

# **Teacher Learning for European Literacy Education (TeL4ELE): an evaluation**

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# The role of the evaluator

- to provide on-going constructive critique and feedback (formative)
- to evaluate the outcomes of the project (summative)

# The aims of the project

1. to support (key) educators to become experts in genre based literacy pedagogy (the *Reading to Learn* – R2L - approach)
2. to enable educators to train teachers in the use of R2L **to improve learning outcomes for all students** especially those who are educationally disadvantaged

# READING TO LEARN

[HOME](#)[THE PROGRAM](#)[THE PEOPLE](#)[ARTICLES, BOOKS & REPORTS](#)[TEACHER RESOURCES](#)[DISCUSSION BOARD](#)

## News

### Pilot R2L Project in Sweden

R2L in Sweden. Pilot R2L project in Stockholm shows improvements of 30% to 128% in eight months.

[Read more...](#)

### R2L Maths in Sweden

R2L Maths evaluated in Sweden research project. Low and middle achieving students make 20% gain in two months.

[Read more...](#)

### Australia

Chifley High and Plumpton Primary in Western Sydney won the Region's 2011 Literacy and Numeracy Week Awards for their successes with Reading to Learn.

*“...accelerate the learning of all students at twice to more than four times expected rates...”*

**Reading to Learn is one of the world's most powerful literacy programs.** It is designed to enable all learners at all levels of education to read and write successfully, at levels appropriate to their age, grade and area of study. The Reading to Learn strategies have been independently evaluated to consistently accelerate the learning of all students at twice to more than four times expected rates, across all schools and classes, and among students from all backgrounds and ability ranges.

The program has been developed over ten years with teachers of primary, secondary and tertiary students across Australia and internationally, to integrate reading and writing with teaching the curriculum at all year levels. The strategies apply cutting edge research in classroom learning, and language across the curriculum, in a form that is accessible, practical and meets the needs of teachers and students.

The Reading to Learn program can be accessed as



Discuss



# Reading to Learn: a paradigm shift re. language and learning

- For most people language is transparent. It's 'the sea we swim in'.
- But language is not simply a vehicle for carrying meaning and ideas.
- Language itself is a maker of meaning.
- Language and learning are intertwined
- The classroom pedagogy -more explicit attention to language in reading and writing (hence the learning process)

# Evaluation Methodology

- Attended 4 international meetings, 1 national meeting
- Non-participant/quasi-participant role using observation and field notes as a basis for critical reflection and feedback
- Online questionnaires (3 to key educators and 2 to key teachers)
- Interviews

# Data sources for analysis and synthesis

Project documentation and outputs e.g. national literacy profiles, lesson materials

Responses to questionnaires (response rate 94% key educators and 71% key teachers)

Student pre and post test reading and writing assessment scores and growth rates

# Did the project achieve its aims?

(A narrative + argument genre)

## **Narrative**

Orientation

Complication

Resolution

## **Argument**

Position

Argument 1 + evidence

Argument 2 + evidence

Argument 3 + evidence

Reinforcement of position



# The Story of TEL4ELE

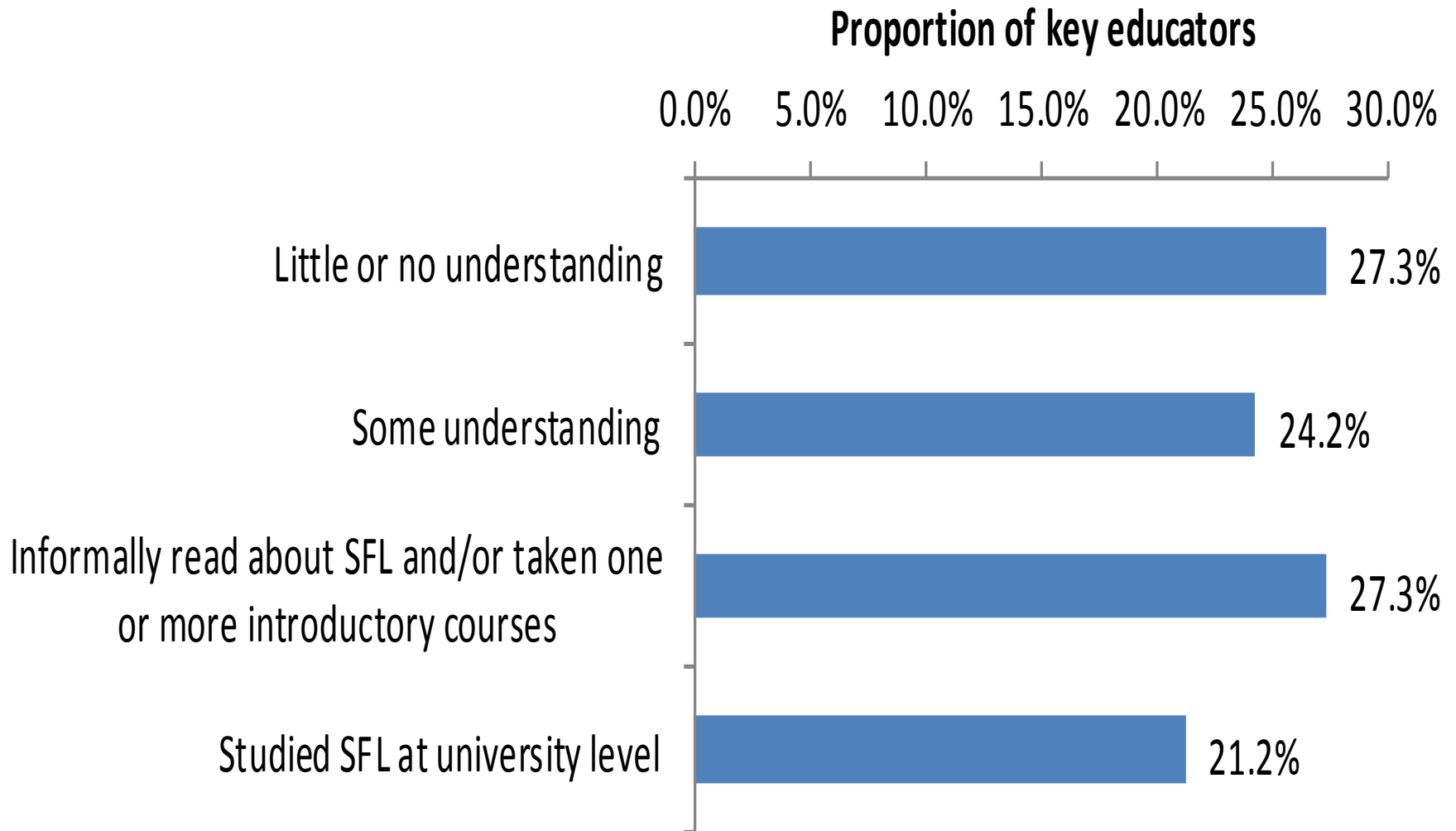
- Orientation – 5 countries etc.
- Complication – 1 + 2
- Resolution

