

TeL4ELE in Sweden

Factors supporting successful
implementation of R2L in
Stockholm

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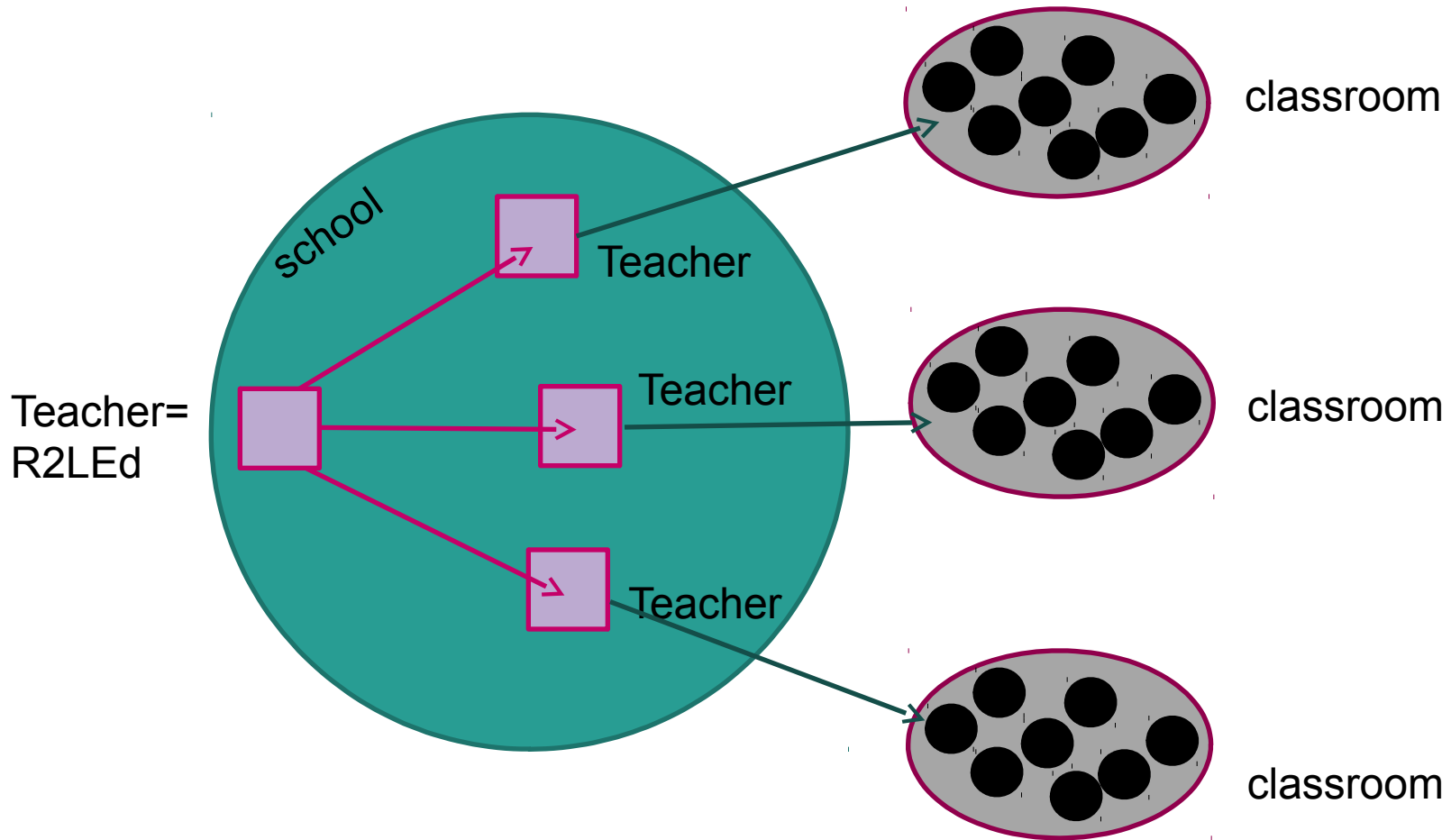
The Capital of Scandinavia

Teacher educators' learnt from experts

- ✓ The educators benefitted by learning from international experts from Australia
- ✓ Previous modelling of how to lead workshops by their own educators prior to TeL4ELE
- ✓ Ongoing support from experienced in-service educators in Sweden

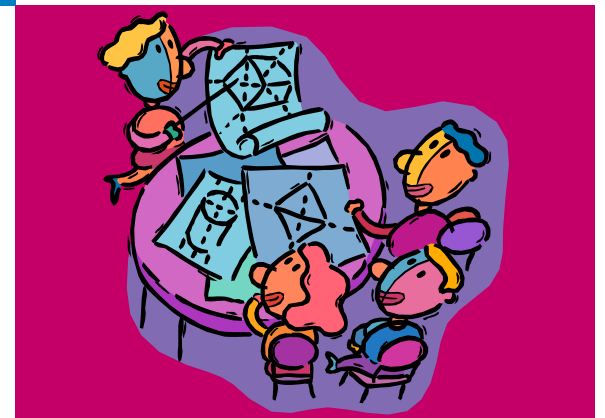


Stockholm TeL4ELE project: Peer led learning



Reciprocal learning for teachers and their educators

- ✓ via team-teaching/workshops with classroom teachers



Pedagogy-based program for teacher training



- ✓ Start in teachers' practice – not in theory
- ✓ Develop deeper understanding of theory step by step through practice
- ✓ Model new teaching practices at learning sessions/workshops/team-teaching



Using educators own classroom experience with R2L

- ✓ Educators drew on their own prior experiences as learners of the pedagogy
- ✓ Understanding of the effort required to develop fluency in the pedagogy



Data collection

- ✓ Student data:
 - reading comprehension tests (pre and post)
 - writing samples (pre and post)
- ✓ Valuable teacher learning through reflecting on student data



Use of existing course materials

- ✓ R2L Booklets provided the educators with a clear pathway for teacher training
- ✓ DVDs could be view many times to clarify pedagogy
- ✓ Locally developed Swedish materials used to complement the course booklets

READING TO LEARN

Accelerating learning and closing the gap

Dr David Rose, University of Sydney, Australia



www.readingtolearn.com.au



Support of the school principal and leaders

- ✓ Reduced absence at workshops and minimised dropouts
- ✓ Complete data sets more likely \bar{H} motivation
- ✓ Better planned learning programs
- ✓ Serious engagement of teachers



Support from other educators in the project

- ✓ Network for educators
- ✓ Sharing of plans and strategies
- ✓ Sharing of resources
- ✓ Joint problem solving of implementation issues



Troubleshooting emerging issues early

- ✓ Teacher educators keep track of how things are going for the teachers systematically
- ✓ Have a risk management plan in place as part of the support

