

# Cambridge Elements

Elements in Critical Issues in Teacher Education

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## ENHANCING EDUCATORS' THEORETICAL AND PRACTICAL UNDERSTANDINGS OF CRITICAL LITERACY

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## Enhancing Educators' Theoretical and Practical Understandings of Critical Literacy

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**Abstract:** This Element explores ways to promote critical literacy in teacher education. First, the authors define critical literacy in the context of teacher education through established theoretical frameworks and models of critical literacy pedagogy and share their collective findings on critical literacy research over the course of a decade. Building from these theoretical understandings of critical literacy, they outline ways to actualize critical literacy in teacher education as a transformative pedagogy coupled with resources and activities that support equitable teaching practices. Next, they illustrate how adaptive teaching supports critical literacy pedagogy and underscore autoethnography as a reflective tool to engage pre-service teachers in critical literacy practice. They model this approach with mentor text analyses using critical literacy as a lens to facilitate critically oriented mindsets in teachers through visioning. They conclude with implications for classroom practice at the intersections of critical literacy and teacher preparation and provide directions for future research.

**Keywords:** critical literacy, teacher education, literacy methods, children's and young adult literature, critical literacy pedagogy

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