# Complication 1 Variation in knowledge + experience: challenge to conceptual frameworks

- Systemic Functional Linguistics, the functional model of language underpinning R2L
- Genre based pedagogy generally
- R2L – understanding and experience in implementation

# Key Educators

## Prior knowledge of SFL



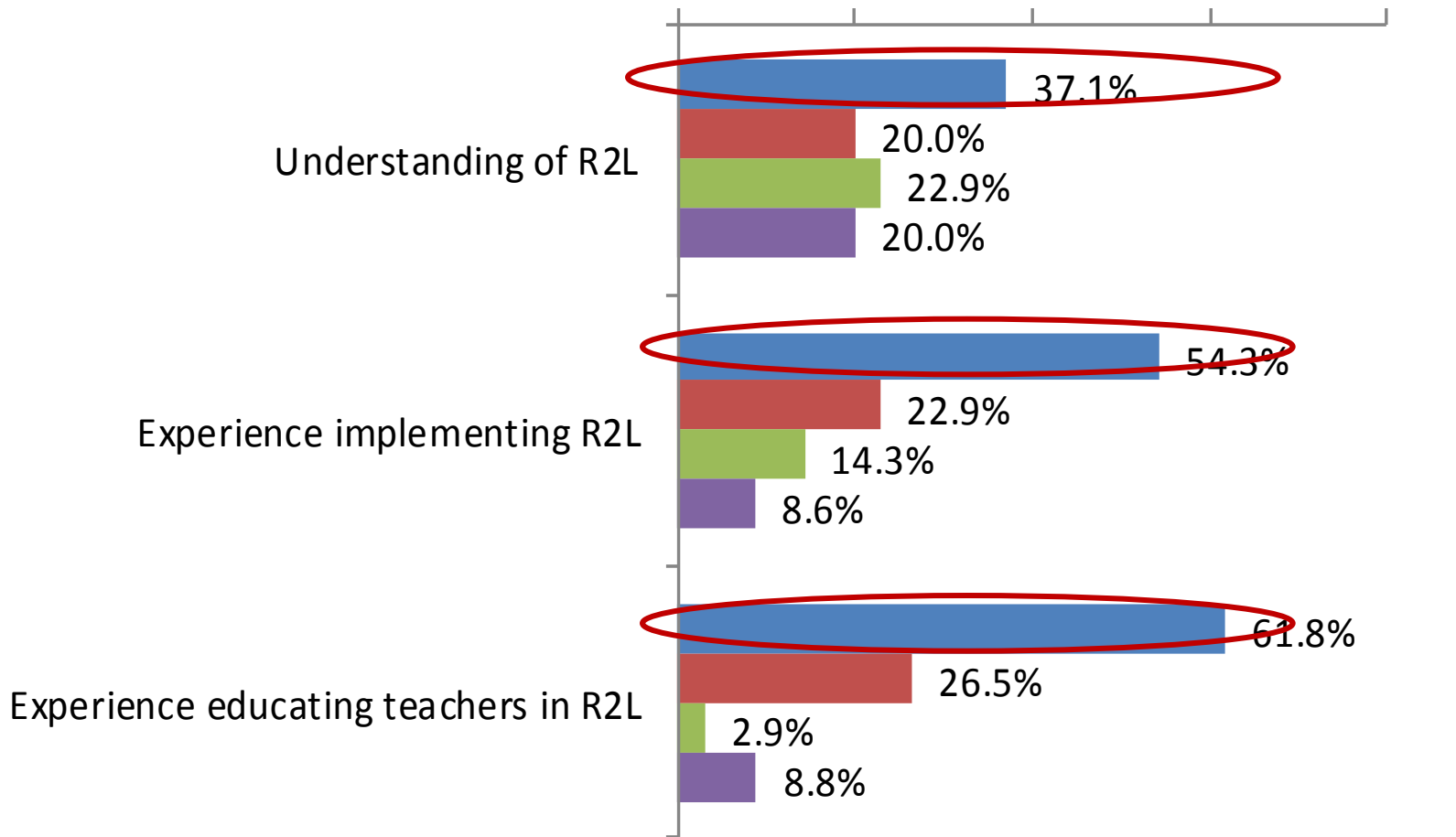
# Key Educators

## Prior understanding of R2L



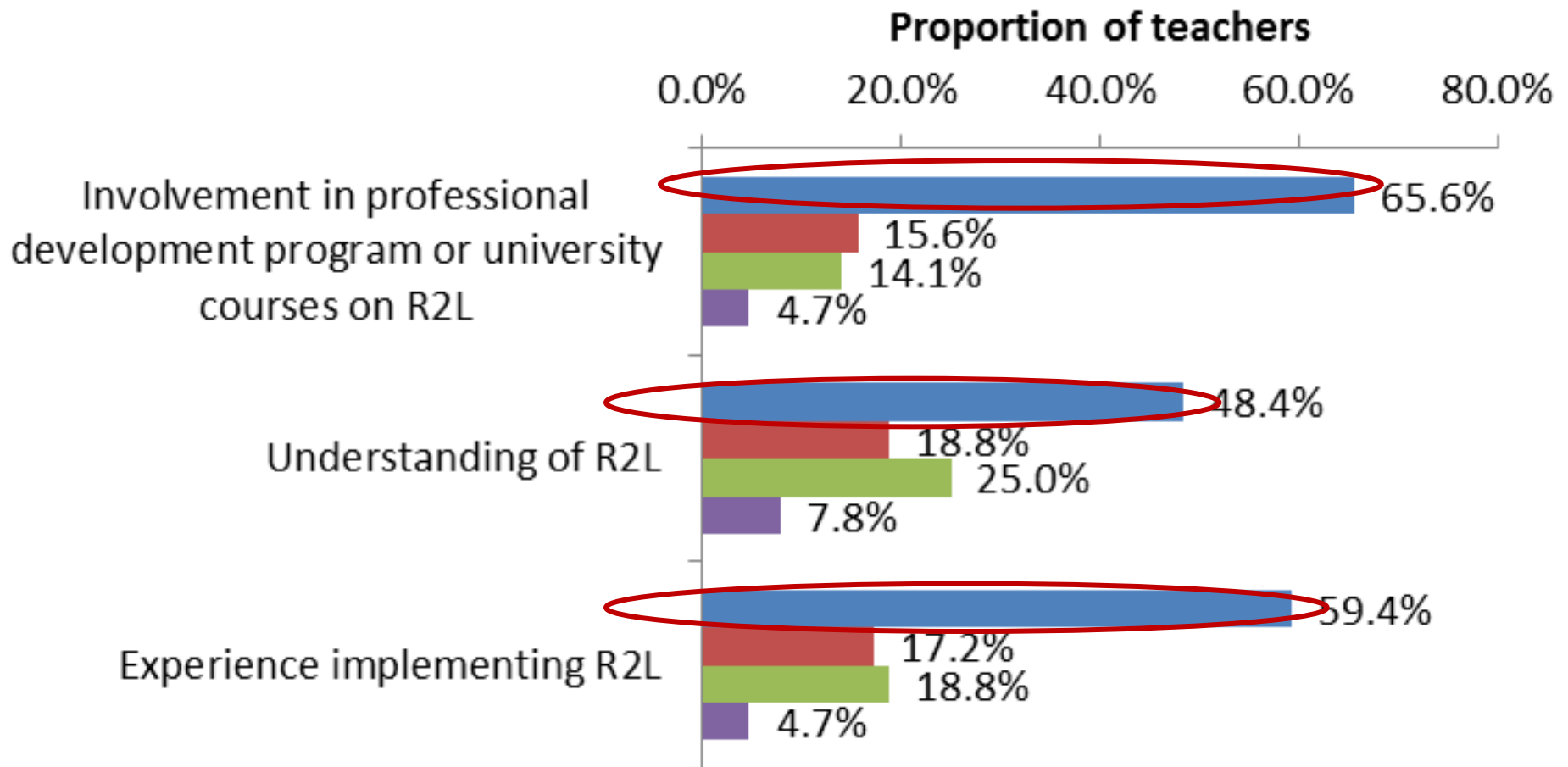
