports (e.g., Simmons, Kameenui, Coyne & Chard, 2007; National Institute of Child Health and Human Development, 2000) included modeled reading, explicit and systematic teaching of phonemic awareness, alphabetic principle, vocabulary, decoding fluency, and comprehension.

The in-school tutorials were designed to develop the student's declarative knowledge about reading (e.g., knowledge about alphabetic principle, phonemic awareness, comprehension, vocabulary, fluency and sight words), while their tutoring sessions aimed to develop situated, procedural knowledge (Snow et al., 2005). This was also supported by pedagogy that had been identified in the literature as effective with students experiencing learning difficulties (e.g., segmenting of knowledge for explicit and systematic instruction, sequencing of skills and concepts, and providing feedback) (Westwood, 2004).

During tutorials children practised skills identified through assessment, analysis of reading materials, and through games and modeled reading activities. Sessions were

developed to be highly interactive and to provide motivating learning activities. Students were required to develop skills across each of the “big ideas” of reading, which assisted in monitoring their progress (e.g., reading fluency development). At the end of each session, the pre-service teachers were required to evaluate their lesson and plan for the following session. The mentors (Regional LAP staff) checked the programs and provided feedback and coaching, as well as followed up with teachers at the commencement of the next session to reinforce specific elements of professional knowledge in teaching reading (Evans et al., 2007).

At the completion of the subject, the pre-service teachers graduated as teachers. Each of the eight teachers in this study entered the teaching force, and engaged in the teaching of reading in differing roles within primary schools. Through these experiences, these teachers have engaged in ongoing, on-the-job experience that has assisted them in developing their professional knowledge of teaching reading.

## **Measures**

The aim of this study was to examine the current perceptions and beliefs about acquiring conceptual and procedural knowledge gained through teaching reading to struggling readers within the unit of study the participants had undertaken in their final year of their pre-service degree. The quantitative measure – a survey – investigated the usefulness of the unit of study for teaching reading to students experiencing learning difficulties and language disorders. It also investigated what aspects of literacy the participants wished to learn more about.

The qualitative collection method, that is, semi-structured interview, used in this study allowed the teachers to reflect on experiences and the usefulness of what was learned, and provides their perceptions based on these reflections. The semi-structured interviews investigated the experiences of the teachers beyond pre-service teacher training into their role as a classroom teacher. While such a qualitative measure does not allow for examination of specific structures underlying detailed interactions within the class, it does provide scope for interpretation of data provided from the classroom context, thus making it appropriate for this study (Stangor, 1998).

The interview questions probed context, conditions and strategies through open-ended questions (Strauss & Corbin, 1990). The questions probed the following aspects:

- (a) Participants’ readiness as beginning teachers to teach reading to diverse learners within the whole-class setting;

- (b) Identification and support of students with language related learning difficulties; and
- (c) Further education in teaching reading.

### **Discussion of Results**

This study builds on an initial study by Evans et al. (2007) that investigated the impact of a project conducted collaboratively between university staff and school-based personnel to promote professional knowledge and skills of pre-service teacher education students in the area of early reading. This study examines the knowledge and skills of teachers in terms of the teaching of reading after graduating from their pre-service degree, and asks participants how this course impacted on their existing knowledge and skills.

### **Reflections on the Unit of Study**

The participating teachers articulated in their interviews that preparation for teaching reading to struggling primary aged students influenced the way they approached teaching in general, and provided a clear model for assisting students struggling to learn the basics of decoding and comprehending.

When interviewed, the teachers were positive about the subject they had taken in regard to students with learning difficulties and the teaching of reading, and also acknowledged how this material interacted and merged with other aspects of their degree. These subjects (e.g., literacy, child development, Teaching English as a Second Language) had introduced and covered a range of issues and teaching strategies that could be used in the unit under investigation. Teachers articulated how material covered as part of the TESOL subject (e.g., scaffolding, vocabulary development) was highlighted in this subject, and reinforced as part of in-school sessions.

Teachers described their current reading program as being a balanced one. The idea of a balanced reading program was often reported by pre-service teachers as one that applies a top-down and a bottom-up approach to the teaching of reading (Evans et al., 2007); however, these teachers provided a deeper insight into the idea of “balanced”. While they articulated that a balanced reading program taught students how to decode text and obtain meaning from the text, they also provided evidence of how these essential elements of reading (Snow, Burns & Griffin, 1998) needed to be

integrated with and interdependent on each other if students were to grow as literate members of their community. One of the participants reflected on this in these terms:

*“I knew how to teach reading from the first day in the classroom. I knew how to assess and teach a balanced program that included phonemic awareness, alphabetic principle, vocabulary, fluency, sight words and comprehension. I know that I would not have known how to teach reading if I had not done the unit of study. I didn’t know that phonemic awareness was the ability to hear and manipulate sounds in words or how to teach it before this course”*  
(Teacher 5yrs 1).

