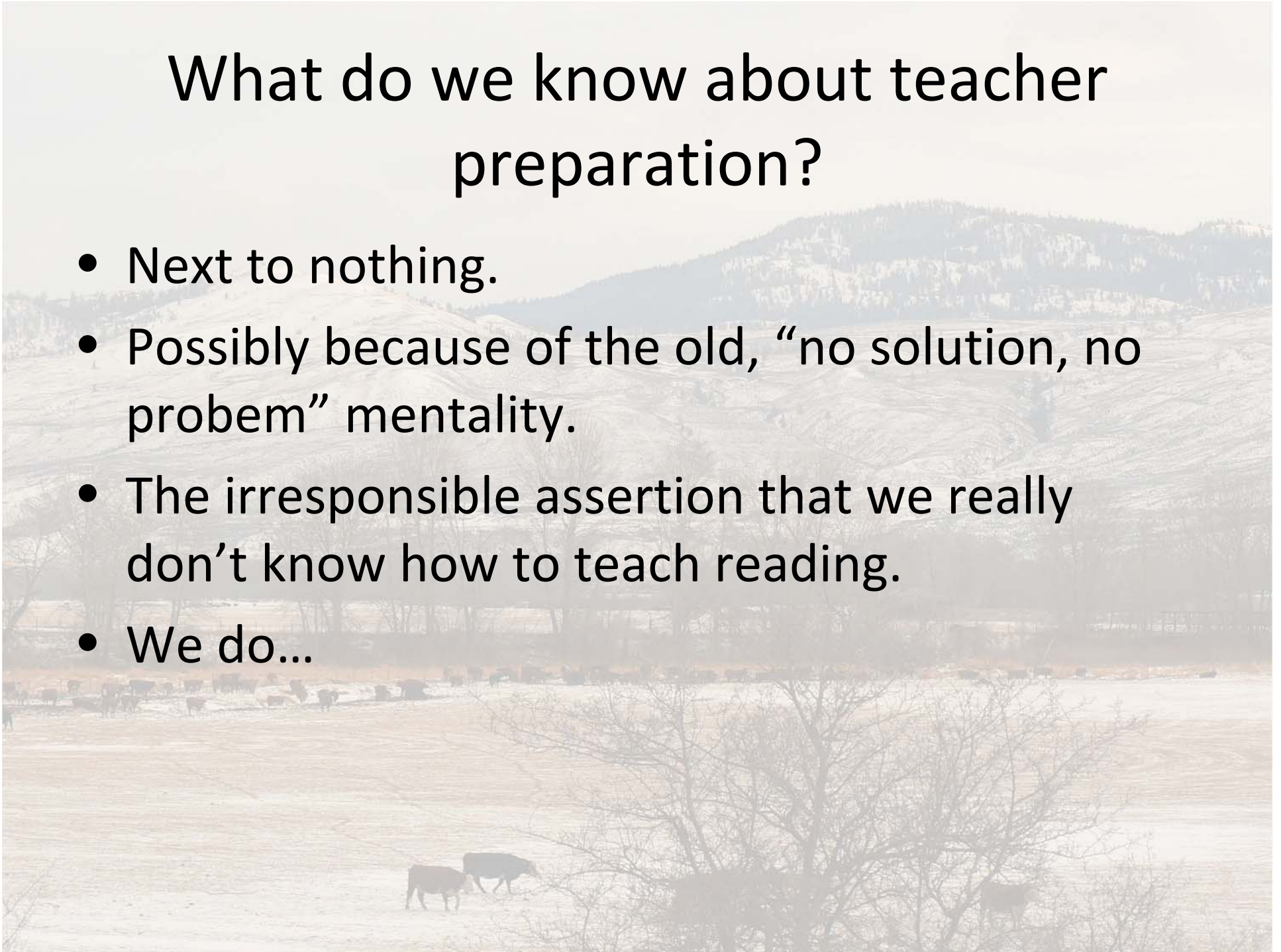
A rural landscape with a mountain in the background, a field of cows in the middle ground, and a river in the foreground. The scene is captured in a slightly desaturated, muted color palette. The text is overlaid in the center of the image.

IN ORDER TO HAVE A NATION OF
READERS, WE MUST TEACH
TEACHERS TO TEACH READING.



What do we know about teacher preparation?

- Next to nothing.
- Possibly because of the old, “no solution, no problem” mentality.
- The irresponsible assertion that we really don’t know how to teach reading.
- We do...