Proportion of key educators

0.0% 20.0% 40.0% 60.0% 80.0%



# Prior level of understanding and experience of R2L

**Key Teachers**



# Complication 1: challenge to conceptual frameworks

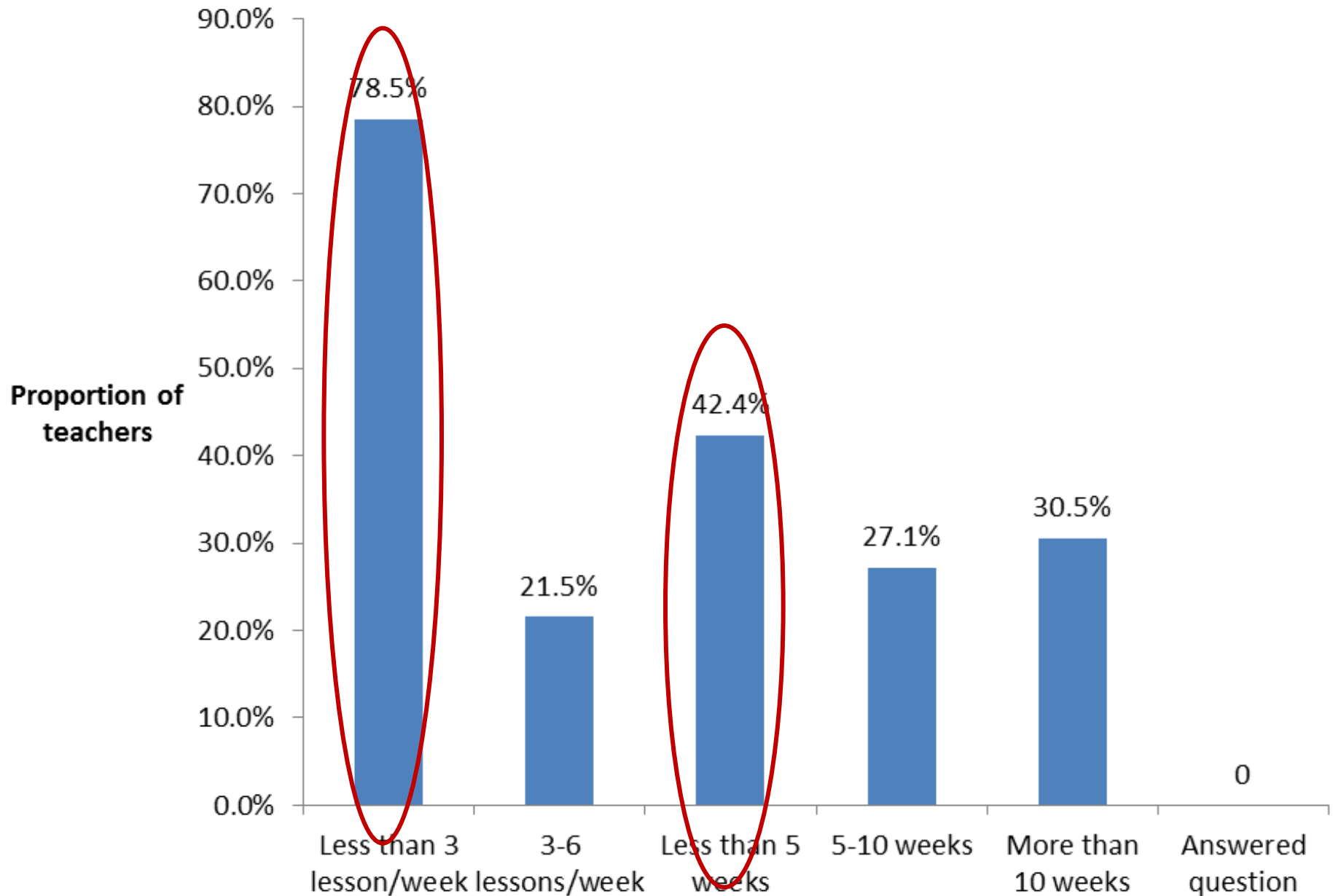
- may also challenge/threaten
  - our beliefs about the purposes of education
  - our professional identity
  - our sense of what it means to be an effective teacher educator/teacher