While this outcome appears to be a shift from what was often reported at the end of the pre-service unit of study, it also provided evidence that these teachers had moved past a situated level of professional knowledge (Snow et al., 2005), and were beginning to show evidence of higher order professional knowledge. This included discussions about gathering frequent assessments of differing elements of student work, and making informed decisions about when to progress to more difficult and/or complex skills. These decisions were made in regard to the text their students were engaging with, and the types of decoding strategies that needed to be employed. Teachers talked about priming background knowledge, and teaching skills and knowledge of reading in multiple contexts that promoted and integrated the use of strategic knowledge (Simmons et al., 2007).

Teachers also provided examples of how they promoted meaning or comprehension skills and knowledge. On graduating, they drew much of their knowledge about promoting comprehension from across the degree they had completed (e.g., critical literacy, grammar, multi-literacies). The subject on teaching students with learning difficulties placed a heavy emphasis on the interplay between language and difficulty in accessing and using language, vocabulary and reading comprehension. The teachers reported that these areas were ones that they continued to use in their teaching, albeit with a greater understanding of how these integrated with the material learned from other parts of their course.

Teachers with 12 and 6 months’ experience spoke of being able to understand the reading- specific meta language used by their mentors when discussing programming, and being able to contribute ideas. Further, they spoke of knowing, from their first days in the classroom, how to teach reading and to identify those students who were experiencing difficulties in reading.

## **Level of Professional Knowledge**

Participating teachers in this study articulated how their teaching experience post graduation had influenced the development of their professional knowledge. A participant who completed the unit of study in 2004 had spent most of his teaching career working with students with learning difficulties, and reflected on how his knowledge of developing and using a balanced reading program had grown. His discussion of how he assessed reading and language knowledge of students highlighted a deep understanding of the interaction and links between decoding, comprehension and language within literacy sessions and across curriculum areas. As a learning support teacher, the participant reported that he now worked with classroom teachers to assist them in planning and accommodating students with literacy difficulties in their classroom programs in the same manner that school mentors had assisted him when acquiring the knowledge needed to teach students to read.

*“The professionalism and the knowledge of the tutors and the lectures, and the wide information and understanding of what constitutes being able to read was passed onto us simply. The tutors (mentors) helped us understand the link between theory into practice ..., and how to program using theory and test data and bring it together to make effective balanced reading programs (Teacher 6yrs.*

His interview transcript demonstrated a number of features within the level of professional knowledge described as *reflective, organised, analysed knowledge* by Snow et al. (2005). This participant expressed urgency in developing high levels of knowledge for teaching students to read, as it was key to the specialist-teaching role. Further, the participant expressed the value of having regular conversations with highly skilled team members and mentors, access to journal articles and continuous practice in supporting students with significant need as key to his learning.

The survey revealed that this teacher considered the unit of study as highly valuable, and used all elements of reading to create a balanced reading program. The participant reported sharing his knowledge of teaching reading through personal discussion, school staff meetings and during an international conference. “During his teaching career to

date, this teacher has had extensive practice combined with research reading and professional dialogue that totaled more than 50 hours.’

He highlighted the value of a firm foundation and being ready to teach reading to all children from the very first day of being employed as a classroom teacher.

Another participant completed the initial subject in 2005, and had since been employed as an English as a Second Language teacher. During the practical sessions this participant tutored a student from ESL background and with a language disorder, and saw firsthand the impact these issues have when students are learning literacy.

*“I selected ESL as a focus area while training to be a teacher. I thought that all language difficulties were simply a result of learning a second language. Learning about the literacy learning difficulties students with language disorders face, gave me a greater understanding and new knowledge that these issues are separate yet intertwined Teacher 5Yrs 2.”*

The enhancement of learning from other parts of her pre-service degree through the subject on learning difficulties had proved invaluable, an outcome that she had not seen as possible prior to taking the course. This teacher indicated on the survey that she had spent more than 20 hours involved in professional dialogue and reading research articles during her teaching career. She also spoke of knowing how to teach reading from the very first day of being employed as a classroom teacher.

A teacher who completed the course in 2007 has had experience as a teacher for students with learning difficulties, and as an Intensive Language Class teacher. This teacher reported that her interest in teaching students with language disorders had grown out of her experience tutoring a student with ESL background during her fourth year as a pre-service teacher.

*“A part of the course was learning about the difference between students with gaps in their learning (to read) and those with language processing disorders. Because we got to work with students with language processing disorders we able to see 1:1 and firsthand how they may have trouble learning, remembering information, and the time taken for processing. Because of that I was able to recognize that students may*

*have language disorders; I knew how to help them (to learn to read Teacher 3Yrs)."*

Her experience in the focus subject had motivated her to pursue further professional development in the area, and undertake her own professional learning through more than 20 hours of professional reading and engaging with colleagues.