No Child Left Behind?

- Obviously, a flawed application of good science.
- Let's not throw the science out with the very murky Bush bathwater.
- To dismiss science because of its dubious political associations is the subject of endless ethical debate. It is both Luria and Lysenko in the Soviet era and the debate over the horrible Nazi "medical experiments."

Should We Teach Reading?

- Unquestionably
- Do we know how to teach reading?
- Yes. Key elements:
 - Phonemic awareness
 - Alphabetic principle
 - Fluency
 - Vocabulary
 - Comprehension
- Possibly with the antecedent of language development

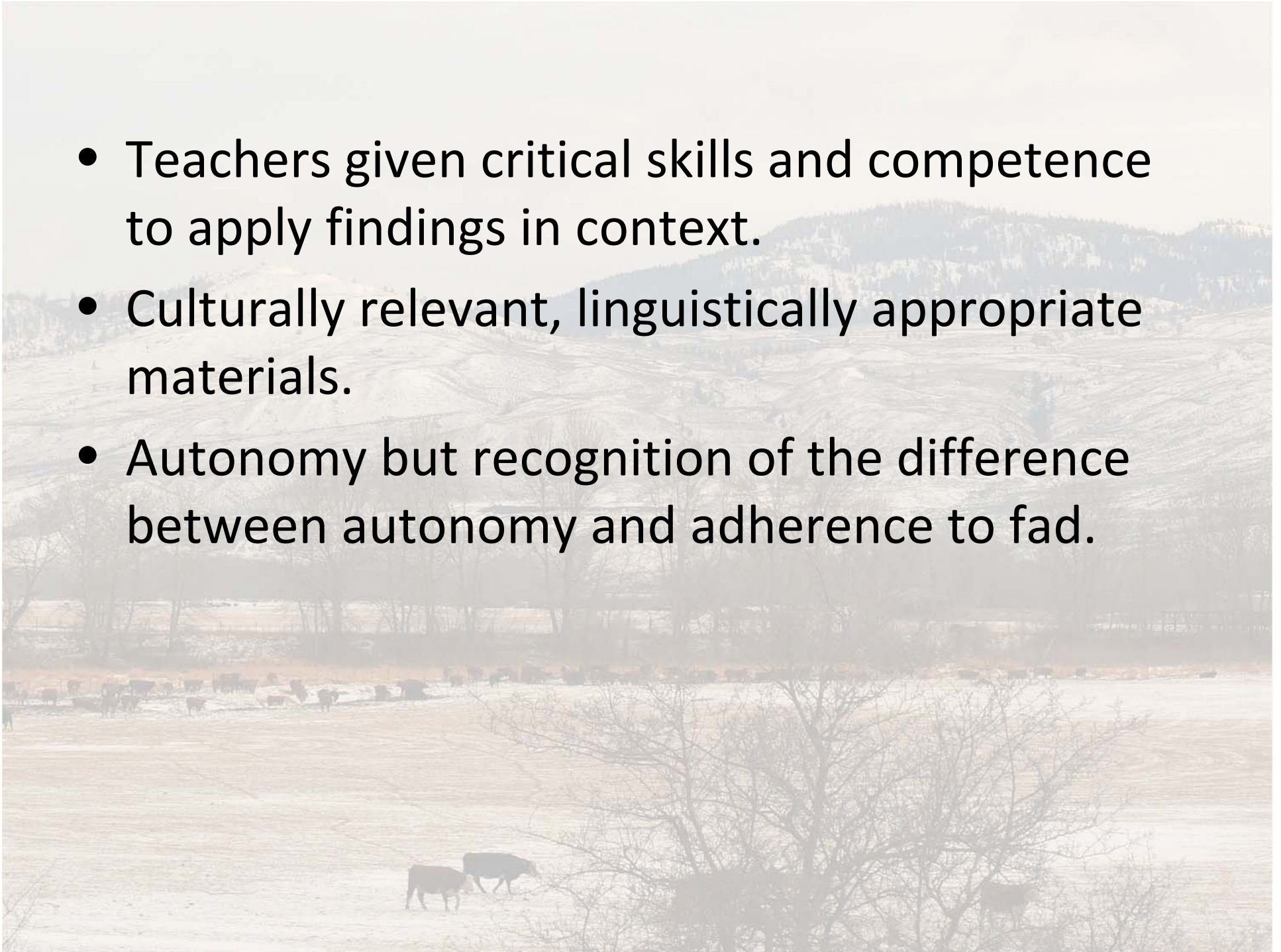
Do We Teach Teachers to Teach Reading?