(Timperley, Wilson, Barrar and Fung (2007) **Teacher Professional Learning and Development: Best Evidence Synthesis Iteration** Ministry of Education: New Zealand)

# Complication 2: the global economic crisis

- Salary cuts
- Workload increases – time pressure
- Strikes (Danish lockout)

# Number of lessons taught by teachers





# The Story of TEL4ELE

- Orientation – 5 countries etc.
- Complication – 2
- Resolution/s

# Possible Resolutions

- reject/ignore new theory and practice and continue with prior practice;
- continue with prior practice, believing that it is new practice;
- select parts of new theory and practice and adapt to current practice;
- **actively engage with and apply new theory and practice**

(Timperley, Wilson, Barrar and Fung (2007)  
**Teacher Professional Learning and Development**)

# TEL4ELE Overall Evaluation

## Position

**Majority of key educators and teachers actively engaged with and applied new theory and practice**

**So the project outcomes were met.**

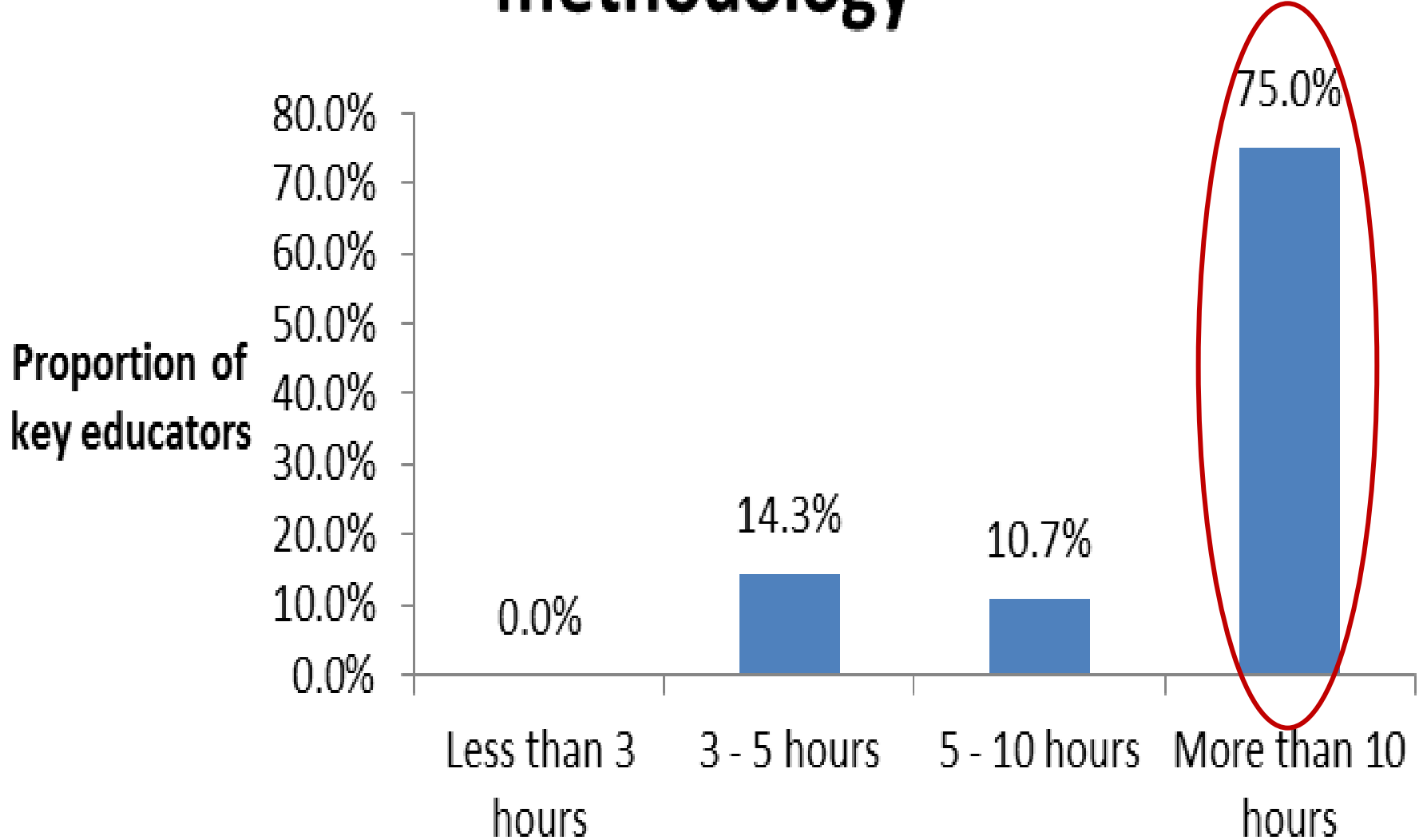
(to support (key) educators and teachers to become experts in *Reading to Learn* **and improve the learning outcomes for all students** especially those who are educationally disadvantaged)