These examples highlight how a number of participants in this study appear to have developed the knowledge and skills described in Snow et al.'s (2005) theoretical framework as *Expert, Adaptive Knowledge*. Teachers discussed, for example, how this subject, subsequent professional learning and classroom experience continued to highlight the need to plan to develop student vocabulary knowledge. This planning included analysis of reading texts across curriculum areas for key vocabulary, integration of vocabulary enhancement with teaching of spelling and guided reading activities, as well as selecting texts that scaffold the promotion of vocabulary knowledge (e.g., multiple exposures, in-text definitions, morphographic enhancements) (Nash & Snowling, 2006; Rosenthal & Ehri, 2008).

One participant who completed the course in 2009 had had six months of classroom teaching experience. This participant discussed the effectiveness of combining theory and practice when learning new material and expressed appreciation at being able to seek advice from a highly skilled mentor who was expert at teaching reading. He talked about identifying students with a language disorder, but not quite knowing the intricacies for teaching students with these difficulties to read without assistance. This participant spoke of the joy of walking into a classroom on the first day, and having the knowledge and practical skills to teach reading. The survey data indicated that this teacher was continuing to use a balanced reading program incorporating all elements. He had completed more than 10 hours of professional dialogue and reading research articles. This participant appears to have acquired knowledge that fits the criteria of *Situated, Can-do Procedural Knowledge* and *Stable Procedural Knowledge*, and demonstrated evidence of understanding of how he could move this knowledge beyond this level.

### **Limitations of the Unit of Study**

While positive in their perspective of the subject, participants highlighted some ideas that they considered would benefit the outcomes of this subject and the course. For instance, the material in the course needed to be linked to earlier subjects in the degree (e.g., specific knowledge about the teaching of reading and language). They

reported that introduction to this content earlier would facilitate the development of background knowledge and domain specific knowledge that could be integrated with other, higher order course materials. These reflections provided evidence about how teachers were continuing to develop their professional knowledge in an integrated and deep manner.

Teachers highlighted relative confidence, as beginning teachers, of moving into their first classroom as an employed teacher and having key knowledge and practical skills to promote reading with their students. They talked about knowing how to use assessments and program from these data, and having the vocabulary and knowledge to express their opinion on reading issues with other professionals. They felt, however, a more formal link between this subject and their final professional experience would have allowed them to develop their knowledge further through applying it in an authentic context. While the authors consider this to be a constructive comment and one worthy of investigation, it also highlights the ongoing difficulty of being able to promote learning with pre-service teachers that can be transferred into the classroom environment.

Classroom teachers indicated they had engaged in limited professional learning to further their knowledge on language and reading, and that most of these experiences were confined to discussion with peers. They used the knowledge learned to teach children to read and were able to identify students with language disorders and consulted with the school learning support team when faced with a challenging student need. These teachers appeared to have the knowledge and skills described in the theoretical framework between *Stable Procedural Knowledge* and *Expert, Adaptive* knowledge. The teachers indicated that they would like to complete further professional development in teaching reading.

### **Conclusion**

The aim of this paper was to report how a subject taught within a pre-service teacher education program may have influenced the learning of its participants. While direct links between the subject and teacher learning can only be tenuous, the paper reports how these participants' professional knowledge of teaching reading has developed in the years post graduation. This paper reports how these participants reflected on how this subject, and the course in general, impacted on their professional learning. This research provides evidence that the partnership between schools and a

pre-service teacher program had a positive and constructive impact on the immediate and ongoing development of professional teacher knowledge.

As current school teachers, the participants' comments reflected those made at the end of their course with examples of success in teaching, as well as how this course had brought together literacy learning provided during their four years of teacher preparation. Achieving a model incorporating conceptual and procedural knowledge through pre-service, teachers tutoring students with reading learning difficulties in school settings thus provide alignment of research to practice, and experience, knowledge and skills to meet school expectations.

While the course of study for teaching diverse students to read does not aim to make these beginning teachers experts in their field, it does provide another source for assisting teachers with skills and knowledge to assess, design and implement reading programs for children's diverse learning needs (Evans et al., 2007). The subject provides evidence for a research-based model of professional learning within pre-service teacher education that has been called for by the Inquiry into the Teaching of Reading (DEEWR, 2005) as well as researchers (e.g., Botzakis & Malloy, 2006; Loudon & Rohl, 2006). Lasting and deep professional knowledge, however, will only be achieved through sustained and engaged learning in the field by individual teachers (Snow et al., 2005).

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