Teaching Literacy across all school subjects.

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School Education Gateway, Webinar Input, 30. April 2019
# The new European Framework of Key Competences for Lifelong Learning (May 2018)

1. **Literacy** as a basis for further learning and communication in different societal and cultural contexts
2. Languages
3. Science, technology, engineering and mathematics (STEM)
4. Digital competences
5. Personal, social and learning competences
6. Civic competences
7. Entrepreneurship
8. Cultural awareness and expression.

**Source:** [https://ec.europa.eu/education/education-in-the-eu/council-recommendation-on-key-competences-for-lifelong-learning_en](https://ec.europa.eu/education/education-in-the-eu/council-recommendation-on-key-competences-for-lifelong-learning_en)
Literacy became a European issue after the PISA 2000 - Shock

The international PISA studies use the following definition:

Reading Literacy is “the ability to understand, evaluate, use and engage with written texts to participate in society, to achieve one’s goals, and to develop one’s knowledge and potential”.

(OECD 2013, p. 59)
Major International Assessments on Reading Literacy since 2000

**PIRLS** – Progress in International Reading Literacy Study 2001, 2006, 2011, 2016 ... assessing *4th graders*


**PIAAC** – Programme for International Assessment of Adult Competencies 2011/2012 assessing *16-65 year-olds*
All reading assessments since 2000 reveal: across Europe, on average 20% of children, adolescents and adults lack basic reading skills.

“One in five 15-year-old Europeans, as well as nearly 55 million adults, lack basic reading and writing skills”

(ELINET Basic Information)

This increases the risk of poverty and social exclusion and limits numerous opportunities for cultural participation, lifelong learning and personal growth.

**Literacy**

- Is indispensable to human development and education
- Is fundamental to social and cultural participation
- Is essential for a strong democratic society
- Enables people to live full and meaningful lives
For more facts and numbers: Find 30 Literacy Country Reports under the link „Research“ on the ELINET Website [www.eli-net.eu](http://www.eli-net.eu)

Thanks to all contributors of the ELINET Symposium 2018

> READ MORE
My Personal Background: Coordination of European Literacy Projects since 2006


- 2011-2012 Coordinator of a Comenius-project: “BaCuLit – Basic Curriculum for Teachers’ In-Service Training in Content Area Literacy in Secondary Schools” together with partners from 7 European countries and American experts

- 2013 – 2014 Coordinator of a Comenius-project: “ISIT – Implementation Strategies for Innovations in Teachers’ Professional Development” together with partners from 8 European countries
My Personal Background: Coordination of European Literacy Projects

- **2014 - 2016** Coordinator of the “**European Policy Network of National Literacy Organisations - ELINET**”, including **80 partner organizations from 28 European countries** (Website: [www.eli-net.eu](http://www.eli-net.eu))

- **2015 – 2018** Coordinator of an Erasmus+ project: “**Blended Learning in Teachers’ Professional Development - Developing a Blended Learning Course in Content Area Literacy for Secondary Teachers (BleTeach)**”, with partners from **6 European countries** (Website: [www.blend-ed.eu](http://www.blend-ed.eu))

Share of ‘poor readers’ in the participating countries: 15 year old students who failed to reach competence level II (according to PISA 2006):

<table>
<thead>
<tr>
<th>Country</th>
<th>% of poor readers</th>
<th>Country</th>
<th>% of poor readers</th>
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<tbody>
<tr>
<td>Finland</td>
<td>4,8</td>
<td>Hungary</td>
<td>20,6</td>
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<td>Estonia</td>
<td>13,7</td>
<td>Austria</td>
<td>21,5</td>
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<td>Poland</td>
<td>16,2</td>
<td>Netherlands</td>
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<td>Switzerland</td>
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<td>Belgium</td>
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Some bullet points about ADORE

- Our task - Topic of the Socrates programme call:
  “Better understanding of the phenomenon of poor reading skills and poor readers in order better to combat the problem”

