

International ELINET Symposium 2018
“Literacy in the 21st Century: Participation – Inclusion – Equity”.

July 23-24, 2018, Cologne, Germany



Section VIII “Make every teacher a teacher of literacy” – new approaches in teacher education and professional development.

Chair: Christine Garbe, University of Cologne, Germany

Tuesday, July 24, at 11.30–13.00 **Location:** Seminar Building / Room S 21

LITERACY CHANGES LIVES.

Transforming 6th grade teachers into teachers of literacy in mathematics: Findings from a research and professional development project in Cyprus

Presenters:

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Abstract:

This presentation discusses issues of elementary teachers’ professional development in content area or disciplinary literacies. As part of a study of literacies in disciplines of the school context and, particularly, in Mathematics, the presentation examines how elementary teachers in Cyprus engaged in a research project to promote their students’ literacy development across the curriculum. This aligns with the increased scientific interest in literacies in the disciplines, where international educational research and practice has highlighted four approaches: Teaching Cognitive Literacy Processes, Teaching Linguistic Processes of the Disciplines, Navigation across Cultural Boundaries, Teaching Epistemological Processes of the Disciplines (Fang, 2012).

These four approaches comprised the theoretical framework of a research project that was designed and implemented over the school year 2016-2017, drawing also on a model for inquiry-based disciplinary literacies (Spire et al, 2014). The project extended over a period of eight months and focused on involving teachers in professional development practices to facilitate engagement in literacy in Mathematics, in three 6th grade classrooms in the Republic of Cyprus.

This presentation highlights how teachers’ professional identities evolved over the process by sharing findings from the analysis of data that emerged from interviews of teachers collected at different phases of the project. Thematic data analysis drew on various theoretical tools, deriving from the notions of Literacy as Social Practice (Street & Lefstein, 2007), Disciplinary Literacies (Wilson & Chavez, 2014) and Discourse Analysis (Moje & Lewis, 2007). The analysis demonstrated a shift in elementary teachers’ identities, regarding the ways in which they perceived themselves both as teachers of literacy

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in Mathematics and, more broadly, as pedagogues. Such findings are important, given that the literacies and the formation of various literate identities have not been extensively explored, especially in regards to how they might relate to ways to improve elementary teachers’ literacy expertise across subjects.

References:

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Bio Notes:

Stavroula Kontovourki, Ed.D., is an Assistant Professor in Literacy and Language Arts Education at the Department of Education, University of Cyprus, where she teaches undergraduate and graduate courses on languages arts teaching methods, language and literacy development, and multiliteracies. Her research interests cover literacy and language arts education, the performance of literate identities in and out of school, multimodality (textual and embodied), the enactment of literacy curricula in schools, literacy teachers’ professional identities, and literacy policy and educational change. She is the co-editor of *“Literacies, Learning and the Body”* (Enriquez, Johnson, Kontovourki, & Mallozzi, 2016) and has published in peer-reviewed journals, edited volumes, and conference proceedings.

Spyros Sofokleous is a doctoral candidate in “Language and Education”, in the Department of Education at the University of Cyprus. His research focuses on disciplinary literacies in elementary classrooms with special focus on literacies in mathematics. He has also been involved in a number of different projects on literacy across social spaces and of different modes and modalities. He is an elementary

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school teacher and currently works as a consultant at the Cyprus Pedagogical Institute. He coordinates the Working Group on Literacy in Primary Education of the Minister of Education and Culture, and engages extensively in teachers’ professional development and in-service training. He has presented his work in numerous national and international conferences.