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**Olympiaskolan**

Helsingborgs stads skolor

# The Literacy boost

Reading enhancement for continual professional development for teachers 2014 – 2018

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HELSINGBORG

# Background

The program “Läslyftet” was instigated by the Swedish National Agency for Education and is financed by the government.

The most important assumptions are:

- Poor results for students in international assessments in reading comprehension (PISA, OECD, PIRLS)
- Young students tend to read less than previously both in their spare time and in school
- Lack of time for teachers’ collegial learning, discussion and collaboration
- Need for enhancement (boost) in teachers’ professional confidence

# Aim

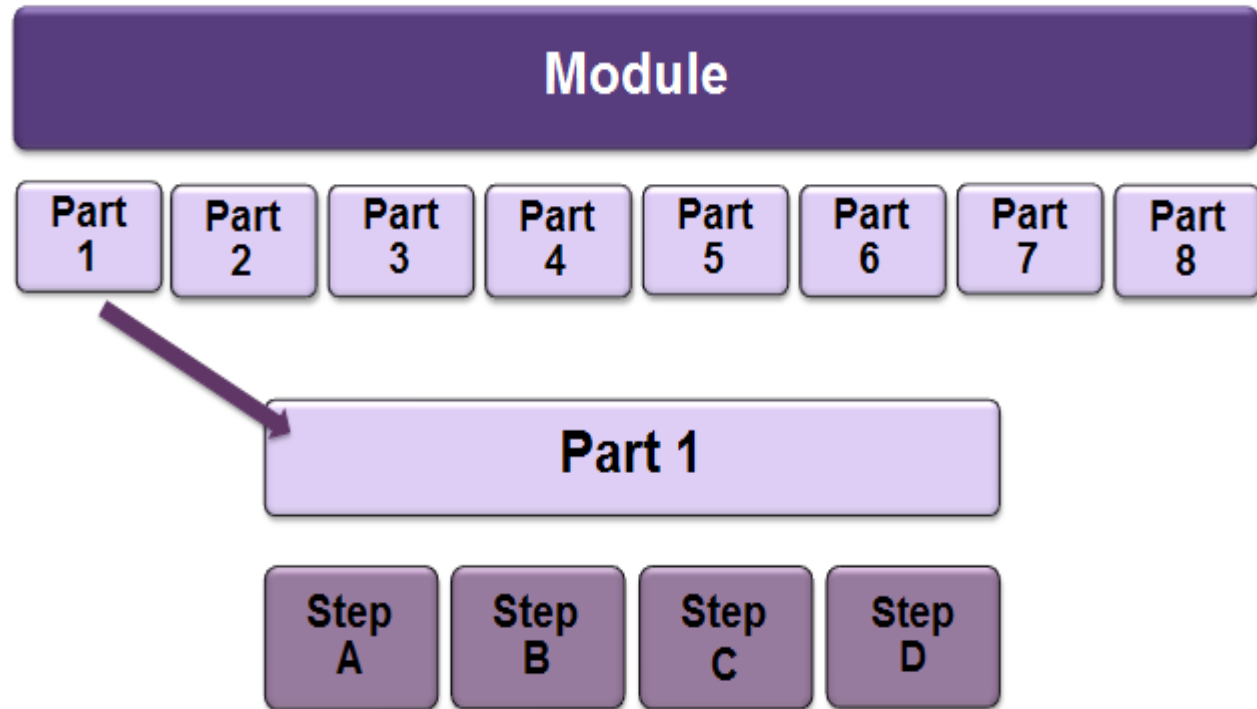
- Improving pupils literacy - reading and writing

Give teachers of all subjects the opportunity to

- Improve and develop teaching skills in literacy
- Have dialogues with colleagues about research and didactical issues
- Try new methodological examples of 'good practice'
- To further develop a common professional language in literacy

# Organization:

Each 'Module' has eight 'Parts', and each 'Part' is divided into four 'Steps' A-D.



# The four steps can be described as follows:

## **Step A: Individual preparation (45-60 minutes)**

In Step A each teacher individually prepares herself by studying the material for that specific Part. The material is produced by researchers at different universities in Sweden.

## **Step B: Collaborative learning (90-120 minutes)**

In Step B, the teachers discuss the material they have studied and they plan a lesson together.

## **Step C: Classroom activity**

In Step C each teacher tests the lesson in his or her classroom.

## **Step D: Follow-up (45-60 minutes)**

In Step D the teachers discuss their experience from their lessons. What went well and why? What can be improved - how?

The aim is deeper understanding and reflection.

# Organization at Olympiaskolan

## The role of each professional

- **Teachers** – work collaboratively with the material
- **School librarians** – work with teachers (if included in certain modules)
- **Moderators** – Facilitate the collaborative discussions and inform teachers about the module.
- **Principals** – organize the work at the specific school:
  - *prioritising* the project by *ensuring* that teachers and moderators have *access to time* and by *inspiring* teachers

# Full time participants complete two modules in one school year

Project plan on a national level (government funded):

- 2014/2015 trial with 29 schools (compulsory schools)
- 2015/2016 – approx. 300 schools (grades 1 – 9)
- 2016/2017 – 700 schools
- 2017/2018 – 700 schools

Each school is granted government funding for one year only

The project continues with individual school funding



# Material

Lärportalen:

<https://larportalen.skolverket.se/#/>

# Evaluation on a national and municipal level

Surveys of the program in Upper Secondary Schools 2016/2017:

