

Faculti Summary

<https://staging.faculti.net/ready-to-write-investigating-the-writing-experiences-of-pre-service-teachers-and-their-readiness-to-teach-writing/>

The speaker discusses the decline in writing achievement over the years as evidenced by standardized national tests in various jurisdictions, including Australia and the United States. They express concern about the emphasis on transcriptional skills (grammar, spelling, punctuation) over compositional skills (creativity, audience engagement) due to these assessments.

The speaker highlights that many teachers and student teachers lack confidence in their writing abilities, which impacts their teaching effectiveness. A study involving over 1200 students revealed that a significant percentage (77%) felt trepidation about writing, with many not having engaged in key writing forms for years.

In response, an innovative curriculum was implemented in which student teachers kept private writing journals and responded to prompts without assessment pressure, allowing them to explore their identities as writers. This video approach resulted in increased confidence and a rekindling of their love for writing, despite initial anxiety regarding the process.

The speaker emphasizes the importance of viewing children as writers, allowing them to write for personal enjoyment rather than solely for assessment. They argue for diverse audiences for student writing, as well as fostering opportunities for children to engage in writing freely. Overall, the speaker advocates for a shift in focus from formulaic writing and standardized metrics toward a more holistic understanding of writing as a creative and personal process.