BACULIT

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The Conceptual Framework
for In-service Teacher Education
of the Comenius-Project ‚BaCuLit'

17th European Conference on Reading
‚Literacy and Diversity'

Round Table:
Professional Development

Mons, Belgium
02.08.2011

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Basic **Cu**rriculum for Teachers' In-Service Training

in Content Area **Lit**eracy in Secondary Schools

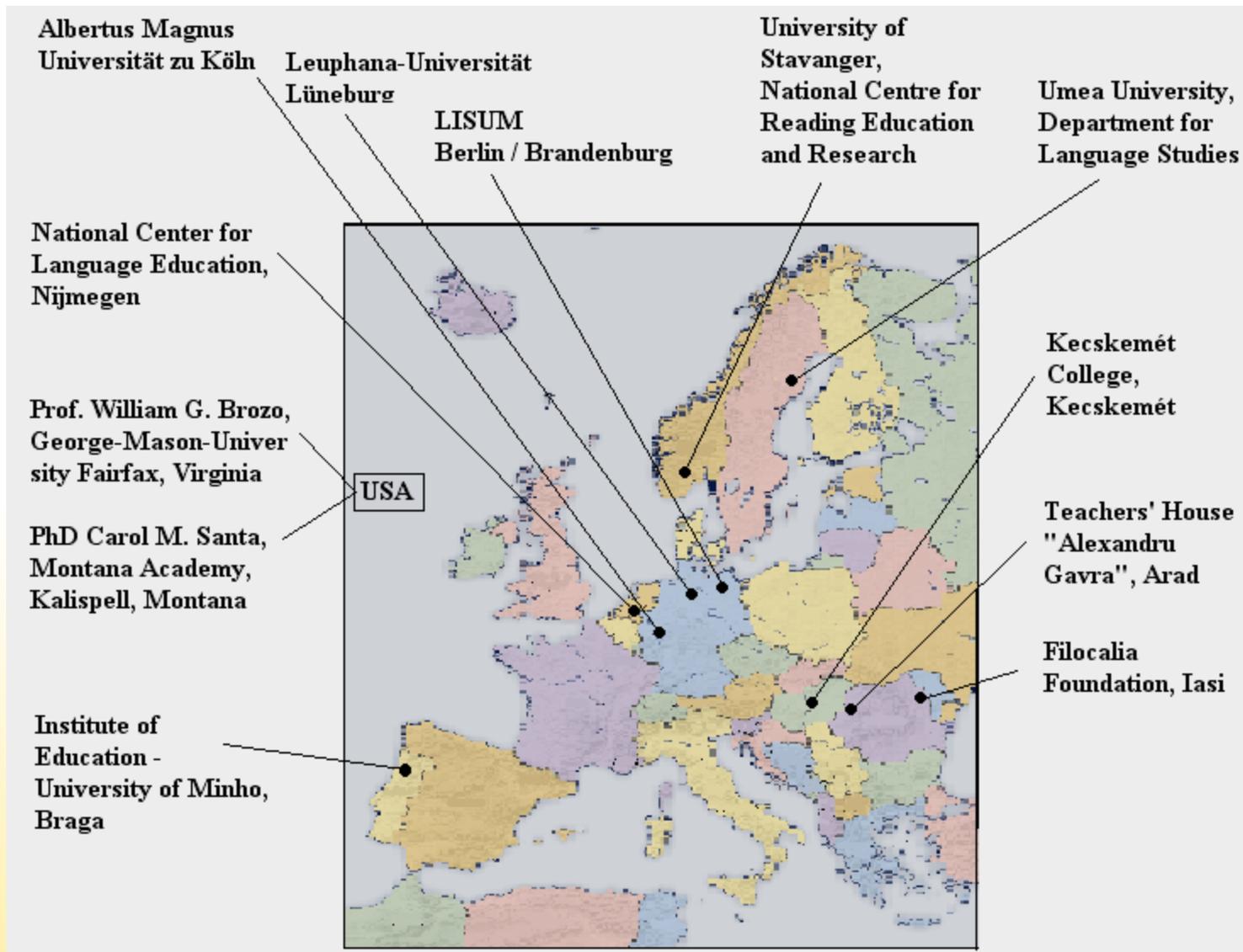(Budget: 500,000 €; project duration: January 2011 to December 2012)