- Our goal: Defining “key elements of good practice” in teaching literacy (not only, but especially for poor readers) on
  - Classroom level
  - School level
  - Community level
  - National level

- Our project design: Visiting 30 (secondary) schools with innovative literacy programmes in 11 countries, analysing programmes and practices
Findings


Summary of the Project in English and German for download on the BleTeach Website: www.blend-ed.eu
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
Findings: The ADORE Reading Instruction Cycle (RIC)
One major finding on the higher levels: Raising teachers’ literacy expertise is crucial

“… the quality of teachers’ work is a key determinant of students’ educational success. (…) 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…” (ELINET Frame of Reference for the Country Reports, 2016, p. 29)

“The quality of an education system cannot exceed the quality of its teachers.” (McKinsey et al. 2007)
Main Result of ADORE: Designing the BaCuLit Project (2011 – 2012)

Project Title: „Basic Curriculum for Teachers‘ In-Service Training in Content Area Literacy in Secondary Schools“

Partners: Germany, Hungary, Netherlands, Norway, Portugal, Romania, Sweden, US experts

Main Objective: Developing a European PD course in content area literacy for secondary teachers of all school subjects

Project Design: Drafting 6 modules in English, translating all materials into national languages, piloting all modules in all countries with the target group, evaluating the piloting, analyzing results and revising the course.

QUESTION: What is „Content Area Literacy“ (or „Disciplinary Literacy“*)?

Let’s start with an example: How to make meaning out of a text

„DRIVE SLOWLY
WE LOVE OUR KIDS“

This is a multi-modal text, using written language and images. PISA uses the term „non-continuous text“
Theoretical structure of reading literacy according to PISA

(Source: OECD 2006: 50)
What is „Content Area Literacy“ or „Disciplinary Literacy“? One Example

http://dc423.4shared.com/doc/D_iNuu72/preview.html
One example: How reading matters in solving mathematical tasks

Outcomes: The BaCuLit Curriculum (6 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’ self-concept as teachers for content area literacy
Outcomes of BaCuLit

- BaCuLit Website: [www.baculit.eu](http://www.baculit.eu) (no longer online)
- 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 [Moodle]
- International BaCuLit Association e.V.
If you want to learn more about BaCuLit and use the materials which the project developed:

The BaCuLit Handbook for Trainers (275 pp.) and Workbook for Teachers (170 pp.) are both available for you as pdf-files on School Education Gateway.
BaCuLit example I - Effective Teaching and Learning: Which role should the teacher take?

- **“Sage on the stage”** controls the teacher-centred classroom, is keeper of knowledge in conventional sequential settings.

- **“Teacher as activator“ and “change agent“** (Hattie 2009) builds positive relationships with students, communicates high expectations to each and every student, provides students with challenging tasks, supports them with modelling, direct instruction and scaffolding.

- **“Guide on the side“** facilitates learning experiences and conceptual change as a coach in student-centred cooperative learning scenarios.
Transmitter model:
- teacher takes role as direct transmitter of knowledge, has explicit control over selection of materials, sequencing and pacing of learning

Apprenticeship model:
- Adaptive teaching approach addressing all dimensions of complex learning processes: providing modelling and direct instruction, support and guidance through scaffolding and fading with the aim of learner autonomy.

Constructivist model:
- learner-centred classroom scenario, students gain knowledge by processes of meaning-making, vital importance of co-construction of meaning with peers in cooperative learning environment.
Effective Teaching and Learning: The Cognitive Apprenticeship Approach

Teacher-centred

Modelling

Scaffolding

Fading

New Skill to be Learned

Skill Learned

Independent Learning

Student-oriented
Teacher role and student role as interactive parts

**Teacher Does**
- **Step 0:** Choosing and preparing strategy and text

**Students do/teacher helps**
- **Step 1:** Modelling of strategy
- **Step 3:** Scaffolding strategy use
- **Step 4:** Independent Use
- **Step 5:** Application = transfer of internalized strategy