# Argument 1 + Evidence

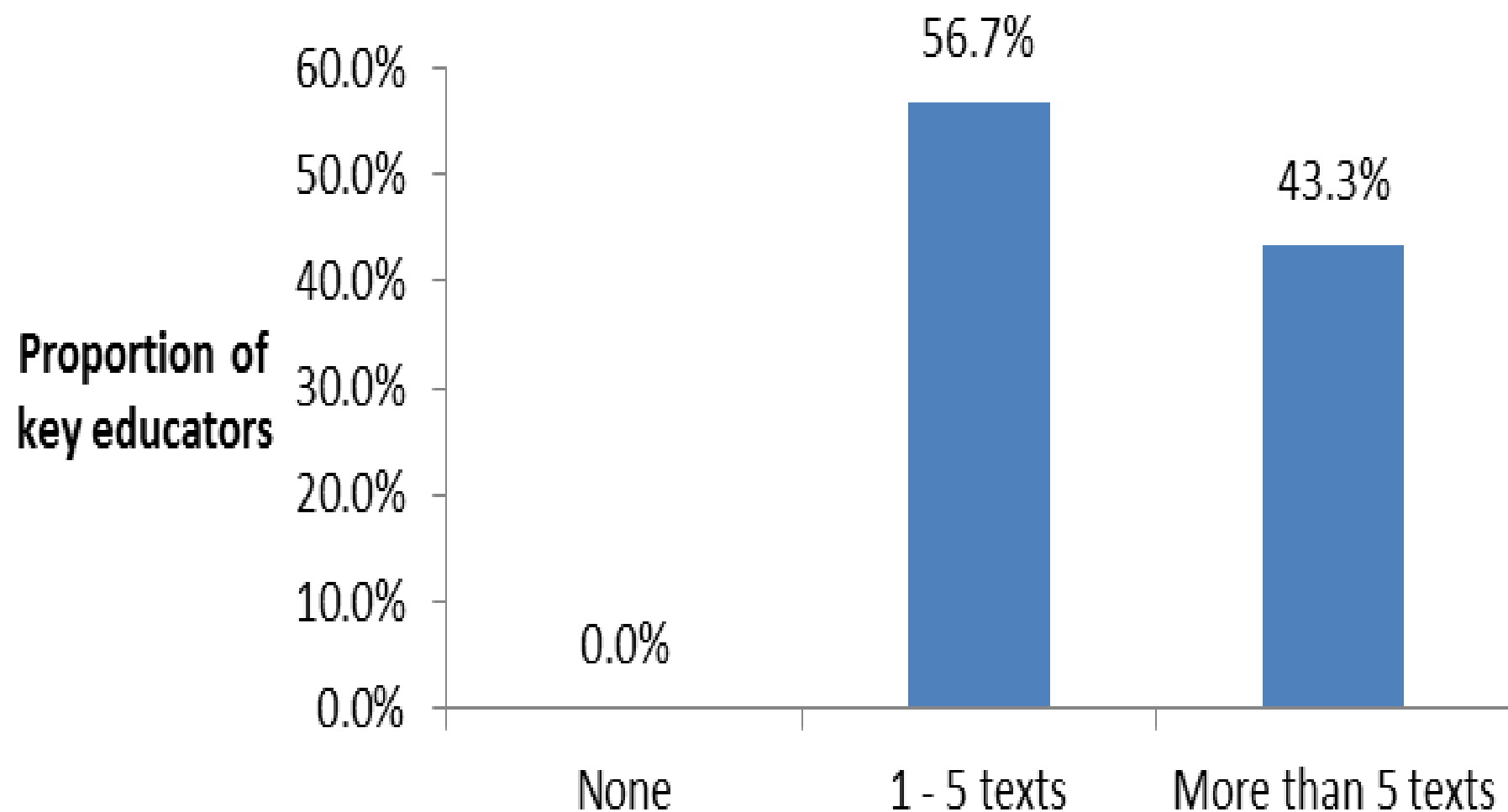
- **Active engagement with and application of new theory and practice**

