

**SCHOOL WHERE  
LITERACY  
THRIVES  
PROJECT**

**THE PROJECT OF IDEC/FELA,  
INTERNATIONAL  
READING/LITERACY  
ASSOCIATION**





# MEETINGS

**Reports, discussions**

**1998 London, Great Britain**

**Braga, Portugal**

**1999 Stavanger, Norway**

**Vienna, Austria**

**2000 Auckland, New Zealand**

**Turku / Abo, Finland**

**2001 Dublin, Ireland**

**Tallinn, Estonia**

**Moscow, Russia**

**2002 Edinburgh, Scotland**

**2003 Moscow, Russia**

**Huy, Belgium**

**2004 Rethymno, Greece**

**Reno – Tahoe, the US**

**Linköping – Sweden**

**2005 Zagreb, Croatia**

**2006 Budapest, Hungary**

**2007 Berlin, Germany**

**2009-2018 Moscow, Russia**



# MEETINGS

## Reports, discussions

- **FELA meeting during the 19 European Conference on Reading “*Reading and literacy in the new landscape of communication*”, June 2015, Klagenfurt, Austria**
- **FELA meeting during *the 3rd Baltic Sea – 17th Nordic Literacy Conference*, August 2016, Turku, Finland**



# PUBLICATIONS

**School Where Literacy Thrives, collected papers, Moscow, 2008**

**Shkolnaya Biblioteka (the School Library), N1-2,3,4,8, 2005**

**Semeinoye chteniye (Family Reading), N 4-5, 2007**

**Chitaem Vmeste (Reading Together), August-September 2007**

**Otsenka kachestva obrazovaniya (Education quality assessment), N1, 2006**

**Pervoye sentyabrya (the first of September), N9, 2009**

**Homo-Legens N 4,5,6,7,8,9,10**

**<https://github.com/ivbeg/readability.io/wiki/API>**

**<http://ru.readability.io>.**

**<http://read-analytic.ru>**

**[www.read-analytic.ru](http://www.read-analytic.ru)**

# ЧТЕНИЕ И ГРАМОТНОСТЬ В ОБРАЗОВАНИИ И КУЛЬТУРЕ

(К 10-летию проекта  
«Школа, где процветает грамотность»)

*Материалы  
Международной научно-практической конференции  
26–29 марта 2009 года (Москва)*

*Организаторы конференции:*



*Русская Ассоциация Чтения*



*Европейское отделение  
Международной Ассоциации Чтения*



*Научный центр исследований истории  
книжной культуры РАН при НПО «Наука»*



*Московский Дом Книги  
СЕТЬ МАГАЗИНОВ*

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READING AND LITERACY IN EDUCATION AND CULTURE



**To the 10<sup>th</sup> anniversary of the  
“School Where Literacy Thrives”  
Project**



# **PROJECT OBJECTIVE**

**To make a model of an “ideal” school**

## **AIMS :**

- **To contribute to creation of an “ideal” school**
- **To spread international experience in your country**
- **To present national experience abroad**

# THREE GROUPS OF SCHOOLS:

1

**CERTIFIED  
MEMBERS**

2

**PARTIAL  
MEMBERS**

3

**POTENTIAL  
SCHOOL  
-PARTNERS**

## **TYPES OF SCHOOLS:**

**Charter (Private, specialized with loose curriculum and better funding)**  
**Ordinary comprehensive (elementary and secondary) schools**

## **STUDENT AGES:**

**Elementary school from 2 class (7-8 years old)**  
**Secondary 5-8 classes (10-15 years old)**  
**High school (15-17) partly**

# Stages of Involvement into Reading



To read  
is

**Boring**

Fashionable

Prestigious

Interesting

**Natural**

a norm -  
sustainable  
development

# 5 STEPS TO JOIN THE SWLT PROJECT

5<sup>th</sup>



1<sup>st</sup>

To describe school activity: What do you contribute to an “ideal” school?

2<sup>nd</sup>

To present the school at Reading Association of Russia (RAR) conference, prepare an article for RAR journal HOMO LEGENS

3<sup>d</sup>

To open school doors for an evaluation visit of RAR experts

4<sup>th</sup>

School presentation at international conference (seminar)

Certificate of SWLT and information on RAR site



## ORDER OF CHANGES

- **School environment:**

*“you can read any time, at any place at school”*  
(reading corners, reading halls, literary parlor, etc)

- **Extra-curricular activities:**

*Sustained silent reading program (SSRP, час чтения),  
Book for school, Reading conferences, screens of  
reading, etc.*

**Aim – reading is fashionable and prestigious.**



# 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



# **ORDER OF CHANGES**

- **Seminars with teachers**
- **Curriculum changes**
- **Teachers and teaching**
- **Students**
- **Parents**
- **School administration**
- **District (town) administration**

# 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



# **THE ANALYST OF READING (PROJECT 2018)**

**The outcomes:**

- **3 levels of text readability identified: easy, medium, difficult**
- **Levels of reading skills identified for primary school children and 5-7 graders**
- **Connections are established between the levels of text difficulty and children's reading skills**



