

BaCuLit

Supported by: Lifelong Learning – Comenius (Jan.2011 – Dez.2012)



Basic Curriculum for Teachers' In-service Training in Content Area Literacy in Secondary Schools

Summary of the project

This Comenius project is based on the results of the international ADORE-study: "Teaching Adolescent Struggling Readers – A Comparative Study of Good Practices in European Countries", funded by the European Socrates Program from 2006 to 2009 (Summary of the project's results can be downloaded from: www.adore-project.eu). The BaCuLit-project intends to develop, test and implement a *Basic Curriculum for Teachers' In-service Training in Content Area Literacy in Secondary Schools* [BaCuLit]. For this purpose, 10 partners from universities and in-service teacher training institutions from 7 European countries cooperate in this project; they are supported and consulted by two American experts (duration of the project: 01/2011 – 12/2012).

The project is located within the horizon of "learning skills" but focuses on "reading skills": It intends to extend secondary school teachers' expertise to improve their students' fluency, reading habits and comprehension strategies for diverse texts in all school subjects and to help them building a stable self-concept as readers and learners. Most urgent in this respect is to foster the so called "content area reading literacy" or "reading across the curriculum". The term "content area literacy" refers to teachers' competence to deal with reading/writing/learning instruction not only on the elementary level in the language arts classes, but in all subjects and all school levels. The project uses a "multiplier- and coaching-approach" which means that first, teacher trainers are educated and then will be supported in educating a first teacher cohort and in sustaining those teachers' change of classroom practice.

The basic curriculum will define the minimal knowledge every secondary content area teacher in the EU should have about teaching reading skills in all school subjects. It will provide 6 modules of 6 hours professional development course units each, including teaching material, collaborative tasks for improving one's own classroom practice and online support. Although the basic curriculum will only be implemented in 6 European countries, it will define the first overall European minimal standard for in-service teacher training in content area literacy. After being tested, the concept of the basic curriculum will therefore be downloadable on the project's website in English and the partners' languages.

Aims and objectives

BaCuLit aims at enhancing teachers' expertise in content area reading literacy. As one-shot training activities are not enough to actually change classroom practice ("knowledge-action-gap"), BaCuLit will offer a curriculum that can be used on long terms for in-service training. Creating local expertise through a training-of-trainer-model ("multiplier- and coaching-system") is most promising for lasting change in classroom practice. It enables teachers to become part of professional learning communities. This is done by teacher trainers who know their communities and have the respect of their colleagues.

The **Basic Curriculum** consists of **6 modules (12 units à 3h)** which are based widely on the ADORE Reading Instruction Cycle (downloadable in the ADORE-summary: www.adore-project.eu) and actual national and international reading instruction research:

1. General Principles of BaCuLit / Lesson Planning
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.

Contents of each module: Information on why this module matters and theoretical background, trainings and examples of good teaching practices (e.g. videos), self-observation-questionnaires, instruction on how to develop material for one's own classroom.

These modules will be the knowledge base of 4 different outcomes:

- Teachers manual
- Handbook for teacher trainers (incl. basic knowledge on reading theory and research)
- Sustainable trainer support system
- Website with additional materials and examples / communication platform for teachers.

The BaCuLit-Consortium (12 partners from 8 countries)

The project is coordinated by Prof. Dr. Christine Garbe (Cologne) and managed by a German team: Prof. Dr. Christine Garbe, M.A. Martin Gross (both Albertus Magnus University of Cologne), PD Dr. Karl Holle, Stephanie Schmill (both Leuphana University Lueneburg). The following partner institutions cooperate within the BaCuLit project:

1. Germany:

- The Albertus Magnus University of Cologne
- Leuphana University, Lueneburg
- LISUM - State Institute for School and Media Berlin-Brandenburg, Potsdam

2. Hungary: Kecskemét College, Kecskemét

3. Netherlands: National Center for Language Education, Nijmegen

4. Norway: University of Stavanger, National Centre for Reading Education and Research

5. Portugal: Institute of Education - University of Minho, Braga

6. Romania:

- Filocalia Foundation, Iasi
- Teachers' House "Alexandru Gavra" Arad

7. Sweden: Umea University, Department for Language Studies

8. American Experts:

- Prof. PhD William G. Brozo, George-Mason-University Fairfax, Virginia
- PhD Carol M. Santa, Montana Academy, Kalispell, Montana, Co-Founder of CRISS

For further information go to the project's website (<http://www.alinet.eu>) or contact Prof. Garbe (christine.garbe@uni-koeln.de) or PD Dr. Holle (holle@leuphana.de).