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

Basic curriculum 'Content Area Literacy'
→ knowledge base which teachers should have in content area reading literacy

Multiplier & coaching system
→ creating local expertise to change classroom practice sustainably

Website: www.alinet.eu

Albertus Magnus Universität zu Köln

Leuphana-Universität Lüneburg

LISUM Berlin / Brandenburg

University of Stavanger, National Centre for Reading Education and Research

Umea University, Department for Language Studies

National Center for Language Education, Nijmegen

Prof. William G. Brozo, George-Mason-University Fairfax, Virginia

PhD Carol M. Santa, Montana Academy, Kalispell, Montana

USA

Kecskemét College, Kecskemét

Teachers' House "Alexandru Gavra", Arad

Filocalia Foundation, Iasi

Institute of Education - University of Minho, Braga

Team

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

Consulting:

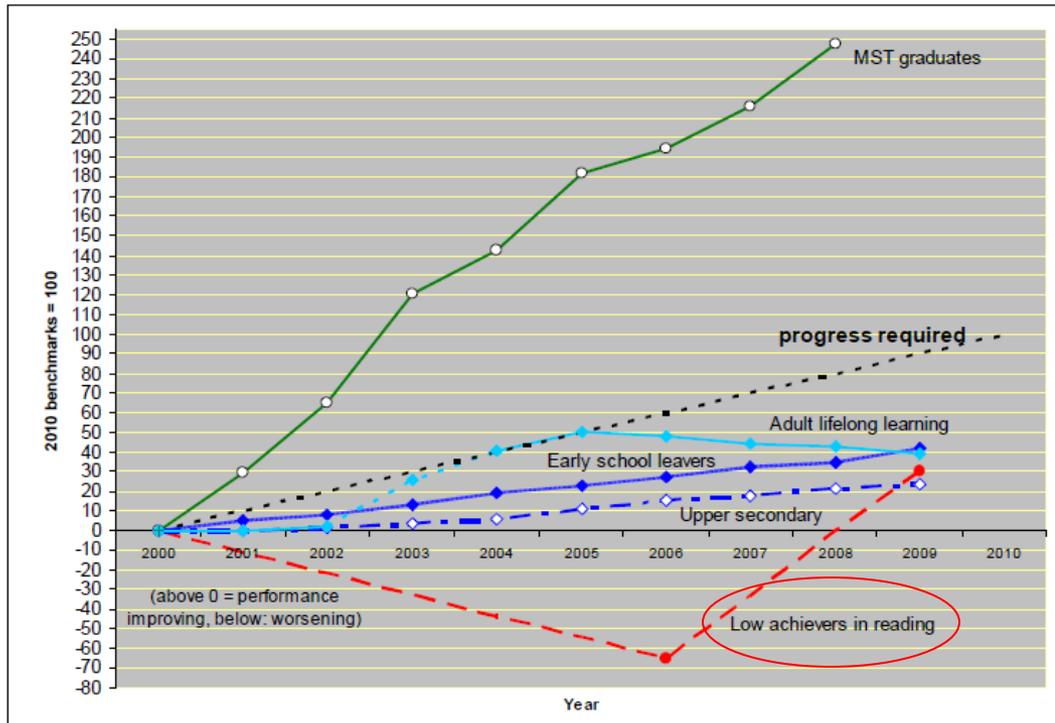2 American experts in ‚content area literacy'

Project management:

Prof. Dr. Christine Garbe

PD Dr. Karl Holle

BaCuLit has been designed
as a reaction to the problem of low achievers in the EU

Source: European Commission DG EAC

EU Benchmarks for 2010:

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

EU Benchmarks for 2020:

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

(1) "Performance on reading literacy of young people deteriorated in the period to 2006. Most recent data for 2009 show a good improvement which is, however, not sufficient to meet the target for 2010".

→ More effective ways of schooling and instruction have to be developed

BaCuLit has been designed
as a reaction to the problem of low achievers in the EU

(2) In some European counties only mother tongue education in elementary schools is responsible for teaching reading .

The idea of content area reading (reading to learn) and 'reading across the curriculum' has to be fostered.

