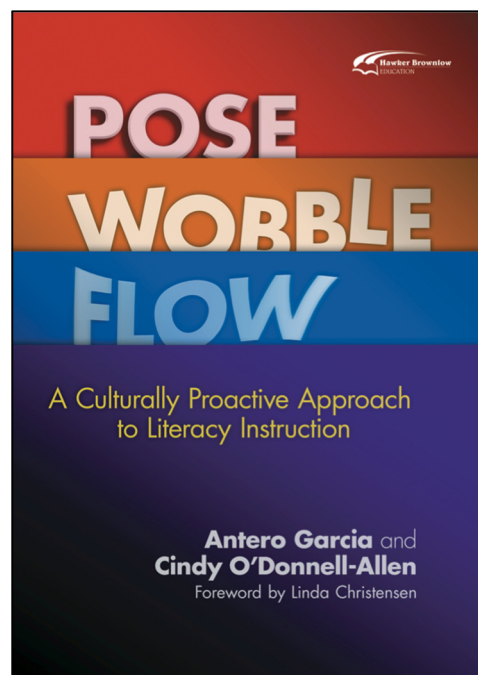


Pose, Wobble, Flow: A Culturally Proactive Approach to Literacy Instruction

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Editor's Review

This book is more specifically aimed at secondary teachers who are involved in teaching English. The focus of the book is how teachers can be the best teacher they can be, adjusting their practice to suit the students in their class. No teacher ever gets it right all the time but continues to be challenged every day. This text recognizes this and works through strategies to support all teachers in the area of English (English Language Arts). The authors emphasise the importance of recognising racial and cultural/class differences within American schools/society.

The comparison is made between yoga and teaching, hence the use of the terms pose, wobble and flow. The authors have included many of their personal experiences within the classroom, both with secondary students and pre-service teachers, to explain how these terms can be used by teachers to set goals and enhance their teaching practice. The authors state that teachers need to see themselves as ongoing learners who are proactive, intentional, reflective and committed to improving. The structures explained throughout the text give the reader ideas and suggestions that could readily be used in the classroom.

The chapters specifically around writing and reading would provoke thought and ideas for any teacher (chapters 4 and 5). At the end of each chapter a provocations and a connections section is included that poses questions for the reader and then suggests resources the reader could access.