

Teacher Learning for European Literacy Education (TeL4ELE)

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Education and Culture DG

Lifelong Learning Programme



Consortium Partners

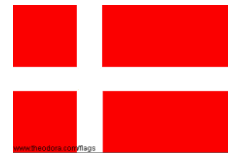
Partner 1: **Stockholm Education Administration**, Sweden
Applicant Organisation
Multilingual Research Institute



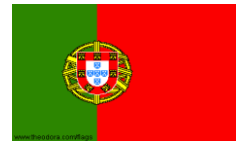
Partner 2 **Strathclyde University**, Scotland, United Kingdom



Partner 3 **National Centre for Reading**, Copenhagen, Denmark



Partner 4 **Institute of Theoretical and Computational Linguistics**,
Lisbon, Portugal



Partner 5 **Autonomous University of Madrid**, Spain



3rd Country **University of Sydney**, Australia
Partner



Aims of the TeL4ELE Project

- **To explore literacy pedagogy** based on a Functional Model of language, specifically *Reading to Learn* (Dr David Rose, University of Sydney, Australia)
- **To improve student literacy outcomes** by developing **European experts in Genre-based pedagogy** from Australia, *Reading to Learn*,
- **To train teachers in *Reading to Learn* pedagogy** as they progressively implement it in the classroom
- **To develop National Networks** of interested educators who might adopt the pedagogy in the future; and
 - to gather data on national curricula, student literacy achievement and the key approaches to literacy education as a platform to guide national adaptations of the functional approach to literacy learning.
- **To develop culturally adapted curriculum materials** for trialling in the classroom
- The Australian partners will develop **prototype trainer materials** for training future leaders



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Plans for dissemination and exploitation

Sweden: further *Reading to Learn* courses; Stockholm, Gothenburg, Ovanåker and Värmland and the development of a European network for Genre based literacy pedagogy together with Nordic partners from the Nordplus project.

Scotland: clusters of primary and secondary schools working on whole-school genre pedagogy, working party on subject specific assessment rubrics, introduce Genre pedagogy in initial teacher training to enable education students to lead the professional development of other teachers.

Denmark: Danish television program about R2L now on Youtube, future co-operation between Scottish and Danish partners on Genre pedagogy in teacher training courses, plans to translate R2L pedagogy book into Danish.

Portugal: ongoing classroom implementation, new courses of Reading to Learn for teachers, further research into genres in Portuguese school textbooks.

Spain: introduce R2L in pre-service education programs, continued classroom implementation, in-service R2L courses taught by TeL4ELE teachers, collaboration with regional and national education organisms to develop new R2L pedagogy projects, presentations in international conferences.