**Students do/teacher watches**
- **Step 2:** Apprenticeship of use

**Teacher does/students watch**
- **Step 1:** Modelling of strategy

**Teacher does/students help**
- **Step 2:** Apprenticeship of use

**Students do/teacher helps**
- **Step 3:** Scaffolding strategy use

**Students do/teacher watches**
- **Step 4:** Independent Use

**Students do**
- **Step 5:** Application = transfer of internalized strategy
The Reading Apprenticeship Model

The 5 Dimensions of Reading Apprenticeship

1. Metacognitive Conversation (Internal and External)
2. Social Dimension
3. Personal Dimension
4. Cognitive Dimension
5. Knowledge-Building Dimension
What is the difference between cognition and metacognition?

Cognition: how many legs does the elephant have?

Metacognition: why is it so difficult to count these legs?

You should start the „Metacognitive Conversation“ with your students by „Thinking Aloud“

Making Thinking Visible – Modelling how you (the expert / teacher) construct meaning out of a text:

• **Predicting:** I guess this paragraph will deal with ...
• **Visualizing:** I imagine in my mind this scene as ...
• **Assuming / making connections:** This reminds me of ....
• **Questioning:** I wonder if ... who... why... what.... where...? 
• **Clarifying** comprehension problems: I got confused when.... , I didn´t expect ....
• **Summarizing:** The main topic in this paragraph was...
• **Reflecting:** This worked well...., Next time I will ....
Task for a pair of teachers:

Please solve this Sudoku by practicing „Thinking Aloud“: explain to your partner all your thoughts and the strategies you apply in order to find the correct number. Change roles after having solved some lines.

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Preparation: Trainer explains the rules of a Sudoku and models the procedure with one Number, e.g. No 7.
When students are metacognitive, they...

- are in charge of their own learning (…)
- set learning goals, know how to use a variety of strategies to meet these goals, and can revise their plans to reach their goals effectively
- know how to reread, to self-question, and to organize information
- constantly assess their own learning progress: Do I understand this point? Should I write this idea down? Is the author making this clear; or do I need additional information?

(CRISS 2012, p. 6)
The BaCuLit Lesson Planning Framework

Supporting students’ content area learning by improving their literacy skills

- Vocabulary
- Texts
- Reading Strategies
- Assessment

Interaction

Engagement

Metacognition
What we developed after BaCuLit: The BaCuLit 2.0 Curriculum in Blended Learning Format
Why Literacy matters: „Literacy is a Basic Human Right“

“**Literacy is a bridge from misery to hope.** It is a tool for daily life in modern society. It is a bulwark against poverty, and a building block of development, an essential complement to investments in roads, dams, clinics and factories. Literacy is a platform for democratization, and a vehicle for the promotion of cultural and national identity. (...) **For everyone, everywhere, literacy is, along with education in general, a basic human right.**.... Literacy is, finally, the road to human progress and the means through which every man, woman and child can realize his or her full potential.”

– **Kofi Annan** *(Secretary-General of the United Nations from 1997 - 2007)*
Everyone in Europe has the right to acquire literacy. EU Member States, candidate and associate States should ensure that people of all ages, regardless of social class, religion, ethnicity and gender, are provided with the necessary resources and opportunities to develop sufficient and sustainable literacy skills and knowledge in order to effectively understand and use written communication in print and digital media.
More resources for you on the ELINET Website [www.eli-net.eu](http://www.eli-net.eu)

1. A **European Framework of Good Practice in Literacy Policies** (EFGP) covering all age groups and relevant policy areas
2. A sample of **109 Examples of Good Practice** covering all policy / education areas and age groups
3. 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.
4. A **Declaration of Literacy as a Human Right** in 21 languages
5. Toolkits and Guidelines for **Fundraising and Awareness Raising**
6. ... and much more
Thank you.

Time for Questions and Comments 😊