(3) The 'selective principle' within the educational philosophy of some European school systems is hindering the appreciation of effective support systems for all students.

The idea of the support principle combined with the use of formative assessment in instruction has to be fostered.

(4) For improving instruction in a medium term, in-service teacher education is most necessary.

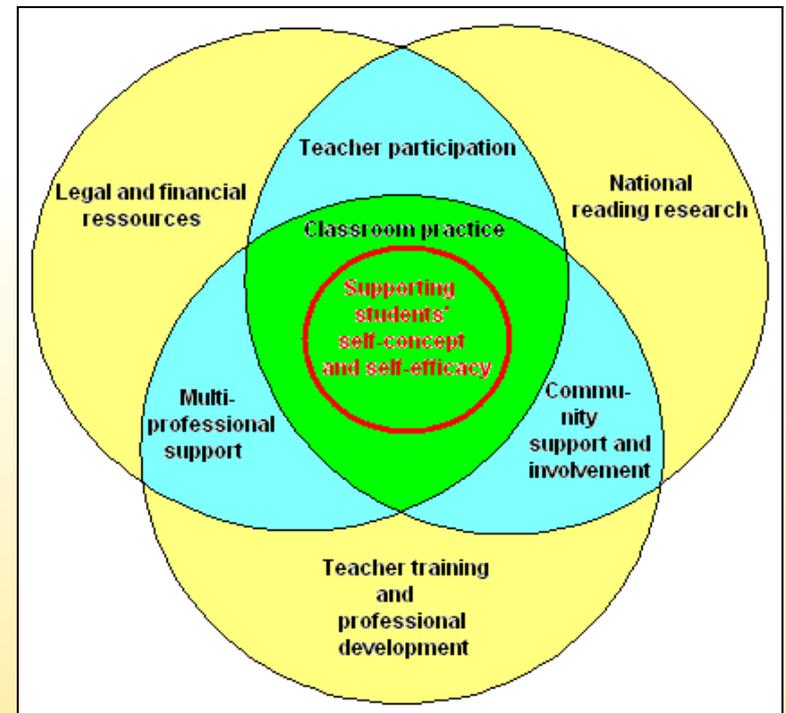The most effective ways of in-service teacher education need to be tried out.

- BaCuLit is mainly based on the results of the international *ADORE-study (www.alinet.eu)*

Reading Instruction Cycle
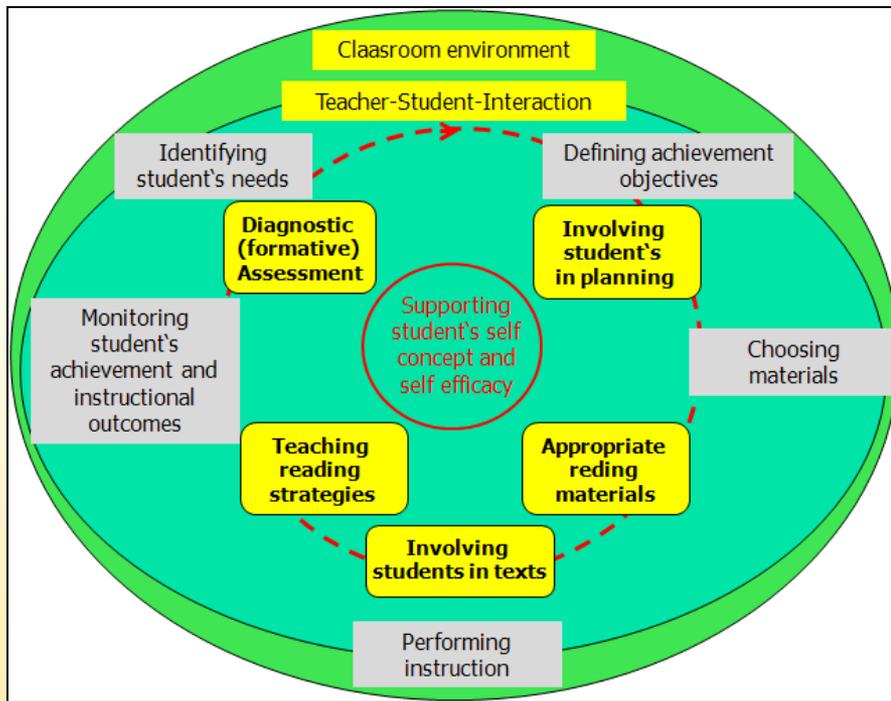
Flower Model of influencing factors

