Good Practice in Pre-Service and In-Service Teacher Education

Chairs: Christine Garbe, Henrietta Dombey, Corina Volcinschi

ELINET conference
Amsterdam, January 21st, 2016
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“The quality of an education system cannot exceed the quality of its teachers.” (McKinsey et al. 2007)

It is agreed among researchers and practitioners that the **quality of teachers’ work** is a key determinant of students’ educational success. To improve the quality of teaching, important aspects need to be considered: high-quality reading instruction, coherent literacy curricula, highly qualified teachers, and early intervention and support for children with literacy difficulties. Especially crucial is the quality of teaching and of teachers... (Frame of Reference, p. 29)
How to Improve Literacy Policies in Europe - ELINET Main Outcomes


2. A European Framework of Good Practice in Literacy Policies (EFGP) covering all age groups and relevant policy areas

3. A sample of related Examples of Good Practice covering all areas and age groups

4. A set of 30 Country Reports on literacy policy and performance (of all age groups) in each of the ELINET countries based on a comprehensive framework.

5. A Declaration of Literacy as a Human Right
Declaration of Right to Literacy for European Citizens (January 2016)

Every European citizen has the right to acquire literacy. (…)

Conditions required – No. 4:
“High quality literacy instruction for children, adolescents and adults is regarded as a core business of all educational institutions.”

Conditions required – No. 5:
“All teachers receive effective initial teacher education and professional development in literacy teaching in order to be well prepared for their demanding tasks.”
ELINET Examples of Good Practice in Teacher Education and Professional Development
The Strathclyde Literacy Clinic
General Information

*Duration*: 2010-present

*Countries involved*: Scotland

*Languages involved*: English
The Strathclyde Literacy Clinic
Target Groups

• The project targets student primary teachers who, in this project, work with pupils aged 7-10 years
• Professionals involved: academics, student teachers, school staff

Role of each participant:
• Academics: advice on data, diagnosis, intervention, pedagogic issues, research; initial organisation / liaison with schools
• Student teachers: collect/balance evidence, diagnose, priorities, design and carry out the responsive teaching
• School: organisational partners, location for intervention
• Pupils: learn from the student teachers
The Strathclyde Literacy Clinic
Structure and Content

The student teachers are required to:

• collect a range of evidence; apply research knowledge; reflect on priorities
• identify and prioritise the actions that will give the biggest literacy-learning payoff for specific individuals.

Workflow:

• Teams of four student teachers coach one struggling reader.
• The pupil gets one lesson per week from each team member, for 10 weeks.
• Each student teacher writes-up their lesson in a pupil-file (kept in school) and telephones the next day’s student teacher to report issues and discuss immediate learning priorities.
• Weekly tutorial support is provided for the student teaching teams by university staff.
The Strathclyde Literacy Clinic
What Student Teachers Learn

The student teachers learn:

• to **consider a range of evidence from different paradigms to inform their intervention decisions**
• to **make evidence-based decisions** about how to improve a child’s literacy.
• to **be responsive, fluent, inquiring and reflective**

This is different from student teachers’ experience on traditional school placements, where the class teacher and student teacher have unequal power relationships, and student teachers inevitably acquiesce to the (more experienced) class teacher’s analysis and judgment.

In the Strathclyde Literacy Clinic, student teachers must **come up with the diagnosis and intervention and explain/argue it out/discuss it with their colleagues.**
The Strathclyde Literacy Clinic
Resources and References


• Ellis, S (forthcoming 2016) The Strathclyde Literacy Clinic: developing student teacher values, knowledge and identity as inclusive practitioners. In M. Peters, B. Cowie & I. Menter (Eds) A Companion to Research in Teacher Education. London: Springer
The Strathclyde Literacy Clinic
Leadership and Contact Details

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http://www.strath.ac.uk/humanities/schoolofeducation/education_projects/literacy_clinic/
Teachers As Readers, Building Communities of Readers
Teachers As Readers, Building Communities of Readers

General Information

Duration: 2006-2008

Countries involved: England

Languages involved: English
Teachers As Readers, Building Communities of Readers

Target Groups and Core Goal

• The project targeted teachers of children in the primary years (aged 5 to 11) with particular attention to those with students identified as less eager readers.

