

How can we successfully address students at risk?



**Workshop chaired by Ariana-Stanca Văcărețu &
Maria Kovacs**

ELINET conference

Amsterdam, January 21, 2016

OVERVIEW

Introduction

Maria Kovacs

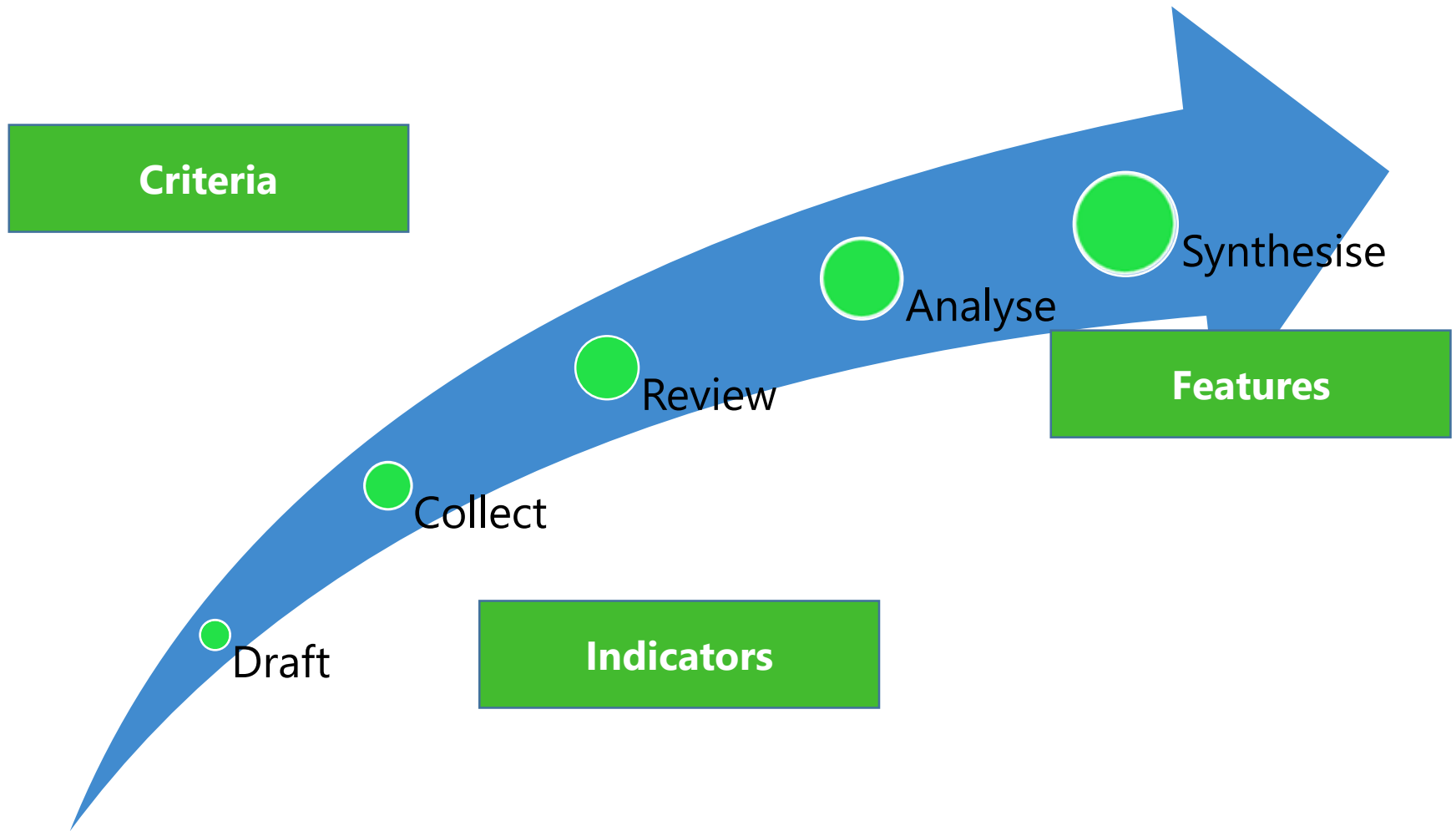
Features of good practices

Ariana-Stanca Văcărețu

Paired reading - workshop

Examples of good practices - presentations

Features of good practices



Literacy policy areas

- 1. Creating a more literate environment**
- 2. Improving the quality of teaching**
- 3. Increasing participation and inclusion**

Special focus on increasing the participation and performance of at-risk groups

Task 1 – Paired reading

Together with a partner, read the set of good practices in the field of Increasing participation & closing the gaps. Mark/ make notes on the good practices that remind you of practices you are quite familiar with and could share with the participants. *Do not discuss them at this time.*

Increasing participation & closing the gaps. Features - 1

Early identification of children with special educational needs is ensured through collaboration with health and early years specialists to provide screening programmes for early identification of speech and language delays, as well as visual and hearing impairment.

Increasing participation & closing the gaps. Features - 2

Preschool attendance is promoted, especially among disadvantaged children. Preschool education is free or affordable so that economically disadvantaged families do not miss out.

Appropriate level of support is provided for preschool children with language difficulties and those whose home language is not the language of instruction.

Increasing participation & closing the gaps. Features - 3

Family literacy programmes especially for parents from disadvantaged backgrounds may provide support to help their children develop print and digital literacy. The literacy skills of young learners from disadvantaged backgrounds are enhanced by improving their parents' literacy skills and creating a culture of reading for pleasure in the family.

Increasing participation & closing the gaps. Features - 4

Personal, face-to-face guidance on the significance of reading and the use of materials accompanies provision of reading materials to children and their families.

National or federal legislation ensures a legal right for students with disabilities to access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live.

Increasing participation & closing the gaps. Features - 5

The learning needs of low socio-economic groups are prioritised to enhance their literacy skills development.

Comprehensive support is in place for low socio-economic status learners to address their livelihood needs in parallel with their literacy learning needs.

Increasing participation & closing the gaps. Features - 6

The needs of learners whose home language is not the language of instruction are addressed (second language/ migrant background learners).

There are support measures in place to specifically address the gender gap in literacy engagement and performance.

Increasing participation & closing the gaps. Features - 7

Low-performing pupils and schools are provided with the resources and assistance they need, as early as possible.

Support provided for struggling literacy learners is long-lasting and adequately intensive.

Support for struggling literacy learners is based on high quality screenings and assessments.

Increasing participation & closing the gaps. Features – 8

Support for struggling literacy learners is delivered by well trained professionals, e.g. teachers, librarians, special needs experts or literacy experts.

Literacy learners are motivated to engage in literacy activities by use of diverse reading materials and methods.

Increasing participation & closing the gaps. Features – 9

Regular additional time for reading for understanding is provided for the improvement of literacy skills.

Struggling readers are provided (free) access to easily identifiable easy-to-read materials.

Task 2

Bearing in mind the features of good practices presented, prepare to present a practice you are familiar with, which aims to increase participation, inclusion and equity of at-risk literacy learners. Refer to your notes in Task 1.

Thank you.

IMPRINT Coordinator of the ELINET project:
University of Cologne
Prof. Dr. Christine Garbe
Institut für Deutsche Sprache und Literatur II
Richard-Strauss-Str. 2
50931 Cologne - GERMANY

