

Dr. Natalia N. Smetannikova,
President of RRRC

SCHOOL WHERE LITERACY THRIVES 1998-2009

Project lessons

Braga 2009

PROJECT HISTORY

PRESENTATIONS

- 1998 - London, GB
 - Braga, Portugal
- 1999 - Stavanger, Norway
 - Vienna, Austria
- 2000 - Okland, NZ
 - Turku/Abo, Finland
- 2001 - Dublin, Ireland
 - Tallinn, Estonia
 - MOSCOW, RUSSIA
- 2002 - Edinburg, Scotland
- 2003 - MOSCOW, RUSSIA
 - Hiuju, Belgium
- 2004 - Retimnon, Greece
 - Reno-Tahoe, US
 - Linkoping, Sweden
- 2005 - Zagreb, Croatia
- 2006 - Budapest, Hungary
- 2007 - Berlin, Germany
- 2009 - MOSCOW, RUSSIA

PUBLICATIONS

- SWLT, Moscow, 2005
 - "School Library" N1-2,3,4,8 - 2005
 - "Family Reading" N4,5-2007
 - "Read Together" Aug.-Sept 2007
 - Educational Assessment N1, 2006
-

NEW PARADIGM of EDUCATION

90 years XX century

1. Four main competences(J.Delores,UNESCO,1996): Learning to know, Learning to do, Learning to live together, Learning to be
 2. Student-centered education. Partnership of student and teachers
 3. Broad social context: parents, community, social and cultural organisations.
 4. Competence / competency based approach
 5. Literacy / literacies: functional, academic, informational computer, economic,etc.
 6. Multi-language &diversity of cultures
 7. International assessment: PIRLS,PISA
 8. Inclusive schooling
-

AIM and Objectives

■ AIM

To make a model of an “ideal” school

OBJECTIVES

- To contribute to the construction of an ideal school
 - To disseminate international experience
 - To learn from each other
-

How to join the project - 5 steps

- Description of school experience with goals & resulting tasks in mind
 - Presentation/publication for RRA conference/edition
 - Evaluation visit of SWLT expert-teacher
 - School presentation at IDEC/IRA conference/seminar
 - Getting a SWLT certificate, continuation of work
-

Groups of schools

1. Demonstrative schools:

- Linguistic school 1531 (2001),
- School NADEZHDA(2004), Moscow
- School 700(2004) St-Petersburg,
- School 2 Svobodny, Sverdlovsky region(2008)