• Core goal: to improve teachers’ knowledge and use of literature in order to help them increase children's motivation and enthusiasm for reading, especially in those less successful in literacy learning.
Teachers As Readers, Building Communities of Readers Structure and Content

Workflow:

- Continuous Professional Development (CPD) sessions with teachers based on a given framework:
  - Local CPD meetings with teachers in immediate area
  - National project meetings in London
- Case studies, by each teacher, of three children who, whilst able to read, rarely chose to do so.
- As action researchers, the teachers reflected on their own learning journeys as teachers and as readers.
- Project staff supported the teachers through discussion of adult and children's texts, and of their reading habits, preferences, practices and rights as readers.
- They explored synergies between their own, social engagement as readers, and the children's preferences and everyday practices beyond school.
- A focus on agency and textual/ reader diversity prompted careful consideration of more responsive and enabling pedagogic practice.
Teachers As Readers, Building Communities of Readers 
Resources and References


Research- Literacy Today 58: March 2009 32-33 National Literacy Trust ISSN 1367-8825

and many other papers.
Teachers As Readers, Building Communities of Readers
Leadership&Contact Details

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http://www.ukla.org/research/previous_ukla_funded_research/ukla_research_on_teachers_as_readers/
Promoting Classroom Practices
Promoting Classroom Practices
General Information

*Duration*: June 2013 – present

*Countries involved*: Belgium (French Community)

*Languages involved*: French
Promoting Classroom Practices
Target Groups

The project targets all kindergarten, primary and secondary school teachers concerned by the teaching of literacy, as well as teachers to be.
Promoting Classroom Practices
Structure and Content (12-18 months)

• An information meeting with no particular agenda except sharing authentic field practices between peers (open-minded and informal discussions). A handful of practices and topics are then selected. Each teacher who presented their case is invited to write an abstract in their own style to describe the given practice in terms of development and Q&A.

• A more formal meeting (on invitation only). Here 4 or 5 practices are presented to the group. The process is more about interactions than about findings; this is essential because students learn from real cases, and teachers are valorized and gratified for their contribution. The session is recorded and each case is co-written by the presenter and a member of ABLF/BELFRA for publication.

• The document is submitted to Assistant Professors and/or University Researchers for linking practices and existing theories. This exercise leads them to support recorded practices or to question them.

• Publishing the co-signed article in “Caractères” (ABLF/BELFRA’s review) and downloadable as a PDF document by ABLF/BELFRA members.
Promoting Classroom Practices
Resources and References

• The project operates with **limited material resources**. Teaching Education Institutions provide the room and a beamer.

• Teachers use **youth books** that are either borrowed or are lent from one school to another.

• Each formal session is concluded by a **distribution of youth books to teachers**. The books are provided by ABLF/BELFRA.
Promoting Classroom Practices
Leadership and Contact Details

ABLFR/ BELFRA  – Association belge pour la Lecture - section Francophone (French speaking Belgian Association for Reading)

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http://www.ablf.be
Teacher Learning for European Literacy Education (TeL4ELE)

General Information

Duration: November 2011-November 2013

Countries involved: Sweden, Denmark, Portugal, Scotland, Spain

Languages involved: English, Swedish, Danish, Portuguese, Spanish, Basque
Teacher Learning for European Literacy Education (TeL4ELE)
Target Groups

- Principally *late primary and secondary school pupils*. The project was aware of the particular challenges of literacy demands at the transition between primary and secondary education.

- To take new literacy practices to these pupils, the project developed *knowledge and skills of teacher educators and school teachers*. 
Teacher Learning for European Literacy Education (TeL4ELE)
Structure and Content

1. International and national meetings on the functional model of language and developed expertise in the literacy pedagogy of Reading to Learn. Nationally, each country surveyed its literacy environment to develop literacy profiles, adapted national curriculum materials and began developing a program for teacher learning. Internationally, the participants developed an understanding of the literacy practices of each country. Duration: 12 months.

2. Key educators adapted the model to their contexts, and designed and implemented training programs for groups of teachers (activity-based workshops, seminar discussions, formal lectures, modelling the pedagogy, supporting by co-teaching and mentoring). Teachers participating learnt to prepare text-based lesson-plans, and discussed their experiences after using them with different groups of pupils. Duration: 12 months.
Teacher Learning for European Literacy Education (TeL4ELE)
Resources and References

• **Reports and materials** produced are available at [tel4ele.eu](http://tel4ele.eu). The **genre-based literacy training material** can be found at [readingtolearn.com.au](http://readingtolearn.com.au).

• Background reading became available during the project with the publication in **2012** of *Learning to Write, Reading to Learn* by David Rose and Jim Martin, the 3rd country experts involved in the TeL4ELE project.
Teacher Learning for European Literacy Education (TeL4ELE)
Leadership and Contact Details

Multilingual Institute, Stockholm Education Administration, Sweden
Project leaders: Ann-Christin Lövstedt, Claire Acevedo

Websites
• http://tel4ele.eu/
• readingtolearn.com.au
Reading and Writing for Critical Thinking

This project has been funded with support from the European Commission. This publication reflects the views of its authors only, and the Commission cannot be held responsible for any use which may be made of the information contained herein.
Reading and Writing for Critical Thinking
General Information

