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BaCuLit: Basic Curriculum for Teachers' In-Service Training in Content Area Literacy in Secondary Schools



Disclaimer

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**Lifelong
Learning
Programme**

**Universität
zu Köln**



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1. Main Goals of BaCuLit

**Basic Curriculum for Teachers' In-Service Training in Content Area
Literacy in Secondary Schools:**

- EU-project (COMENIUS multilateral projects)
- Project duration: January 2011 to December 2012
- Budget: 590.000 €

1. Main Goals of BaCuLit

Main Goals for Teachers' In-Service Training:
Developing, implementing, and evaluating

1. A Basic Curriculum for Content Area Literacy

→ knowledge base which teachers should have in content area reading literacy

2. A Multiplier System in Teachers' Professional Development

→ local expertise to build capacity for changing classroom practice

3. A concept for the qualification of BaCuLit teacher trainers and a sustainable structure for controlling BaCuLit quality standards

2. The BaCuLit Consortium

1. Germany:

- The Albertus Magnus University of Cologne [Coordinator]
- Leuphana University, Lueneburg
- LISUM - State Institute for School and Media Berlin-Brandenburg

2. Hungary: Kecskemét College, Kecskemét

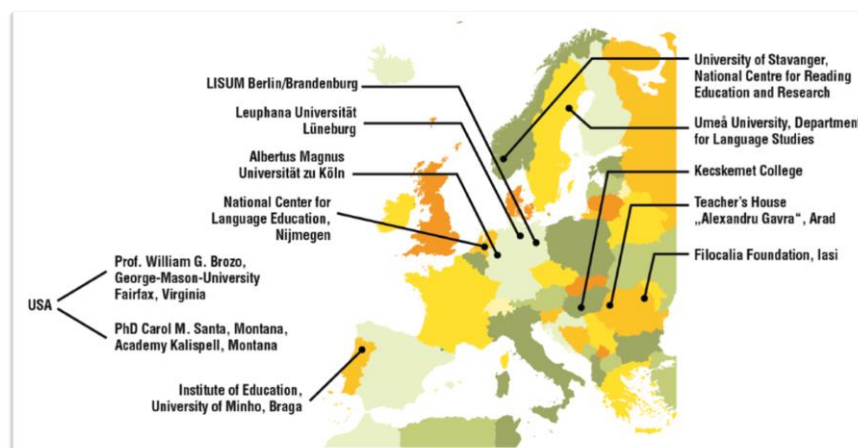
3. Netherlands: National Center for Language Education, Nijmegen

4. Norway: University of Stavanger, National Center for Reading Education and Research

2. The BaCuLit Consortium

5. **Portugal:** Institute of Education - University of Minho, Braga
6. **Romania:**
 - Filocalia Foundation, Iasi
 - Teachers' House "Alexandru Gavra" Arad
7. **Sweden:** Umea University, Department for Language Studies
8. **American Experts** (Consulting):
 - Prof. PhD William G. Brozo, George-Mason-University Fairfax, Virginia
 - PhD Carol M. Santa, Montana Academy, Kalispell, Montana; Co-Founder of Project CRISS

2. The BaCuLit Consortium



Team: 27 persons from 10 universities and in-service teacher training institutions from 7 European countries

Consulting: 2 American experts in content area literacy

Project coordination: Prof. Dr. Christine Garbe (Cologne), Dr. Karl Holle (Lueneburg)

17 Founding Members of the BaCuLit Association from 6 countries

BaCuLit
Basic Curriculum for Teachers' In-service Training
in Content Area Literacy in Secondary Schools

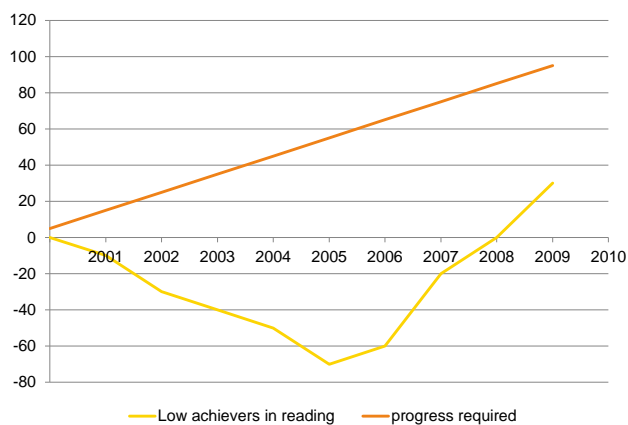


BaCuLit

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3. European Background

BaCuLit
Basic Curriculum for Teachers' In-service Training
in Content Area Literacy in Secondary Schools



- BaCuLit has been designed as a reaction to the problem of low achievers in the EU.
- More effective ways of schooling and instruction have to be developed
- The idea of content area reading (reading to learn) and 'reading across the curriculum' has to be fostered.
- The most effective practices of in-service teacher education need to be tried out.