**Key  
Educators**

# Hours spent rehearsing R2L methodology

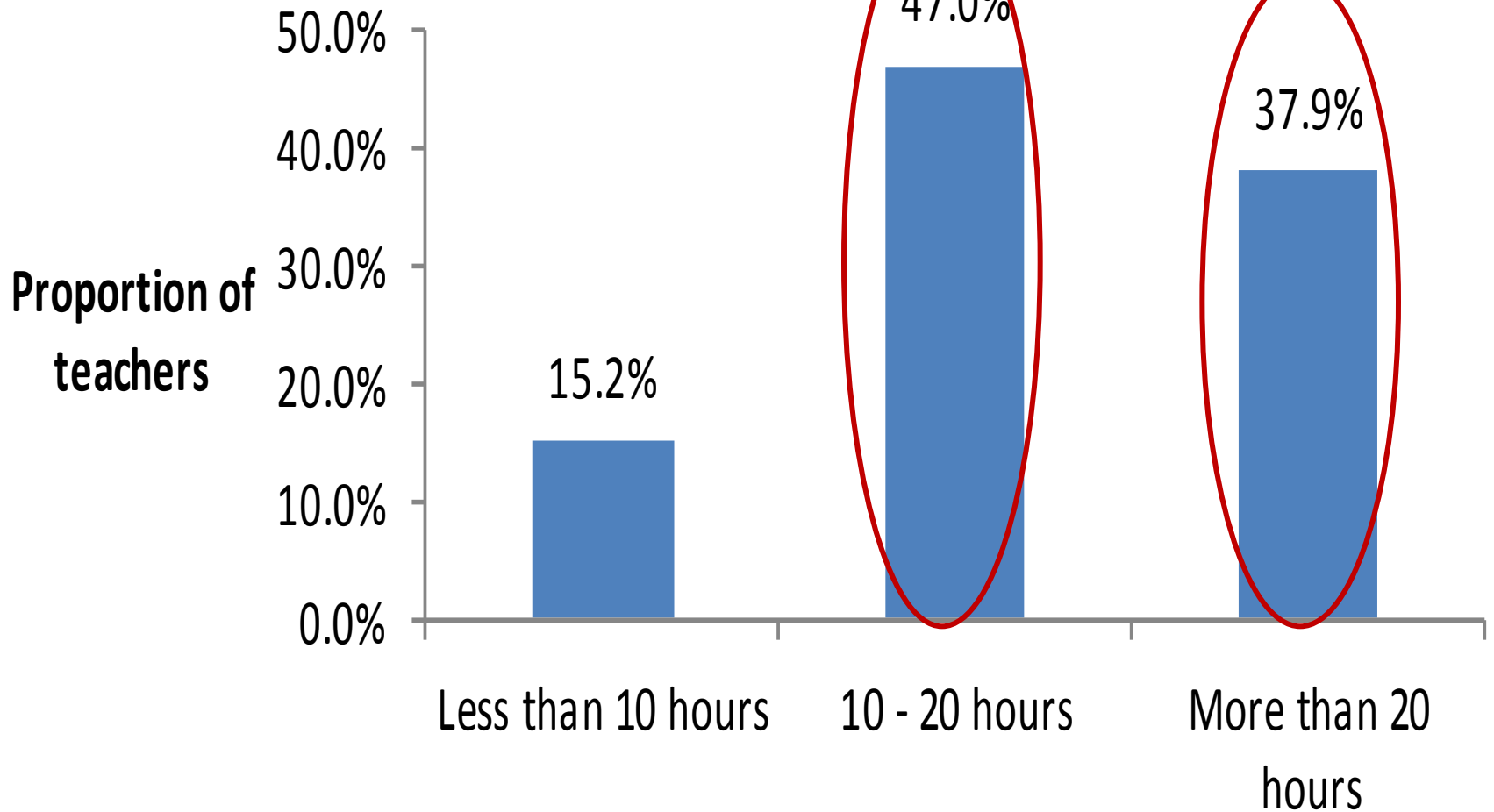


# Number of texts identified, analysed and prepared for implementation



# Hours spent studying and preparing lessons

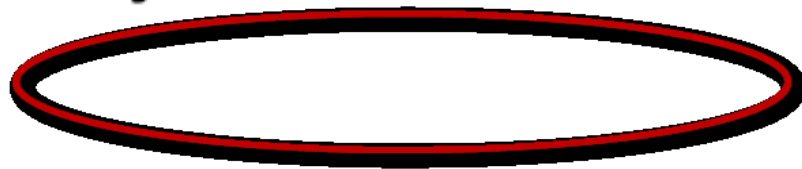
**Key Teachers**



# Perceived impact of R2L on teachers by key educators

■ No significant impact

■ Not sure



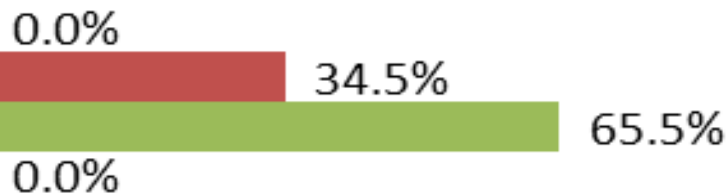
Proportion of key educators

0.0% 20.0% 40.0% 60.0% 80.0% 100.0%

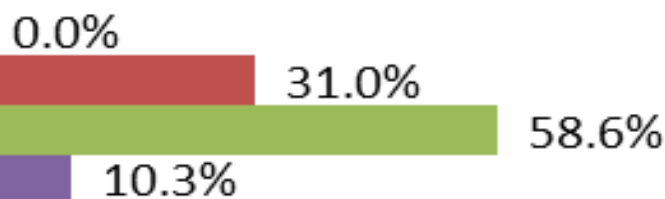
Understanding of how language operates in different texts (or genres) to make meaning



Understanding of how language operates in different school subjects to make meaning



Approach to teaching reading and writing





# Impact of P21 on teachers

■ No significant impact (value 1)

■ (value 3)