Central Constraints for Good Practice

Hindering   **<>**   **Fostering**

Acquisititon of Reading Literacy

Elementary grades only (learning to read)   Secondary grades too (reading to learn)

Adolescent Struggling Readers

Non readers with insufficient motivation   *readers* with special needs 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

Reading Materials in Language Arts Curricula

Canonical literature   Authentic 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   Also legal rights for individual support

Research on effective in-service teacher training

One-shot activities or *short scale approches* 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').
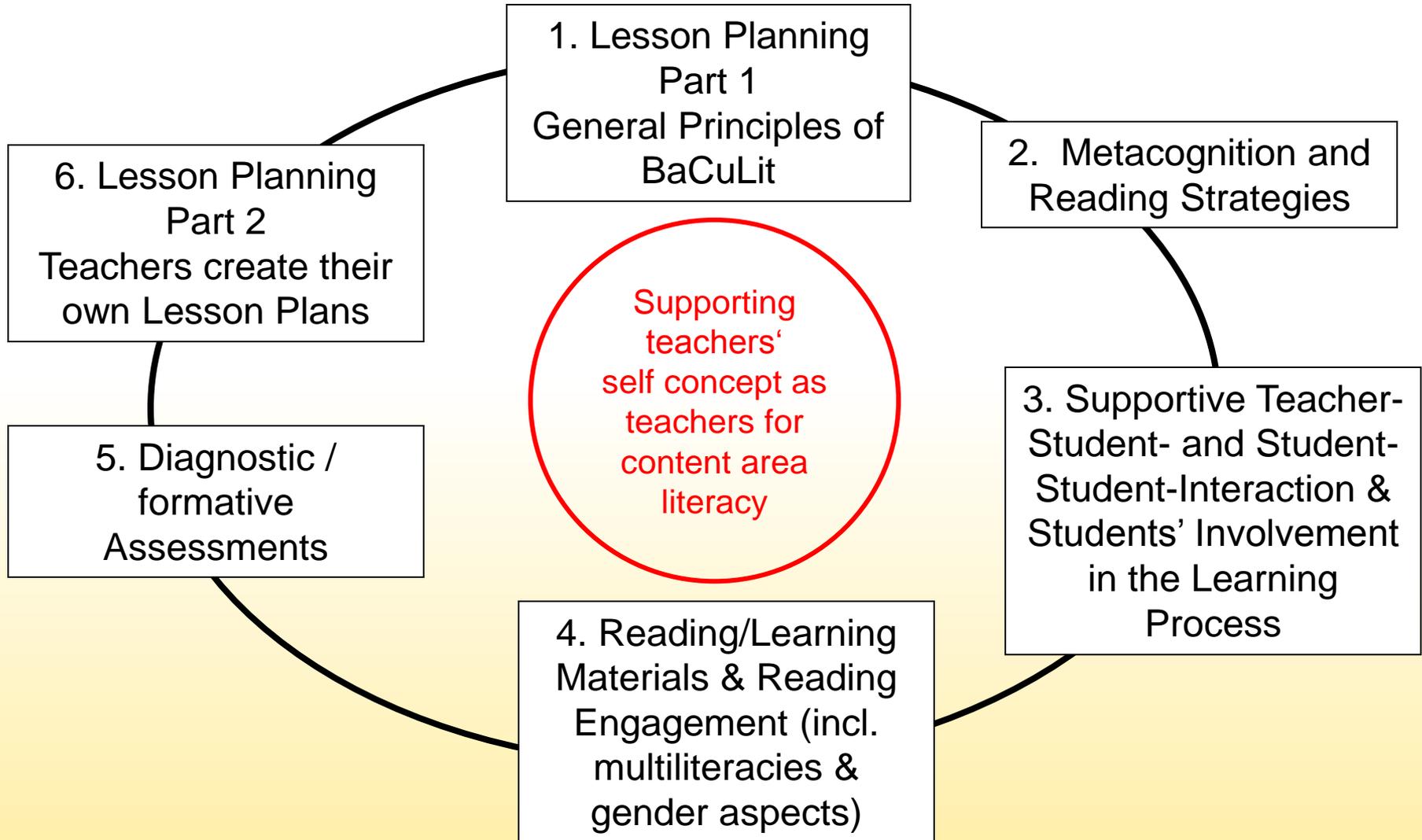
Overcoming the 'kowlegde-action-gap' needs *large scale approaches* coaching teachers continually over a longer time period .Teachers try out what they learned in the training and form local learning communities which offer support and foster commitment and accountability.