BaCuLit

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3. European Background

BaCuLit has been designed as a reaction to the problem of low achievers in reading literacy and basic skills in the European Union:

EU Education and Training Benchmarks for 2010:

„Decrease of at least 20% in the percentage of low-achieving pupils in reading literacy.“

EU Education and Training Benchmarks for 2020:

„The share of low-achieving 15-years olds in reading, mathematics and science should be less than 15%.“

Members of the EU High Level Group of Experts on Literacy (2011 – 2012)



EU-Literacy-Website:
www.ec.europa.eu/education/literacy

BaCuLit
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EDUCATION & TRAINING
LITERACY

European Commission > Education & training > Literacy

HOME **A,B,C OF LITERACY** **LITERACY AND THE EU** **RESOURCES**

"Literacy is the key to participate in society..."
 High Level Report page 52

Commissioner Vassiliou's Europe Loves Reading campaign

HLG Final Report

Download the Report

Latest Highlights

Europe Loves Reading: HRH Princess Mathilde and Commissioner Androulla Vassiliou visit Brussels school

Children and youth

Adults

In your country

Recommended actions from the HLGEL

BaCuLit
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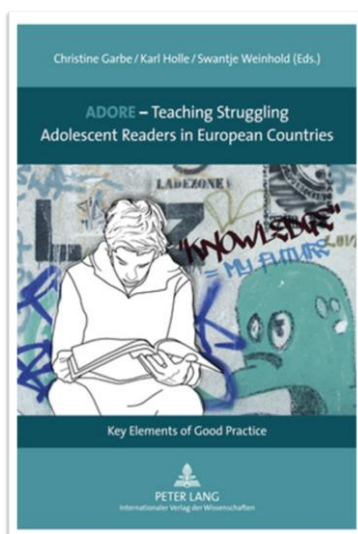
- **Faster progress:**
- The EU's Education and Training 2020 (ET2020) goal calls for **at least 85% of European 15-year-olds to have adequate literacy skills** - which is **at least PISA level 2**. This is a step on the way, but **we need to raise our ambitions and expectations** if we want to make real progress.
- **Tomorrow's knowledge society requires young people and adults on a daily basis to be able to read and use information in multiple formats and from multiple sources.**
- **For this to become reality, Member States should redefine their objectives and should help ensure that all citizens obtain, in due course, 'multiple literacy' skills. We identify this level as corresponding to level 3 in PISA.**

Age-specific recommendations in the European Literacy Report



1. **Make every teacher a teacher of literacy**
2. **Provide the right material to motivate all readers, especially boys**
3. **Stimulate school-business cooperation**

The ADORE-Project (Socrates project/Key activities, funded 2006-2009)



- Garbe, C.; Holle, K.; Weinhold, S. (eds.) (2010): ADORE- Teaching Struggling Adolescent Readers in European Countries. Key Elements of Good Practice Peter Lang Verlag, Frankfurt am Main.
- www.adore-project.eu
- www.alinet.eu
- (Adolescent Literacy Network)
- New: Online platform „boys & books“ – www.boysandbooks.de

4. Scientific Background: Good Practice

Where we are:



Where we want to come to:

Acquisition of Reading Literacy

Elementary grades focus on
learning to read

Secondary grades focus on
reading to learn

Adolescent Struggling Readers

Non readers with insufficient
motivation

Special needs readers taught to
overcome obstacles

Instructional Ideas

Content-oriented
(learning of)

Competence oriented
(learning for)

Teachers' Knowledge of Literacy Instruction and Diagnosis

Only language arts teachers/reading
specialists

All teachers in all content areas

4. Scientific Background: Good Practice

Where we are:



Where we want to come to:

Reading Materials in Language Arts Curricula

Canonical literature & fiction as
predominant reading material

Authentic texts & content area
texts

Reading Research and Knowledge Transfer into Practice

Casual cooperation

Systematic cooperation

Educational Values and Systems

Achievement principle

Support principle

Financial/Legal Resources

Financial resources only

Lgal rights for individual support

4. Scientific Background

Research on effective in-service teacher training

One-shot activities or *short scale approaches* have almost no sustainable effect on classroom practice. Teachers' routines and beliefs are often stronger than new ideas and concepts. Therefore, there is a gap between what teachers know and what they do (**knowledge-action-gap**).