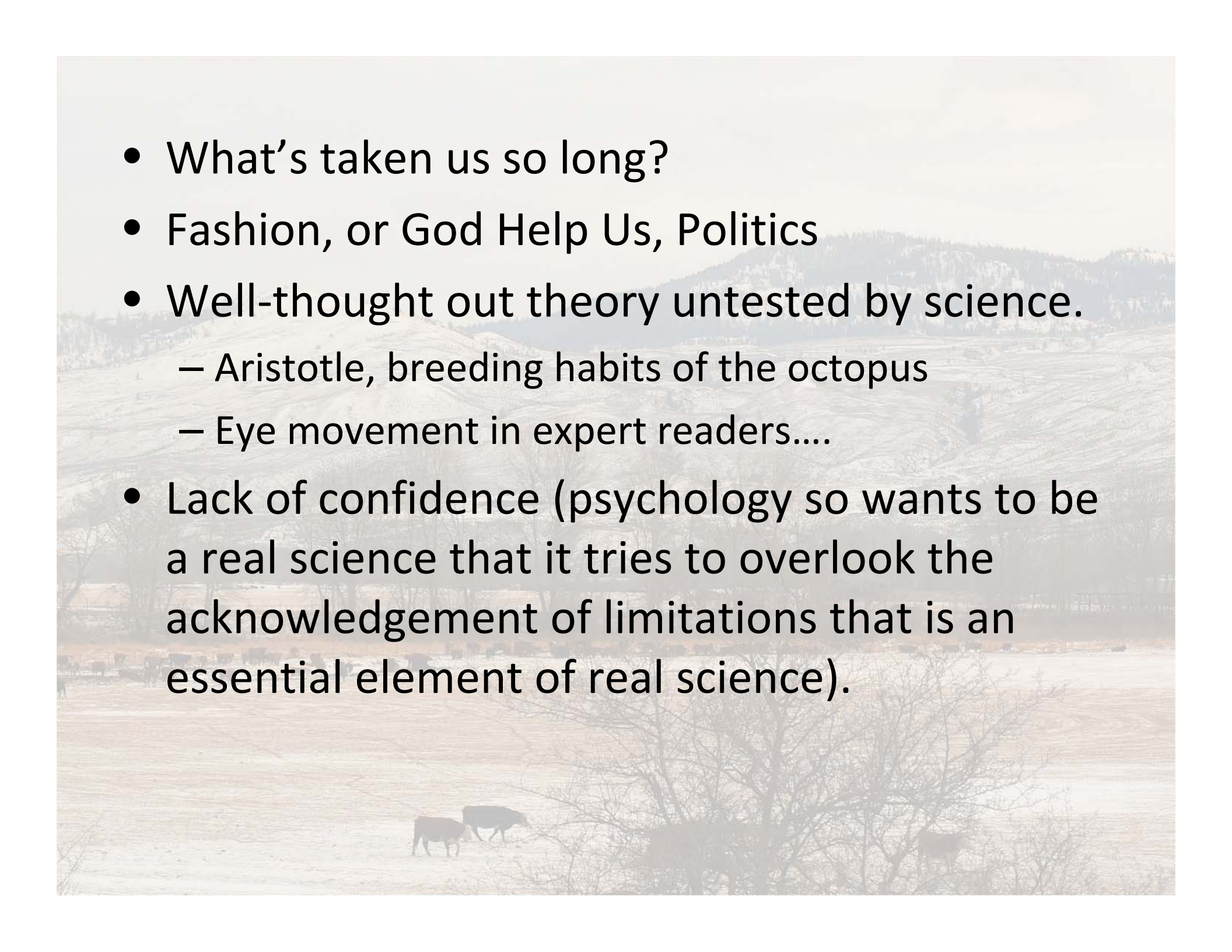
- Alas, no...
- Crocker & Dibbins, 2005 Survey of Teacher Preparation in Canada makes little mention of reading
- O'Sullivan & Gosney, 2007
- CMEC, O'Sullivan, Cannings, & Siegel, 2009

“Insert Child A into Reading Program B?”

- Not like that.
- Look to Finland...
- Teach teachers to think about how children learn.
- Then they can match science of reading with context in a meaningful way.
- No rigid programming. No nation-wide assessment.