Blended-Learning-Concepts seem to be appropriate aproaches because they use time, personal and financial ressources in an optimal way.
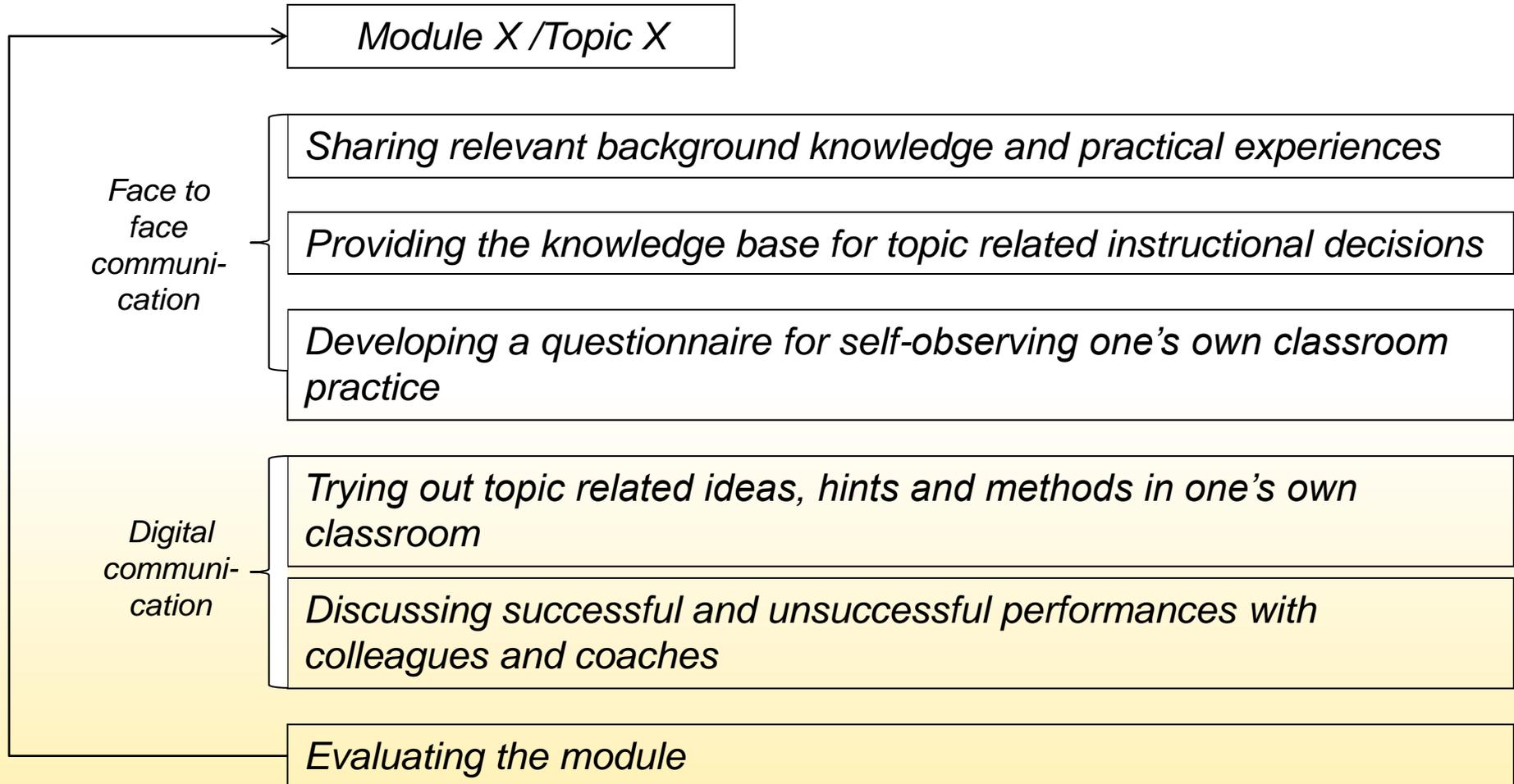
The curriculum consists of 6 modules (12 units à 3 hours)