For overcoming the 'knowledge-action-gap' *long-term approaches* are needed that involve coaching teachers continually over a longer time period. Teachers try out in actual school contexts what they learned in the training and form professional learning communities which offer support and foster commitment and accountability.



Blended-Learning approaches seem to be appropriate for teachers' professional development because time and personal and financial resources are used in an optimal way.

5. Workplan of the Project

Development Phase (January 1, 2011 – September 30, 2011)

- **1st Workshop in Nijmegen, Netherlands:** Discussion of the Basic Curriculum and the training concepts
- **2nd Workshop in Braga, Portugal:** Final discussion of the pilot versions of the modules and the training concept
- **Results of the development phase:**
 - Structure of the basic curriculum with 6 modules, including detailed workplans and corresponding materials (presentations, worksheets, background texts etc.)
 - Teacher's workbook/portfolio
 - Training concept („Guidelines for professional development of teachers")
 - Structure of the communication platform

5. Workplan

Implementation Phase (October 1, 2011 – July 31, 2012)

- Implementation in 7 teacher training institutions in 6 EU-countries: Germany, Hungary, Netherlands, Portugal, Romania (2x), Sweden
- The total scope of the pilot teaching were 36h (12 units x 3h). Depending on national or local conditions, the units were taught flexibly. The teachers participated in the evaluation.
- Translation of the modules and the handbook into national languages
- “*Supporting visits*”: Tandem partners visited each other during pilot teaching
- Evaluation of piloting
- **Results of implementation phase:**
 - 6 implemented and evaluated modules
 - Supported BaCuLit trainers
 - About 140 trained BaCuLit teachers

5. Workplan

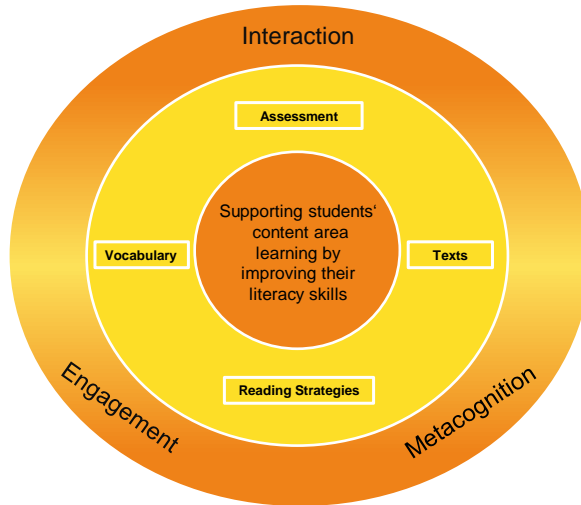
Dissemination Phase (August 1, 2012 – December 31, 2012)

- **3rd Workshop in Cologne, Germany:**
 - Analysing the evaluation results of the implementation phase:
 - Teacher feedback sheets on each module
 - Trainer reports on each module
 - Reports from external experts/visitors
 - Teacher workbooks/portfolios
 - Suggesting and realizing further improvements of the Curriculum
 - Preparing the publications in English and in six national languages
 - Dissemination & Mainstreaming: Developing a dissemination concept and deciding on the future organizational form (BaCuLit-Association)
 - Discussing standards for the qualification of BaCuLit-trainers

6. Outcomes: The BaCuLit Lesson Planning Framework



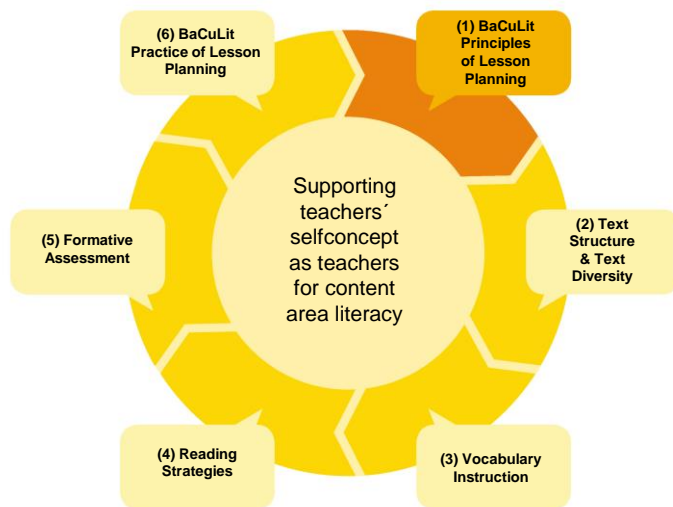
Basic Curriculum for Teachers' In-service Training in Content Area Literacy in Secondary Schools



