Looking back to where we started: Key elements of good practice for teaching struggling adolescent readers (ADORE)
My personal background:

- The **ADORE** project *(2006 – 2009)*
- The **BaCuLit** project *(2011 – 2012)*
- The **ISIT** project *(2013 – 2014)*
- The **BleTeach** project *(2015 – 2018)*
- The **ELINET** project *(2014 – 2016)*
Personal Background: Coordination of European Projects

- 2006-2009 Coordinator of a European project within the SOCRATES-programme of the European Commission: “ADORÉ. Teaching Struggling Adolescent Readers. A Comparative Study of Good Practice in European Countries”, with **11 European countries** and American experts [WestEd California] and one American external advisor (project budget 630.000 Euro) [www.adore-project.eu]

- 2011-2012 Coordinator of an EU-project within the Comenius-programme (Multilateral Projects): “BaCuLit – Basic Curriculum for Teachers´ In-Service Training in Content Area Literacy in Secondary Schools” together with **7 European and 2 US-Partners** (project budget: 590.000 Euro) [www.baculit.eu]

- 2013 – 2014 Coordinator of an EU-project within the Comenius-programme (Accompanying Measures): “ISIT – Implementation Strategies for Innovations in Teachers´ Professional Development” together with partners from **8 European countries** (project budget: 200.000 Euro) [www.isit-project.eu]
My Personal Background: Coordination of European Projects

- 2014 - 2016 Coordinator of the “European Policy Network of National Literacy Organisations - ELINET”, including **80 partner organizations from 28 European countries** (project budget: 4 Mio Euro)

- 2015 – 2018 Coordinator of an Erasmus+ project (Strategic Partnerships): “Blended Learning in Teachers´ Professional Development - Developing a Blended Learning Course in Content Area Literacy for Secondary Teachers (BleTeach)”, with **8 partners from 6 countries** (Nov. 2015 – April 2018; budget: 260.000 Euro)
Socrates topic:

“Better understanding of the phenomenon of poor reading skills and poor readers in order better to combat the problem”

- Point out effective methods / exchange of findings concerning good practice
- Identify objective criteria for establishing the quality of “good practice” cases

Objectives of the ADORE Project:

- **Developing** evaluation **criteria** for elements of good practice
- **Identifying methods** of good practice concerning struggling readers’ needs
- **Establishing a network** of reading researchers and practitioners in the field of adolescent literacy
Participating institutions from 11 EU countries

**Project Participants**
- **Core Partners**
  - Belgium
    - Univ. Liège
  - Estonia
    - Univ. Tallin
  - Finland
    - Univ. Jyväskyla
  - Germany
    - Univ. Lüneburg
      (coordinating partner)
  - Hungary
    - FS Kecskeméti
  - Norway
    - Univ. Stavanger
  - Switzerland
    - Zentrum Lesen der PH FHNW Aarau
      (self financed)

**Corresponding Partners**
- Germany
  - HLF Frankfurt
- Italy
  - IRRE L’Aquila
- Poland
  - Coll. Lodz
- Romania
  - Filocalia Foundation Iasi
- Austria
  - Pädagogische Akademie Wien.

**External Adviser/Evaluator**
- International Reading Association
  - Prof. Donna Alvermann

**External Reading Professionals**
- U.S.A.
  - Dr. Cynthia Greenleaf, Ruth Schoenbach, SLI WestEd, Oakland, California

**Additional Participants**

**Other Experts**
- Publishers, Educational Authorities etc.
PISA Background: „Adolescent Struggling Readers“ in Europe

*It is most likely that adolescents who fail to reach competence level II by completion of school, will experience their further opportunities in life as restricted.* (OECD)

ADORE partner countries: Share of 15 year old students who failed to reach competence level II (according to **PISA 2006**):

- FIN: 4.8%
- EST: 13.7%
- PL: 16.2%
- CH: 16.4%
- B: 19.4%
- G: 20.1%
- H: 20.6%
- A: 21.5%
- N: 22.4%
- I: 26.4%
- RO: 53.5%
- Ø OECD: 20.1%