1. Lesson Planning Part 1 General Principles of BaCuLit

2. Metacognition and Reading Strategies

3. Supportive Teacher-Student- and Student-Student-Interaction & Students' Involvement in the Learning Process

4. Reading/Learning Materials & Reading Engagement (incl. multiliteracies & gender aspects)

5. Diagnostic / formative Assessments

6. Lesson Planning Part 2 Teachers create their own Lesson Plans

Supporting teachers' self concept as teachers for content area literacy

Structure of modules

Module X /Topic X

Face to face communi-cation

Sharing relevant background knowledge and practical experiences

Providing the knowledge base for topic related instructional decisions

Developing a questionnaire for self-observing one's own classroom practice

Digital communi-cation

Trying out topic related ideas, hints and methods in one's own classroom

Discussing successful and unsuccessful performances with colleagues and coaches

Evaluating the module

15 teacher trainers of 7 European teacher training institutions (Content Area Reading Facilitators)

- In cooperation with 12 scientists these 15 teacher trainers will develop, implement and evaluate the basic curriculum for content area literacy at their locations.

- These 15 teacher trainers are staff members who are professionals in in-service teacher training being already engaged in improving teachers' expertise in reading literacy.

- They are willing to implement change in their institution's curriculum for this domain, and to establish permanently the basic curriculum in their in-service teacher training system.

140 teachers (20 at each partner institution) who will be trained by the 15 Facilitators
(Content Area Reading Leaders)

- They will be reached during the implementation phase.

- The pilot teaching of 7 months will include workshops and a following in-service support.

- It will enable the 140 teachers of the first cohort to build up an expertise in assessing reading problems of their students and applying strategies to foster literacy in all subjects at their schools.

- They will build up professional development communities by using the BaCuLit communication platform.

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

Level 2: *Scientists*
(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*
(responsible for coaching their respective teacher communities of their institutions by implementing the modules)

| Inst 1 | Inst 2 | Inst 3 | Inst 4 | Inst 5 | Inst 6 | Inst 7 |
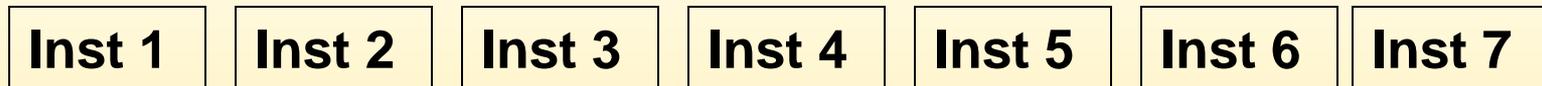
Level 4: *Teachers (content area reading leaders)*
(responsible for communicating their classroom performances)

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

    - <u>1st Workshop in Nijmegen, Netherlands</u>: Discussion of the Basic Curriculum and the training concepts

    - <u>2nd Workshop in Braga, Portugal</u>: Final discussion of the pilot versions of the modules and the training concept

    - <u>Results of the development phase</u>:

        ❖ Structure of the Basic Curriculum with 6 modules

        ❖ Teachers' handbook

        ❖ Training concept

        ❖ Structure of the communication platform

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

- The total scope of the pilot teaching will be 36h (12 units x 3h). Depending on national or local conditions, the units will be taught flexibly. The teachers will participate in the evaluation.