- Teachers given critical skills and competence to apply findings in context.
- Culturally relevant, linguistically appropriate materials.
- Autonomy but recognition of the difference between autonomy and adherence to fad.



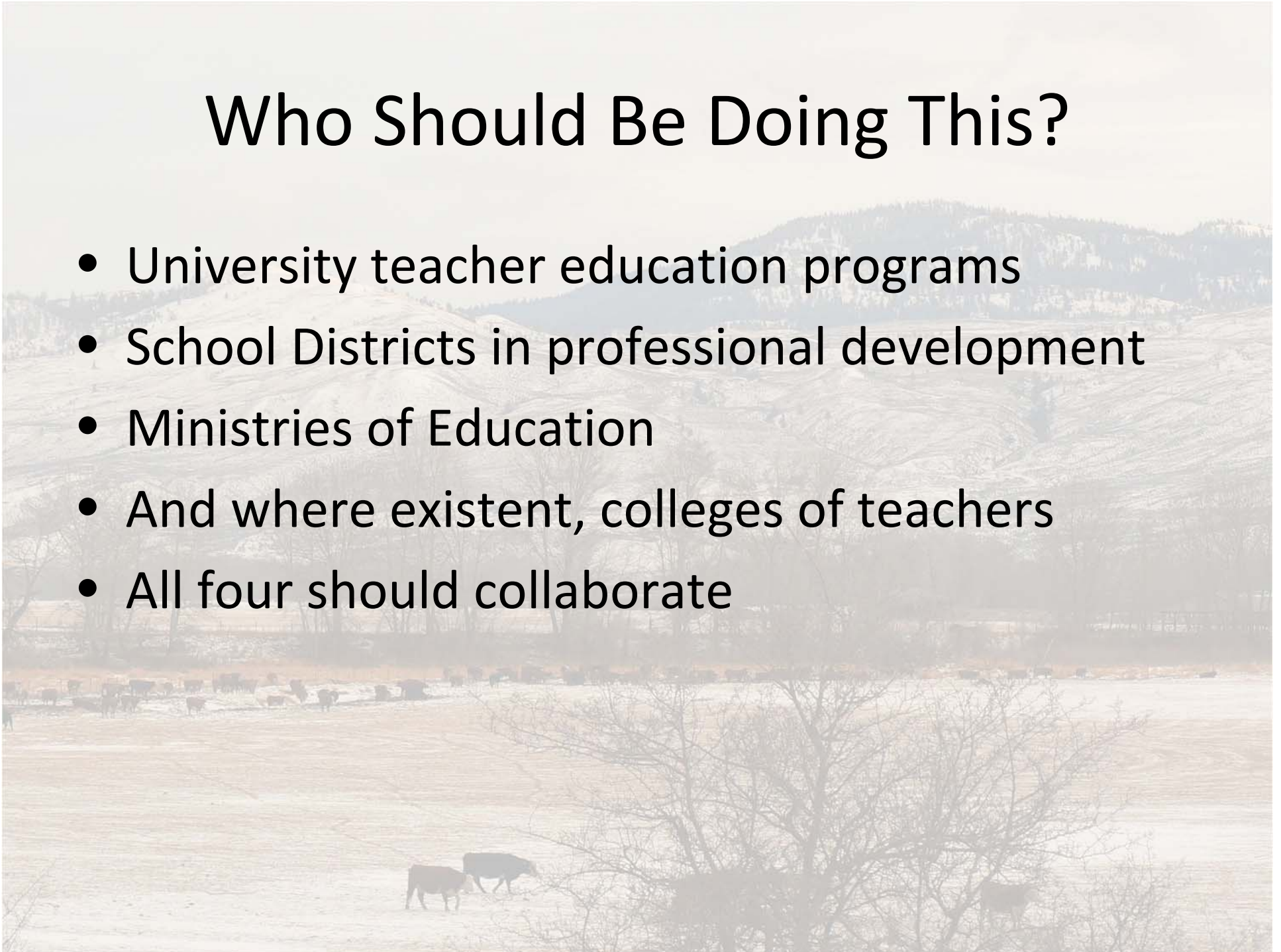
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- What's taken us so long?
 - Fashion, or God Help Us, Politics
 - Well-thought out theory untested by science.
 - Aristotle, breeding habits of the octopus
 - Eye movement in expert readers....
 - Lack of confidence (psychology so wants to be a real science that it tries to overlook the acknowledgement of limitations that is an essential element of real science).

What Should Teachers Know?