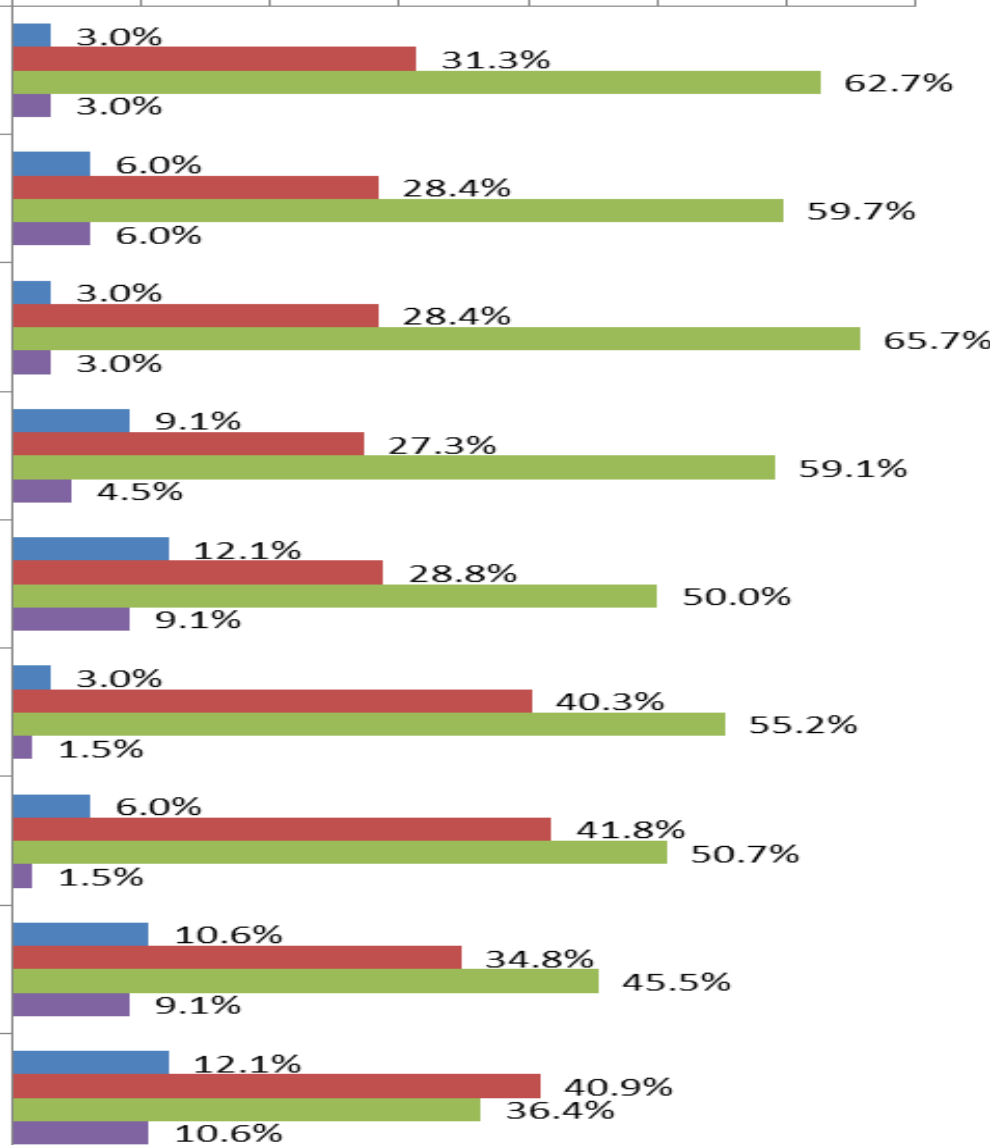
■ Not sure



of teachers

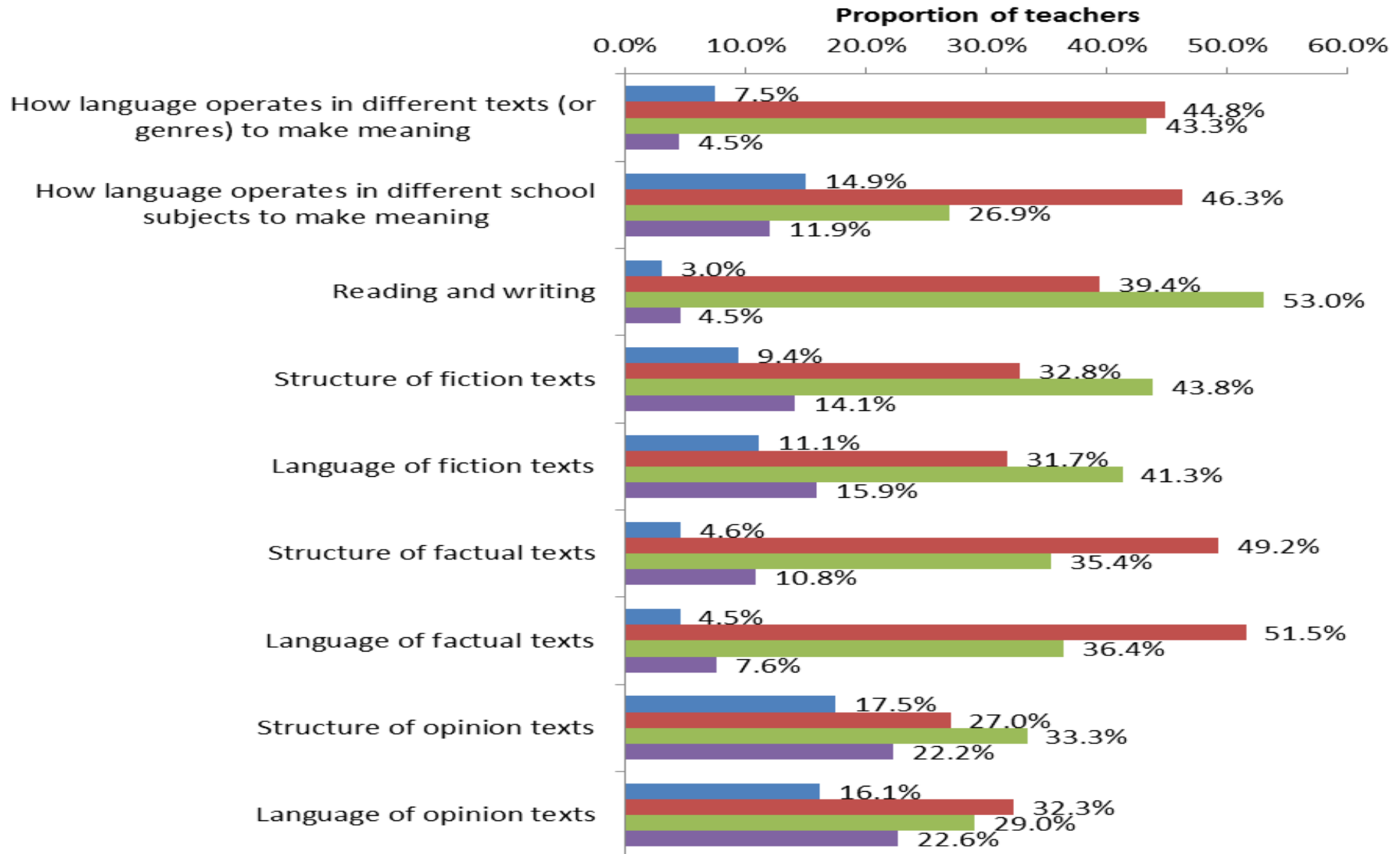
0.0% 10.0% 20.0% 30.0% 40.0% 50.0% 60.0% 70.0%