- Translation of the modules and the handbook into national languages

- Supporting visits: Tandem partners visit each other during pilot teaching

- Results of implementation phase:

    - ❖ 6 implemented and evaluated modules
    - ❖ Supported BaCuLit trainers
    - ❖ About 140 trained BaCuLit teachers

3. **Dissemination Phase** *(August 1, 2012 – December 31, 2012)*

- <u>3rd Workshop in Cologne, Germany</u>:

  - ❖ Analysing the results of the piloting

  - ❖ Suggesting further improvements

  - ❖ Preparing the publications in English and in six national languages

  - ❖ Deciding on a dissemination concept

For further information or comments

please contact
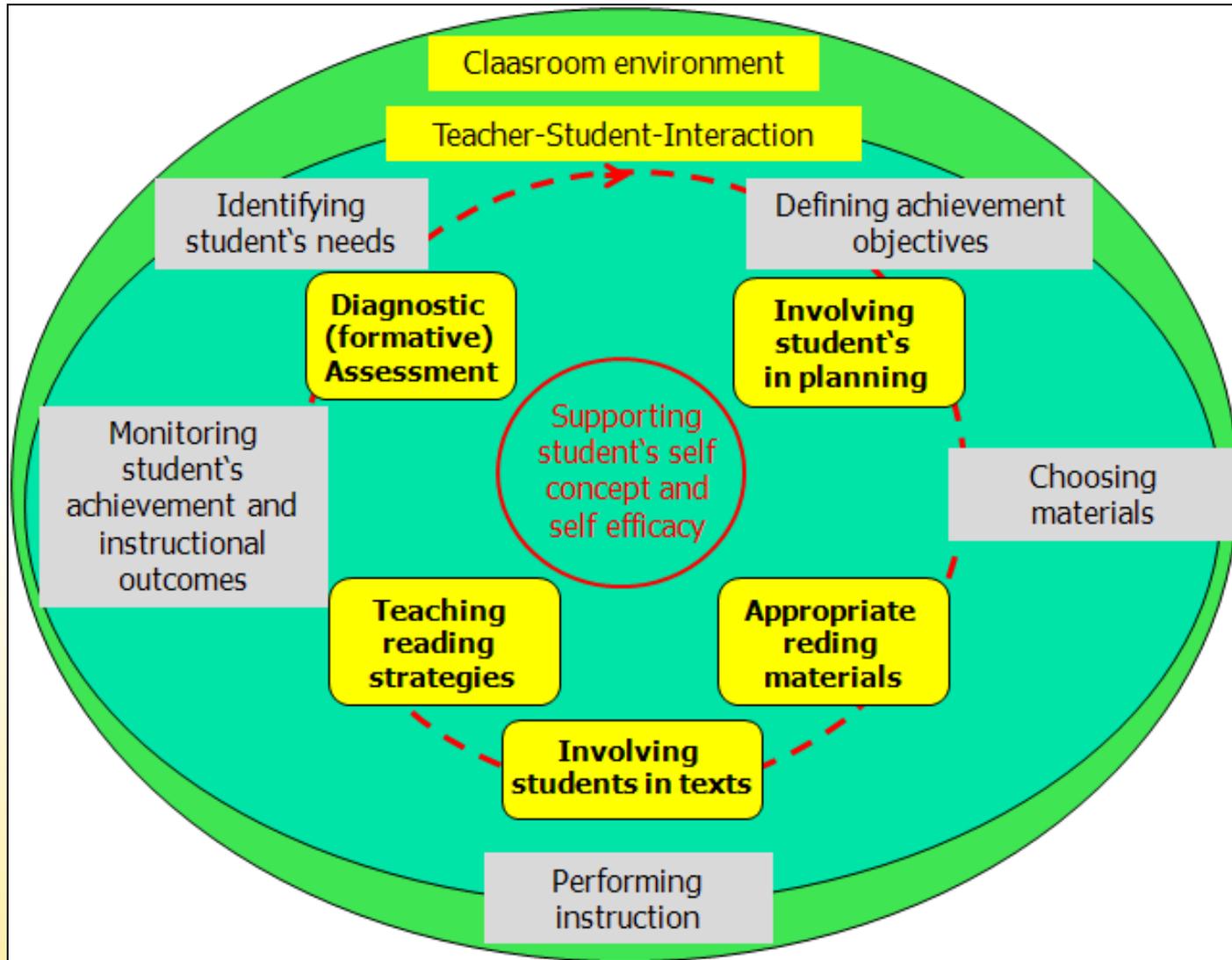
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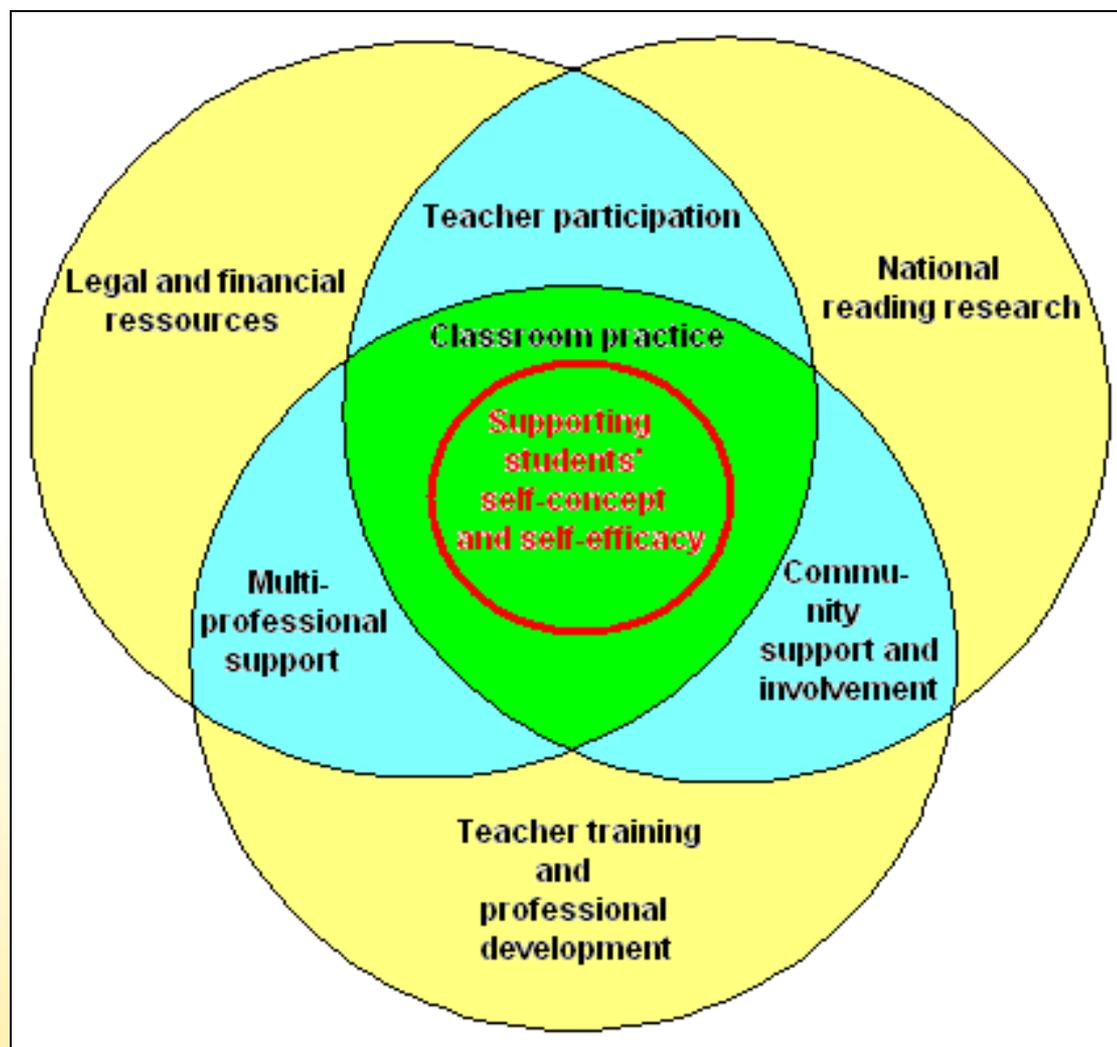
or

Karl Holle (holle@uni.leuphana.de)

or

visit the project's **website**: www.alinet.eu

Annex

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.

Commission on the European Communities: Commission staff working document. Progress towards the Common European Objectives in Education and Training. Indicators and benchmarks 2010/2011: http://ec.europa.eu/education/lifelong-learning-policy/doc/report10/report_en.pdf.