



Developing Writing Teachers: Practical Ways for Teacher-Writers to Transform their Classroom Practice

By Terry Locke

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The premise of *Developing Writing Teachers* is this: When teachers of writing identify as writers, it adds a special dimension to their writing pedagogy. Practical and accessible while drawing on a range of relevant research and theory, this text is distinguished by its dual focus?on teachers as writers and the teaching of writing. Part I addresses the question, What does it take for a teacher of writing to develop an identity as writer? Using case studies and teacher narratives, it guides readers to an understanding of the current status of writing as the 21st century unfolds, the role of expressive writing in developing a writing identity, the relationship of writing to genre and rhetoric, writing and professional identity, and writing as design. Part II focuses on pedagogical practice and helping writer-teachers develop a toolkit to take into their classrooms. Coverage includes building a community of writing practice; the nature of writing as process; the place of grammar; the role of information, communication and representational technologies; and how assessment, properly used, can help develop writing. Ideal for for pre-service and in-service courses on the teaching of writing, the *Companion Website* provides aadditional readings/documents; PowerPoint presentations; assessment resources; and lesson and unit plans and planning guides.

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Editorial Review

Review

"A major strength is combining into one text teacher as writer and teacher as one skilled in pedagogy. The teacher stories about their own writing and their responses to the writing of their peers will inspire teachers in their own writing."

Ruie Pritchard, North Carolina State University, USA

"The strength of this book is in the way it draws together different perspectives and synthesizes research from a broad range of studies, but [is] located within a practical, professional context. It will be useful to pre-service and in-service teachers and any other practitioner with a professional interest in writing."

Debra Myhill, University of Exeter, UK

"This is a welcome book written at a time when we really do need to think more carefully about the nature of writing and how to teach it"

Jenifer Smith, NATE National Writing Project

About the Author

Terry Locke is Professor of Arts and Language Education, The University of Waikato, New Zealand.

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From reader reviews:

Greta Harty:

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