6. Outcomes: The BaCuLit Curriculum (6 Modules)



Basic Curriculum for Teachers' In-service Training in Content Area Literacy in Secondary Schools



6. Outcomes: The BaCuLit Curriculum

... and optional blocks, e.g.:

Additional blocks:

- Learning & communication platform „Moodle“
- School-related reading activities & implementation perspectives
- Evaluation of the course

6. Outcomes: The BaCuLit Curriculum

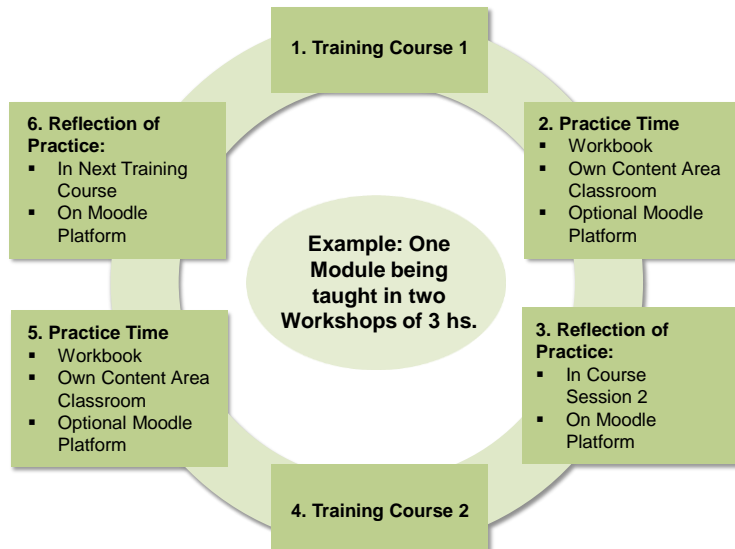
Contents of each module:

- Information on why this module matters and theoretical background
- Sharing relevant background knowledge and practical experiences
- Reflecting on one's own classroom practice & teaching beliefs
- Training in and examples of good teaching practices
- Instruction on how to develop material for one's own classroom
- Trying out topic-related ideas, suggestions, and methods in one's own classroom

6. Working Methods in the BaCuLit Workshops



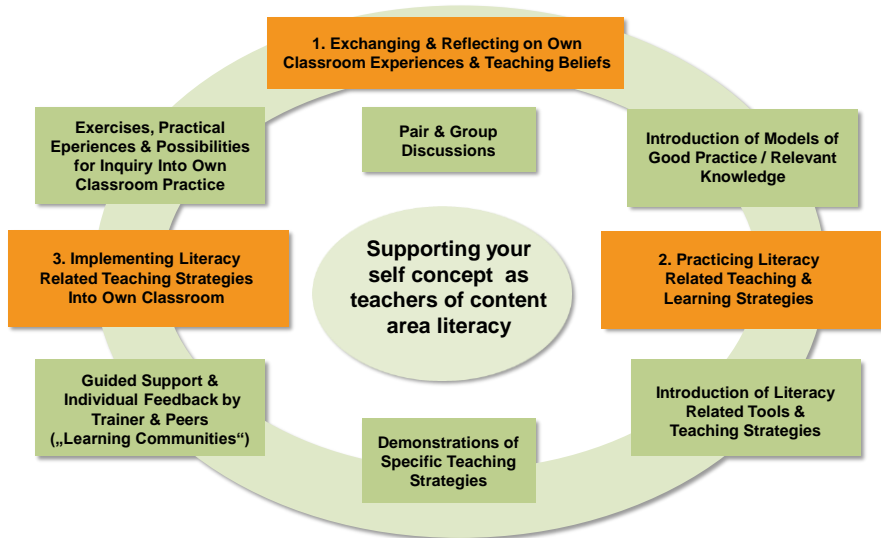
Basic Curriculum for Teachers' In-service Training in Content Area Literacy in Secondary Schools



6. Learning activities used in each course



Basic Curriculum for Teachers' In-service Training in Content Area Literacy in Secondary Schools