➔ In **PISA 2000**, 22.7% of the students in **Germany** scored at or below competence level 1.
Workplan

- **First phase:** What are the differences and communalities between the participating countries? (Workshop I, March 2007, Italy)
  - National position papers about educational systems and discourses

- **Second phase:** What is considered as “good practice“ in the different countries? (Workshop II, September 2007, Hungary)
  - National research on examples of „good practice“ (schools / concepts)

- **Third phase:** Observations - What are key elements of “good practice” in a transnational perspective? (March – June 2008)
  - Transnational team visits: research, analysis and evaluation

- **Fourth phase:** Analysis of findings – Dissemination of conclusions (Workshop III, October 2008, Germany)
  - Defining key elements of good practice on different levels; publication and dissemination of project results.
Findings


**Summary of the Project** in English and German for download on the ADORE Website: [www.adore-project.eu](http://www.adore-project.eu)
Findings I: The ADORE Reading Instruction Cycle (RIC)

- Classroom environment
  - Teacher-Student-Interaction
    - Identifying student's needs
    - Defining achievement objectives
    - Supporting student's self concept and self efficacy
      - Metacognitive strategies
      - Reading materials
      - Student's involvement in texts
    - Performing approaches
    - Monitoring student's achievement and instructional outcomes
    - Choosing learning media
  - Diagnostic assessment
    - Student's involvement in planning
7 ADORE Key Elements of Good Practice on classroom level

**The superior goal:**
changing the (reader and learner) self-concept of poor readers

Key Elements of good practice in the classroom:

- **no. 1:** Designing a supportive teacher-student and student-student interaction
- **no. 2:** Applying diagnostic forms of assessment
- **no. 3:** Involving students in planning the learning process
- **no. 4:** Choosing engaging reading materials
- **no. 5:** Involving students in texts
- **no. 6:** Teaching cognitive and meta-cognitive reading strategies
- **no. 7:** Creating an inspiring reading-environment
Better combating the problems of ASR needs an idea of a holistic approach.

Good classroom practice depends on good support of teachers and schools by several institutions on different levels.
Key Elements of good practice on school, community and national level:

Ensuring ...

- no. 1: …*teacher participation* and engagement of *school leadership* / headteachers/principals
- no. 2: …*multi-professional support* for teachers
- no. 3: …*community support* and involvement
- no. 4: …*legal and financial* resources
- no. 5: …national reading *research*
- no. 6: …teacher *training and professional development*
Some Conclusions

Teacher Training

- Pre-Service TT: European Core Curriculum (ECC)
- In-Service TT: ECC and Coached Implementation
- Reading Specialists in Schools and Education Authorities
  (2-years European Master Courses)

Content of Teacher Training:

- Reading across the curriculum
- Diagnostic expertise
- Basic knowledge about reading processes/strategies
- Knowledge about specific content area reading
European Policy Initiatives

The European High Level Group of Experts on Literacy (2012)
Age-specific recommendations in the European High Level Group’s Literacy Report (2012)

1. Make every teacher a teacher of literacy
2. Provide the right material to motivate all readers, especially boys
3. Stimulate school-business cooperation
Main Result of ADORE: Designing the BaCuLit Project

**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 €
This is where our BaCuLit Trainer Dr. Yvonne Hörmann is going to continue with her report about:

THE BACULIT PROGRAMME AND ITS ADAPTATION FOR SECOND LANGUAGE STUDENTS IN BAVARIA
Contact and Further Information

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- **Websites**
  - [www.adore-project.eu](http://www.adore-project.eu)
  - [www.baculit.eu](http://www.baculit.eu)
  - [www.isit-project.eu](http://www.isit-project.eu)
  - [www.eli-net.eu](http://www.eli-net.eu)
  - [www.blend-ed.eu](http://www.blend-ed.eu)
Thank you.

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