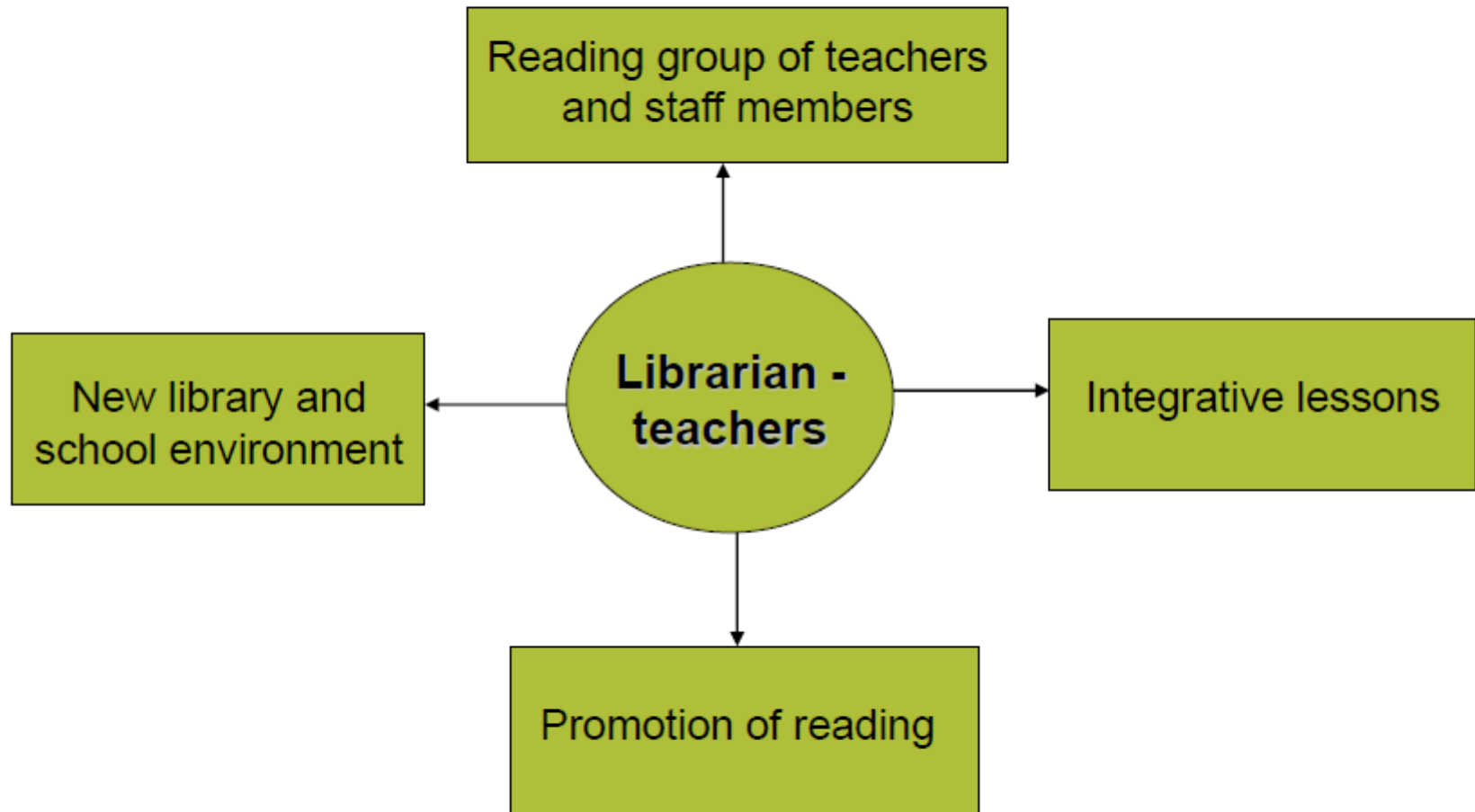
2. Participating schools

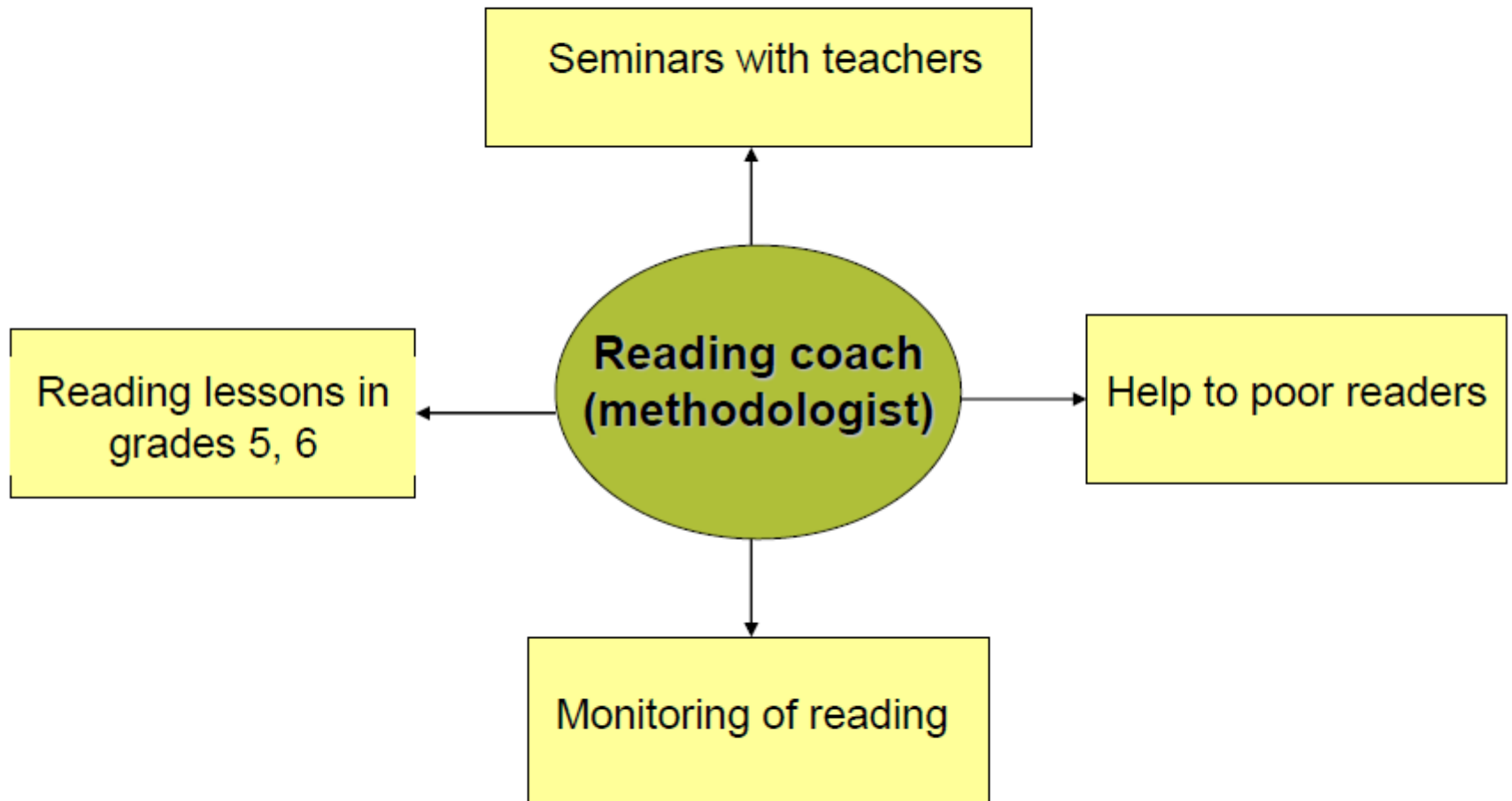
3. Schools – new partners

PROGRAMS and PROJECTS

- Across-curriculum Reading Strategies at school
 - Text work strategies in high school
 - Learning to learn
 - Monitoring reading
 - Authentic assessment
 - Literary Home Reading in many languages
 - Family stories: writing, reading, publishing
 - Sustained Silent Reading Program
 - Reading Groups
 - Integrative classes of teachers and librarians
 - Book presentations in media formats and dramatization
 - The book for all generations
 - Reading Corner
 - Reading Parlor
 - Library-Resource center-Reading hall- Discussion club
 - Literacy Day
 - Literacy Week (1-8 Sept)
 - Leaders of Reading
-

New staff members





Motivation for reading

- Choice interesting materials
 - Sharing communal events
 - Reward substitute strategy
-

Stages of involvement into reading

To read is

1. boring
 2. fashionable
 3. prestigious
 4. interesting
 5. natural, a norm-----sustainable development
-

School development in the project

- Educational program – a change of general atmosphere at school
 - Teacher development program – improvement of lesson quality
 - School administration and higher echelons of education management – change in content and organization of the lesson process
 - Class work and extra-curricular activities – development of students’ personalities
-

SWLT Characteristics, cont.

STUDENTS, cont.

- 6. better skills to learn
 - 7. adequate self assessment
 - 8. books and reading materials become the topics of communication
 - 9. thinking about “the world around me”
 - 10. reading for pleasure
-

SWLT Characteristics, cont.

STUDENTS, cont.

- 6. better skills to learn
 - 7. adequate self assessment
 - 8. books and reading materials become the topics of communication
 - 9. thinking about “the world around me”
 - 10. reading for pleasure
-

SWLT Characteristics, cont.

STUDENTS, cont

- 11. Change in free time activities (book stores, exhibitions, museums, theaters)
 - 12. reading in FL (added languages)
 - 13. development of writing skills
 - 14. positive attitude to extra-curricular activities
 - 15. character development (responsibility, discipline, tolerance, self-esteem, etc)
 - 16. qualities of a leader
 - 17. A READER who makes connections between reading and success in life
-

SWLT Characteristics, cont.

TEACHER

- 18. key figure to education
 - 19. change in qualification, mastership, attitude to students and the process of teaching