- How language operates in different texts (or genres) to make meaning
- How language operates in different school subjects to make meaning
- Approach to the teaching of reading and writing
- Structure of fiction texts
- Language of fiction texts
- Structure of factual texts
- Language of factual texts
- Structure of opinion texts
- Language of opinion texts



# Perceived impact of R2L on students by teachers

■ No significant impact ■ Some impact ■ Major impact ■ Not sure



# Argument 2 + Evidence

## Project outputs

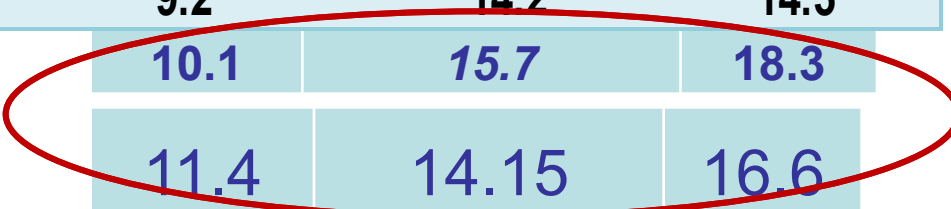
- educator and teacher training programs
- sample classroom implementation sequences
- lesson outlines
- exemplar student work

# Argument 3 + Evidence

## Student scores

Country	First language	Disadvantaged socio economic background	Progress on reading comprehension	Progress on writing assessment (factual)	Progress on writing assessment (fiction)
Denmark	49%	39%	10.9	14.0	10.7
Portugal	84%	21%	14.9	26.4	23.0
Spain	35%	19%	8.1	9.2	10.4
Sweden	42%	33%	4.4	16.4	15.0
United Kingdom	100%	56%	9.1	17.6	15.9
<b>Total</b>	<b>65%</b>	<b>34%</b>	<b>9.2</b>	<b>14.2</b>	<b>14.5</b>

- Low achieving
- Socio-economically disadvantaged



Congratulations to the whole  
project team particularly to the  
project leaders:

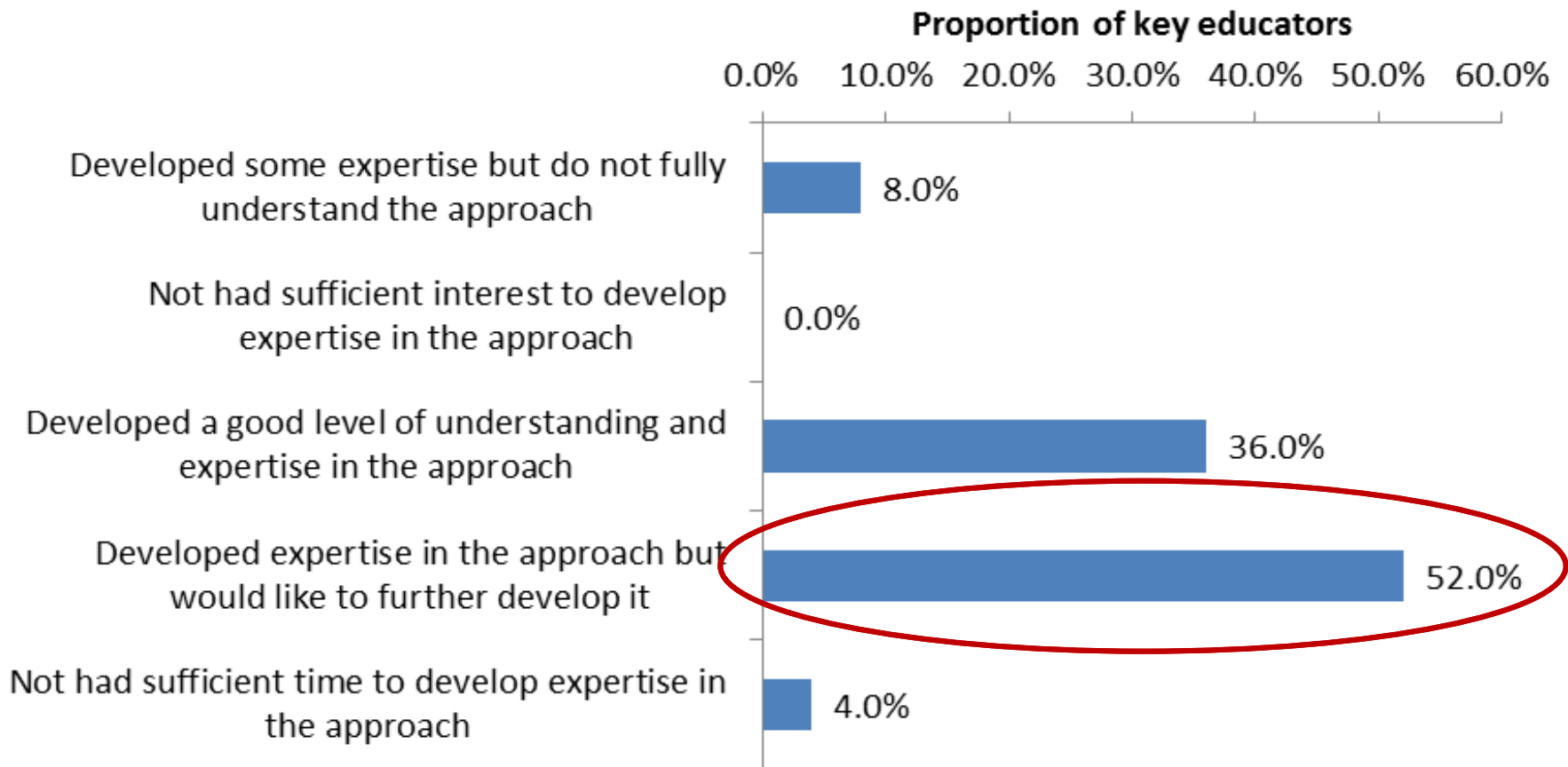
Claire Acevedo

Ann-Christin Lövstedt

# Argument 4 + Evidence

## Future sustainability

### How key educators used R2L



# Dissemination lecture at Stockholm international meeting