6. Outcomes of BaCuLit

Outcomes of BaCuLit:

- PPT slides for all Modules
- Teacher's workbook/portfolio
- Handbook for teacher trainers (incl. basic knowledge on reading theory and research)
- Sustainable training concept („*Guidelines for professional development of teachers*“)
- Communication platform for teachers/trainers

7. For further dissemination: BaCuLit Association, founded August 2012

Preamble of the BaCuLit Statute:

BaCuLit wants to make its contribution to increase the literacy competence of students in Europe, so that „European Education Benchmarks“ for 2020 can be reached [**Low achievers in basic skills:** „By 2020, the share of low-achieving 15-years olds in reading, mathematics and science should be less than 15%.“]

7. Purpose of the BaCuLit Association (Statute, § 3)



“The purpose of association will be realised especially through the provision and further development of a “BaCuLit Concept” that will strengthen the idea of promoting literacy skills in the advanced training of teachers. For example through the following activities:

- Transferring the international current state of research concerning Content Area Literacy into the educational-standards and into the materials for the teacher training,
- Developing a training-course for teachers to become “BaCuLit trainers” („literacy experts“),
- ... (see next slide)

7. Purpose of the BaCuLit Association (Statute, § 3)

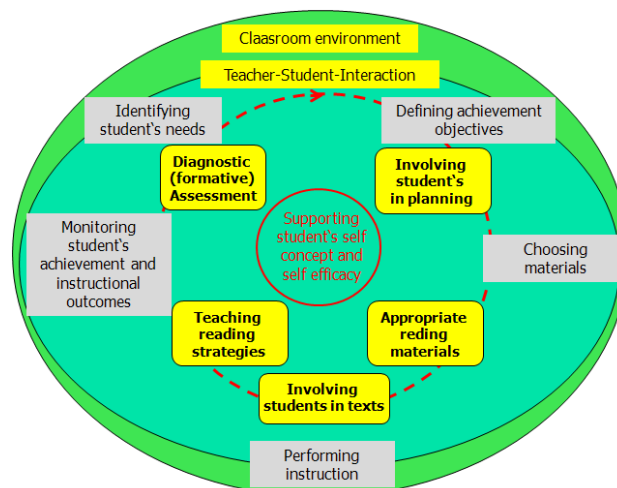


- Controlling the quality of the trademark “BaCuLit” by granting certificates to teachers and trainers and by defining and reviewing the particular standards that should be fulfilled,
- Updating the existing BaCuLit curriculums (including its materials) on the basis of the current state of research,
- Developing a research strategy to evaluate and advance the BaCuLit concept,
- Supporting the BaCuLit community by supplying newsletters and materials on a (password-controlled) homepage.”

8. Contact and Further Information

- **Contact: BaCuLit Association, Office: Universität zu Köln**
 - c/o Prof. Dr. Christine Garbe
Institut für Deutsche Sprache und Literatur II, Richard-Strauss-Str. 2, 50931 Köln
info@baculit.eu
- **Websites**
 - <http://www.baculit.eu>
 - www.adore-project.eu
 - European Website on Literacy: http://ec.europa.eu/education/literacy/index_en.htm
- **Literature:**
 - Garbe, Christine / Holle, Karl / Weinhold, Swantje (Eds.): ADORE – Teaching Struggling Adolescent Readers in European Countries. Key Elements of Good Practice. Lang: Frankfurt/M et al. 2010.
 - European Commission (2012): EU High Level Group of Experts on Literacy. Final Report, September 2012. Luxembourg: Publications Office of the European Union 2012, 120 pp.
Download: <http://ec.europa.eu/education/literacy/what-eu/high-level-group/documents/literacy-report.pdf>

Backup: The ADORE Reading Instruction Cycle (RIC)



Backup: Structure of the Moodle communication platform



Level 1: Coordinating Institution / Leading Team
(responsible for platform administration)

Level 2: Scientists (Module Developers)
(responsible for coaching the facilitators by instructing Modules 1 to 6 and by coaching the teachers)

Mod 1 Mod 2 Mod 3 Mod 4 Mod 5 Mod 6

Level 3: Facilitators (Teacher Trainers)
(responsible for coaching their respective teacher communities at their institutions by implementing the modules)

Inst 1 Inst 2 Inst 3 Inst 4 Inst 5 Inst 6 Inst 7

Level 4: Teachers (content area reading leaders)
(responsible for communicating about their classroom performances)