 - 20. professional development
 - 21. position inside and outside school
 - 22. reading circle, horizon, culture
 - 23. status in school : respect
-

SWLT Characteristics, cont.

Librarian

- 24. status in school: respect, importance
 - 25. aide to teachers
-

SWLT Characteristics, cont.

SCHOOL ENVIRONMENT

- 26. free access to books and reading materials
 - 27. school library: resource center, media, computers, reading hall, discussion club, book supply, subscription
 - 28. school environment: reading corners, class library, literary parlor
 - 29. positive psychological climate
 - 30. reading groups of teachers and school staff, reading for pleasure, professional reading, reading preferences
-

SWLT Characteristics, cont.

- 31 administration leadership
 - 32 support of parents, inclusion into the program
 - 33 across curriculum approach
 - 34 culture-oriented and creative character of learning process
 - 35 multi language teaching and diversity of cultures
-

SWLT, cont.

- 36 educational, supportive, corrective, etc projects & programs to promote READING and LITERACY
 - 37 cooperation, partnership of young & senior, school & society
 - 38 decrease in influence of social, economic & cultural position of the family
-

SWLT Characteristics

LEARNING

- 39 changes in the educational process:
motivation, study skills, communicative skills,
subject knowledge
 - 40 variety of methods, strategies, interactivity,
explicit, implicit teaching
 - 41 across curriculum text activities
(R+WR+Discourse + etc
 - 42 integrative teaching and learning
-

SWLT Characteristics, cont.

- 43 communicative teaching and learning
 - 44 learning styles of learners
 - 45 variety of forms of assessment
 - 46 various organizational forms (pair work, group work, etc)
-

CONCLUSIONS

- Useful, instructive project
 - Supports integration of school subjects, classroom and extra-curricular activities
 - Needs everyday work of all staff members
 - Changes begin after 1-2 years
 - The effect of implementing the project as a whole is greater than a part of it
-

CONCLUSIONS

- Useful, instructive project
 - Supports integration of school subjects, classroom and extra-curricular activities
 - Needs everyday work of all staff members
 - Changes begin after 1-2 years
 - The effect of implementing the project as a whole is greater than a part of it
-

THE PROJECT GOES ON

To a TOWN, CITY, COUNTRY
where LITERACY THRIVES

E-mail: natsmet@migmail.ru

BRAGA 2009