- Science of reading
- How to situate that in context
- How to assess for instruction
- How to distinguish reading disability that requires further, expert evaluation and possibly support from effects of second language status.

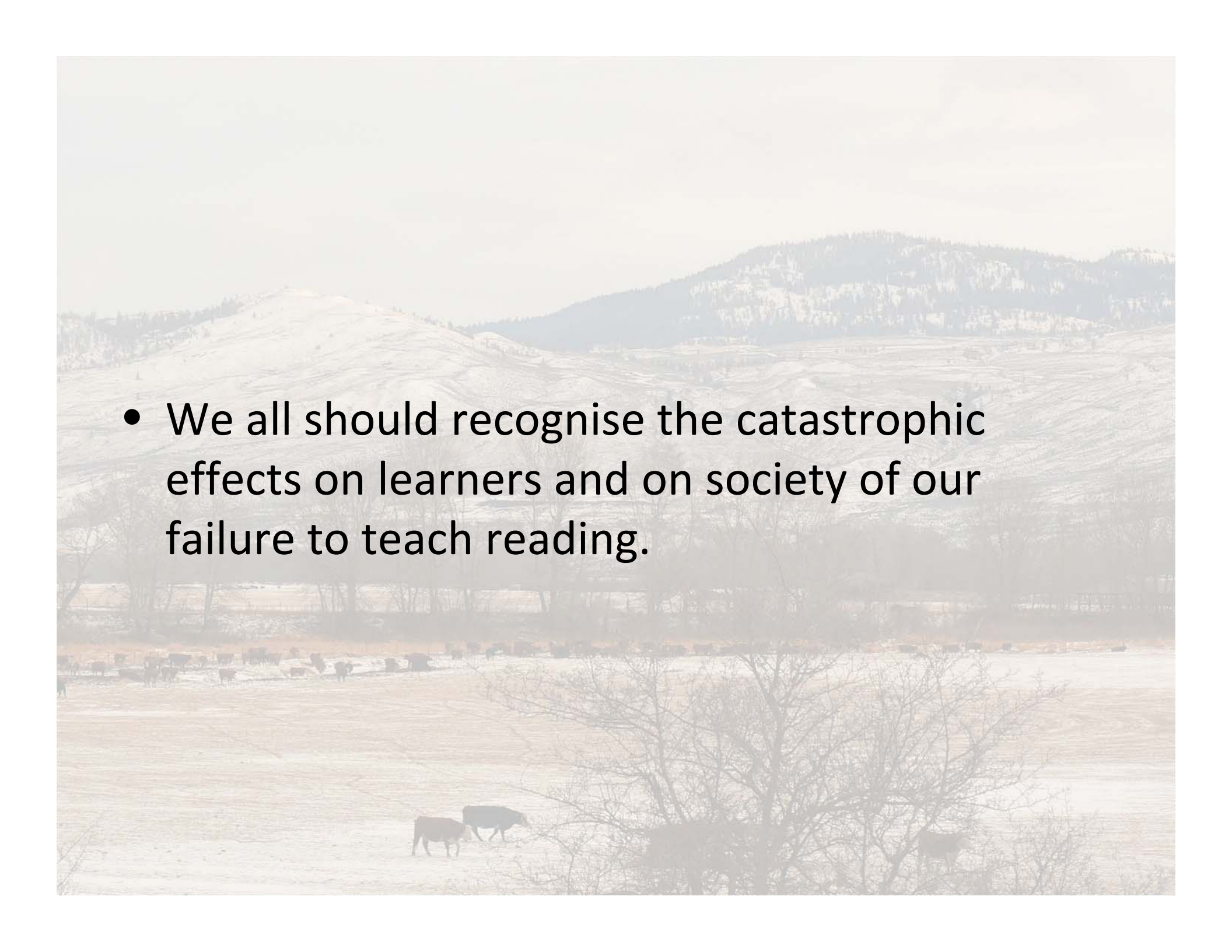
Who Should Be Doing This?

- University teacher education programs
- School Districts in professional development
- Ministries of Education
- And where existent, colleges of teachers
- All four should collaborate



We Need A National Consensus

- That recognises salience both in scientific reading research and in context
- And that, most importantly, recognises the responsibility of all stakeholders to give the Canadian student population this most important tool for learning and this most essential element for a sense of self-efficacy.
- CLLRNet should be thanked for its role in moving this consensus forward.

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- We all should recognise the catastrophic effects on learners and on society of our failure to teach reading.