

ELINET Round Table

Good practices in Europe in implementing literacy programmes in pre and in service teacher education

Chairpersons: Christine Garbe (Germany) and Sari Sulkunen (Finland)

This Round Table will focus on the need expressed in ELINET's Literacy Declaration: "All teachers receive effective initial teacher education and professional development in literacy teaching and learning in order to be well prepared for their demanding tasks". We want to present programmes and good practices across Europe and from the United States in order to learn from each other, to connect and exchange our knowledge and experiences and to develop common strategies for the future. The Round Table will be organised by ELINET's thematic working group "Adolescent and Disciplinary Literacy" and is comprised of five contributions.

Presentation 1: Learning from the past for the future: The role of disciplinary literacy for twenty-first century teaching and learning

Prof. Dr. Vicky_Zygouris-Coe, PhD., University of Central Florida, USA

Twenty-first century literacy and learning place unique demands on teachers and students and call for comprehensive, deep, and specialised literacy knowledge and skills. Although disciplinary literacy started to gain attention in 2008, there is still much need for conceptualising and further developing our knowledge about the role of disciplinary literacy in teaching and learning, especially in grades 6-12.

Disciplinary literacy in the subject areas is a much-needed and vital approach to developing students' discipline-specific advanced literacies (De la Paz et al., 2017; Shanahan & Shanahan, 2008, 2012). Although we know that subject areas (Moje, 2010/2011, p. 276) and related professions are framed by the disciplines (Moje, 2015, p. 259), instruction in the subject areas often places literacy at the periphery of the subject area (Zygouris-Coe, 2015). Educators still grapple with conceptualising a disciplinary literacy instructional framework in the context of policies and demands that at times prevent them from teaching and apprenticing students in ways of knowing, learning, and doing in the disciplines. Disciplinary literacy focuses on the specialised ways in which reading, writing, speaking, and habits of mind are used in each discipline to develop and communicate knowledge (Moje,

2008; Shanahan & Shanahan, 2014a; Zygoris-Coe, 2015). Disciplinary literacy does not refer simply to a change in terminology, but instead it requires a paradigm shift in how literacy instruction is conceptualised and implemented in the subject area classroom (Fang & Coatoam, 2013; Shanahan & Shanahan, 2012; Pytash & Ciecierski, 2015).

As part of this session, the presenter will: (a) present a summary of policy and research related to disciplinary literacy, (b) make connections between a disciplinary literacy framework for teaching and learning and twenty-first century learning demands, (c) share lessons learned from professional development in disciplinary literacy, and (d) engage the audience in a session-related discussion.

Presentation 2: MEL: A basic curriculum for the training of teachers in literacy instruction for young children in Italy

Tiziana Mascia, University of Bozen, Italy

MEL Literacy Education is a comprehensive plan for literacy instruction elaborated by the Free University of Bozen - Bolzano and the Italian Centre for Books and Reading (CEPELL) which aims to develop a basic curriculum for teachers of kindergarten and primary school. This curriculum may be used in teacher training and in-service training as element of professional development and is integrated with the National Guidelines for Literacy provided by MIUR (2012). The objectives are: to provide reading professionals with the necessary knowledge and skills; to define standards and research-based principles of teacher training in the area of the literacy learning of young children (K-12), and to identify good practice examples of how to implement innovations into literacy instruction at school. This presentation focuses on the differences that were detected through a multi-method analysis (quantitative and qualitative) in teachers and students at pre and post training stages.

Presentation 3: Research on teachers' needs to implement disciplinary literacy PD programmes

Prof. Dr. Maria de Lourdes Dionísio, University of Minho, Braga, Portugal

The Portuguese curriculum does not institute explicit disciplinary literacy as a competence to be developed in all curricular subjects. Nevertheless, national concerns about access to knowledge and information put great emphasis on teacher education and on training in reading and writing all kinds of print and digital texts. Sharing Timothy and Cynthia Shanahan's views about the "confusion over what would constitute a sound content area literacy curriculum for middle

and high school students and what preparation their teachers need to receive" (2012:7), research data from a wider project on disciplinary literacy in Portuguese schools are being analysed, in order to produce guidelines for the design of PD programmes on disciplinary literacy. One of the steps towards achieving this goal is an inquiry of teachers of students in several disciplines including: Portuguese and foreign languages, maths, sciences and history, at second and third school levels. The inquiry sought to identify their needs regarding conceptual content (text, genre, and similar) as well as teaching strategies that they feel are necessary to consider when reading and writing texts for learning their specific conceptual content.

Presentation 4: Teaching disciplinary literacy in history: Implications for pre and in service training of teachers

Dr. Sari Sulkunen, University of Jyväskylä, Finland

In the context of adolescent literacy, disciplinary literacy is introduced in many countries as one of the ways to support development of literacy competence of our youth. In Finland, the national curricula introduce disciplinary literacy within the cross-curricular topic of multiliteracy. Thus, teaching disciplinary literacy is the responsibility of every content-area teacher, and teaching in content areas should focus on procedural knowledge (or skills) in addition to substantial (factual) knowledge. In this presentation, I discuss the implications of the results of a research project called "Engaging in disciplinary thinking: Historical literacy practices in Finnish general upper secondary schools". The project aims to analyse and describe the texts and literacy practices in history classrooms, to assess students' proficiency, to conduct interventions, and to develop teaching and assessment methods and materials. In the project, studies focusing on teacher beliefs and classroom practices have shown that the challenges in the disciplinary literacy teaching in the content area of history are mostly pedagogical. Implications of these results for teacher education are discussed.

Presentation 5: Blended learning in teachers' professional development: How to implement a European content area literacy course in different European countries

Prof. Dr. Christine Garbe, University of Cologne, Germany

The European Erasmus+ project BleTeach (2015 to 2018) developed a blended learning course in content area (or disciplinary) literacy for secondary teachers in six European

countries: Belgium, Germany, Hungary, Portugal, Romania, and Russia. (More information on the BleTeach-website: www.blended-ed.eu). The English master version of the course (Title: **IDEAL - Improving Disciplinary LEARNING through Literacy**) consists of six modules; some partners added other modules in their national versions. We offer information about the content and results of the project in an oral presentation about BleTeach (Garbe & Dionisio). In this Round Table contribution, I want to examine the different national implementation concepts, which each partner developed for his national conditions. My comparative analysis of these implementation concepts will provide an interesting basis for discussing opportunities and obstacles in establishing national PD programmes that aim to include literacy into teacher education and professional development.