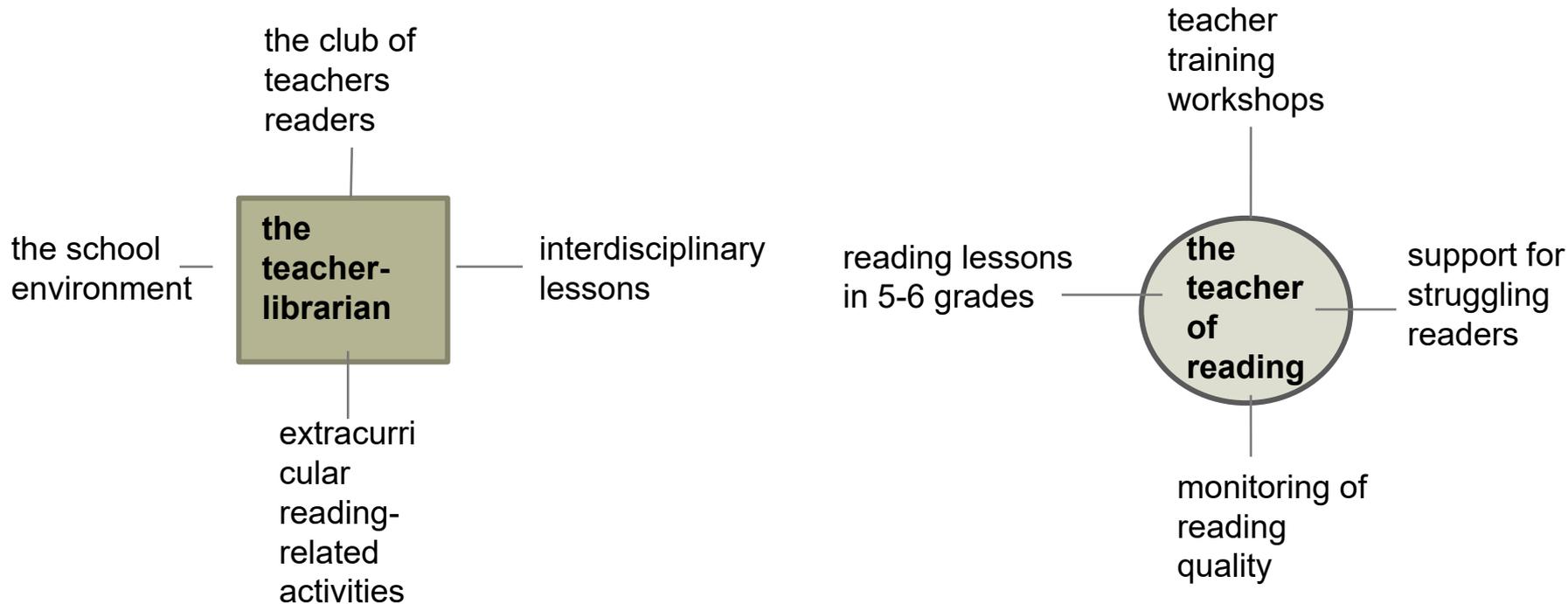
# READABILITY LEVELS AND READING COMPETENCES OF SCHOOL CHILDREN

Text readability	Levels of reading skills of primary school children	Levels of reading skills of 5-7 graders
Easy	Developing	Intermediate
Medium	Developed	Advanced
Difficult	Free	Autonomous



# THE FUNCTIONS OF THE READING TEACHER AND THE LIBRARIAN-TEACHER

Every teacher should become a teacher of reading





# TOTAL RESULTS

- **Extra-curricular programs change school environment. Reading becomes a norm of life: the read books become the topic of students and teacher conversations.**
- **Reading strategies and other innovative strategies change methodology and raise teachers' qualification.**
- **Administration involvement help in organizing and monitoring teaching and learning processes.**
- **Curricular and extra-curricular activities have a synergetic effect on students development.**



## **TABLE OF FEATURES OF SWLT (P. 216-217 “HOMO LEGENS” JOURNAL)**

**Students – 15 features**

**Teachers - 9 features**

**School environment – 14 features**

**Learning and teaching – 8 features**

**Nataliya  
Smetannikova**  
**“Project Lessons” in**  
**“HOMO LEGENS”**  
**RAR Journal**

одят к изменению качества проводимых уроков. Включение админист-  
 школы и вышестоящих организаций образования меняют содержание  
 анизацию учебного процесса. Совокупность учебной и внеклассной  
 льности способствуют развитию личности учащегося (см. табл. 3).