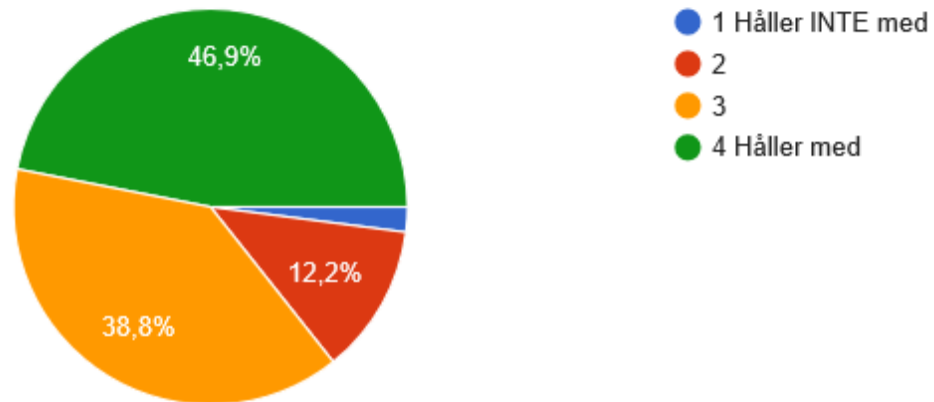
- Teachers have increased their knowledge of and awareness of literacy issues and collaborative learning
- Teachers use this knowledge to a higher extent in their teaching
- The effect on students are difficult to measure or limited so far (too soon to tell)
- The model introduced by the Swedish National Board for Education has contributed to the establishment of the professional development's model of collegial learning
- Schools with a larger number of participants show higher effect
- The governmental funding was important for participation
- 2/10 municipalities will finance the project further
- 2/3 principals organize for teachers to continue professional development according to this model



# Results for Helsingborg

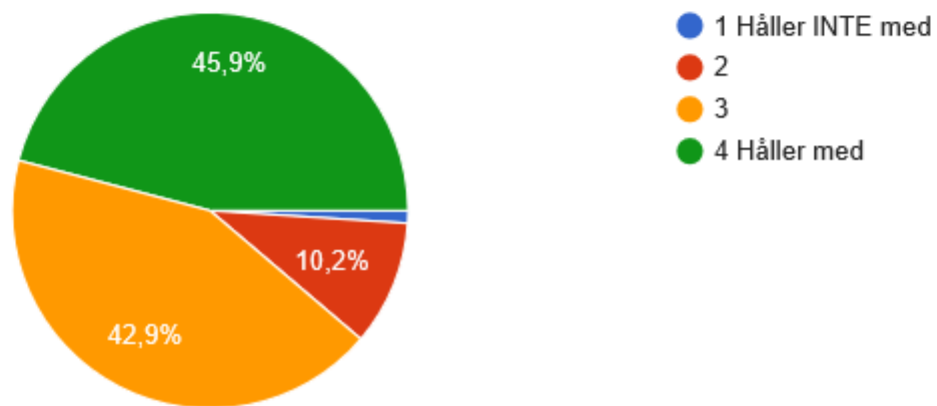
Modulerna bidrar till lärande för mig. Ange på skalan nedan!

98 svar



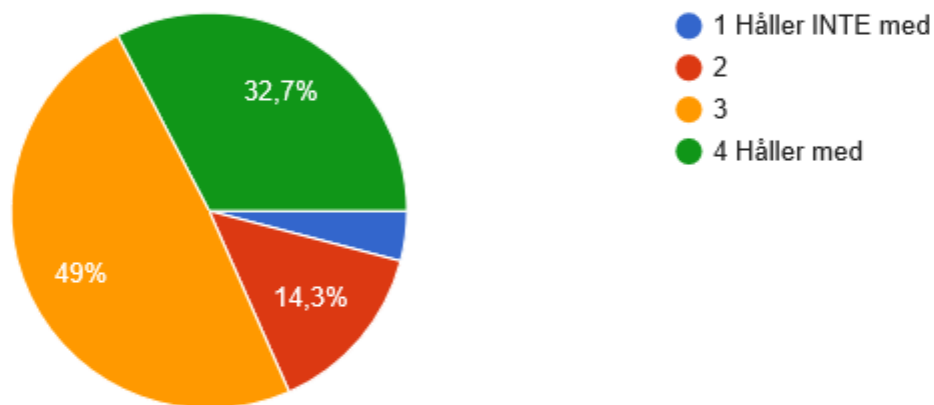
Läslyftet har medfört att jag och mina kollegor har reflekterat djupare än tidigare. Ange på skalan nedan!

98 svar



Läslyftet har medfört att jag har förbättrat mitt arbete med eleverna. Ange på skalan nedan!

98 svar



# Voices for Olympiaskolan:

- A process has started in myself where I look at and reflect on teaching in a more objective way
- Colleagues reflections contribute to start and widening my own reflections
- I was a little worried about the time this would take, but I was able to integrate nearly all of it in my ordinary teaching. I now understand the importance of things which I was not so aware of before
- Interesting discussions with colleagues made me think in a new way about "the well-known"

# Further reading:

Skolverket (2015): *Research for Classrooms – Scientific Knowledge and Proven Experience in Practice.*

Timperly, H. (2011) *Realizing the Power of Professional Learning* (Lesson Study and Learning Study – An Example of Collaborative Learning)