*Duration:* 1997- present

*Countries involved:* Albania, Argentina, Armenia, Azerbaijan, Bulgaria, Belarus, Bosnia, the Czech Republic, Croatia, Estonia, Georgia, Hungary, Kazakhstan, Kosovo, Kyrgyzstan, Latvia, Liberia, Lithuania. Macedonia, Malawi, Moldova, Mongolia, Montenegro, Myanmar, Pakistan, Poland, Romania, Russia, Serbia, Slovakia, Slovenia, Tajikistan, Thailand, Turkey, Ukraine, Uzbekistan, Zambia

*Languages involved:* English and national languages in the listed countries
Reading and Writing for Critical Thinking

Target Groups

Direct beneficiaries
• teachers,
• teacher educators & trainers,
• student teachers,
• education science experts,
• authors in teachers’ journals,
• initially developed for the Eastern and Central European former ‘communist’ countries, later extended to other developing and especially post-conflict countries.

Indirect beneficiaries
• students from lower secondary through higher education.
Reading and Writing for Critical Thinking
Structure and Content

1. A Framework for Critical Thinking Across the Curriculum
2. Methods for Promoting Critical Thinking
3. Reading, Writing & Discussion in Every Discipline
4. Further Strategies for Promoting Critical Thinking
5. Cooperative Learning
6. Lesson Planning and Assessment
7. Writing Workshop: From Self-Expression to Written Arguments
8. Creating Thoughtful Readers
Reading and Writing for Critical Thinking
Resources and References

Own guidebooks (Steele, J., Temple, C., Meredith, K., Walter, S.)

Promoters’ own publications (books, articles by educators from around the world)

Thinking Classroom/Peremena and www.rwctic.org website

International Reading Association resources
Reading and Writing for Critical Thinking
Leadership and Contact Details

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Critical Thinking. Active Learning (CTAL)
Critical Thinking. Active Learning (CTAL) General Information

*Duration:* 2006-2009; 2011-2014

*Countries involved:* Romania

*Languages involved:* Romanian
Critical Thinking. Active Learning (CTAL) Target Groups

- **376 teachers in pre-university education** (who formally completed the accredited programme);
- **Indirect beneficiaries: schools and students (aged 3 through 19);**
  - Impact on school curriculum & initial teacher education;
  - Impact on assessment of in-service teacher training programme outcomes;
  - Impact on other project products and outcomes produced by ALSDGC RO.
Critical Thinking. Active Learning (CTAL) Structure and Content

- CT & reading 15h
- Action research 15h
- Cooperative learning for CT 15h
- Lesson planning for CT 14h
- CT & writing 14h
- Assessment in lessons for CT 14h
- Final evaluation 2h
Critical Thinking. Active Learning (CTAL)
Resources and References
Critical Thinking. Active Learning (CTAL)  
Leadership and Contact Details

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BaCuLit
“Basic Curriculum for Teachers´ In-Service Training in Content Area Literacy in Secondary Schools”

- **Duration:** January 2011- December 2012 (continued by the ISIT and BleTEach projects)

- **Countries involved:** Germany, Romania, Hungary, Netherlands, Norway, Portugal, Sweden

- **Languages involved:** English, German, Romanian, Hungarian, Dutch, Portuguese, Swedish
BaCuLit and ISIT both address:

• educational policy makers,
• providers of teacher PD,
• teacher educators,
• subject area teachers mainly of secondary schools,
• students, mainly of secondary schools.
BaCuLit
Structure and Content

- BaCuLit and ISIT both address the problem of low literacy skills in many European countries and the **unsatisfying status of teachers' continuous professional development** (CPD) in the EU.
- **A Handbook for Trainers and a Workbook for Teachers** were created and translated in different languages
- **Teachers** in almost all partner countries completed the **course** during the pilot phase and gave feedback
- The **BaCuLit curriculum is modular** and focuses on the recommended principles of lesson planning (M1), text structure and diversity (M2), vocabulary instruction (M3), teaching cognitive and metacognitive reading strategies (M4), formative assessment for Content Literacy and Learning (M5) and BaCuLit practices of lesson planning (M6).
BaCuLit Modules

(1) BaCuLit Principles of Lesson Planning
(2) Text Structure & Text Diversity
(3) Vocabulary Instruction
(4) Reading Strategies
(5) Formative Assessment
(6) BaCuLit Practice of Lesson Planning

Supporting teachers’ selfconcept as teachers for content area literacy
BaCuLit
Resources and References

• Websites
  • http://www.baculit.eu
  • www.adore-project.eu
  • www.isit-project.eu

Literature:

• Garbe, Christine (Hg.) (2013): Basic Curriculum for Teachers’ In-Service-Training in Content Area Literacy in Secondary Schools. Handbook for Trainers. Cologne: University of Cologne, BaCuLit Association e.V.; 275 S.
BaCuLit
Leadership & Contact Details

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Thank you.