**Main features**

Таблица 3

Характеристики Школы, где процветает грамотность

<b>Учащиеся</b>	
	Смена отношения к чтению (скучно, модно, престижно, интересно, нор- мально, успешно).
2	Читают больше (75 %), затем лучше (50 %) после первого года.
3	Учатся лучше, появляется желание учиться на уроке и вне его: 55 % (после первого года).
4	Умение учиться.
5	Адекватная самооценка успехов и неудач в учебе.
6	Желание и умение общаться, где предметом общения становятся книги и другие прочитанные материалы.
7	Рост интеллектуальной активности через размышления о содержании про- читанных материалов, о людях и себе, жизни в школе и вне ее, мире вокруг меня; а затем о том, как я читаю и понимаю прочитанное.
8	Увеличение времени и объема досугового чтения.
9	Изменение структуры проведения досуга (чтение — книжные магазины — выставки — музеи — театр).
10	Чтение и обсуждение прочитанного на других языках помимо родного.
11	Обильная письменная речь, количественные и качественные изменения в письменной речи.
12	Изменение отношения к общешкольным мероприятиям, включенность в работу других культурных и социальных учреждений.
13	Развитие личности учащегося (ответственность, активность, дисциплина, толерантность, самооценка и др.).
14	Приобретение качеств лидера (участие в национальных и международных проектах, социальная работа).
15	Отношение к чтению как составляющей жизненного успеха.
<b>Учитель</b>	
1	Ключевая фигура учебного процесса.
2	Изменяется мастерство, квалификация, философия, дидактические принципы.
3	Профессиональный рост.
4	Активная позиция внутри школы и за ее пределами.
5	Круг чтения, культура, кругозор.
6	Позиция в школе: значимость, уважение.

**Students**

**Teachers**

Окончание таблицы 3

7	Библиотекарь-педагог.
8	Изменение позиции библиотекаря-педагога в школе: уважение, значение.
9	Библиотекарь-помощник учителя.
<b>Образовательная среда</b>	
1	Доступ к книгам и имеющимся ресурсам.
2	Школьная библиотека: ресурсный центр / читальный зал / дискуссионный клуб / книжный фонд / периодика.
3	Школьное пространство: классная библиотека, уголки чтения, «литератур- ная гостиная».
4	Положительный психологический климат.
5	Читательские группы педагогического коллектива, культура чтения, досуго- вое и профессиональное чтение, читательские предпочтения.
6	Лидерство администрации.
7	Поддержка родителей, включенность, приверженность программам чтения.
8	Создание межпредметных связей через чтение и письмо.
9	Культуро-созидательный и творческий характер учебного процесса.
10	Связи языков (родной, этнический, иностранный) и культур.
11	Воспитательные, поддерживающие, превентивные, коррекционные про- граммы и проекты, продвигающие чтение и грамотность.
12	Взаимодействия старших и младших, школы и общества.
13	Изменение структуры свободного времени учителей и учащихся.
14	Ослабление влияния социального, экономического и культурного положе- ния семьи.
<b>Обучение</b>	
1	Изменения в построении учебного процесса в школе: <ul style="list-style-type: none"> <li>• мотивация,</li> <li>• общеучебные умения,</li> <li>• коммуникативные умения,</li> <li>• предметные знания.</li> </ul>
2	Разнообразие и целесообразность методик, технологий, техник, приемов, стра- тегий и тактик обучения, интерактивность, эксплицитность, имплицитность.
3	Текстовая деятельность и качество понимания содержания учебных мате- риалов на всех предметах.
4	Интегративный, межпредметный характер обучения.
5	Коммуникативный характер обучения.
6	Учет учебных (когнитивных) стилей учащихся.
7	Разнообразные формы оценочной деятельности (тесты, тестовые задания, приемы аутентичного оценивания, «Портфель» и др.).
8	Многообразие организационных форм обучения (парная, групповая работа, фронтальная, индивидуальная).

**Educational environments**

**Teaching/Learning**



## **CHARACTERISTIC FEATURES OF A SCHOOL WHERE LITERACY THRIVES (2008 OUTCOMES)**

### **Learners**

- 1. A change in the attitude to reading (from “boring” to “fashionable”, “prestigious”, “interesting”, “a norm”).**
- 2. An increase in the amount and quality of reading: 75% have started to read more, 50% improved reading skills after the first year in the project.**
- 3. Better academic results, willingness to study in and out of school: 55% (after the first year in the project).**
- 4. Adopting learner skills.**
- 5. Adequate self evaluation in terms of academic progress and failures.**
- 6. Willingness and ability to socialize, participate in discussions with books and other texts they have read becoming the topic of conversation.**
- 7. An increase in intellectual activity through thinking about what they have read, about other people and oneself, life in school and out of it, the world around; later about how “I”**



## **CHARACTERISTIC FEATURES OF A SCHOOL WHERE LITERACY THRIVES (2008 OUTCOMES)**

- 8. An increase in leisure reading and time spent on it.**
- 9. A change in leisure choices (reading – bookstores – exhibitions – museums – theatres).**
- 10. Reading and discussions in foreign languages.**
- 11. Extensive writing, quantitative and qualitative changes.**
- 12. A growing interest in whole-school events, involvement in the work of other cultural and civil society organizations.**
- 13. Personal development (responsibility, active participation, discipline, tolerance, self-esteem).**
- 14. A leader's qualities acquired (participation in the national and international projects, social work).**
- 15. Attitude to reading as an essential part of being successful in life.**



## **CHARACTERISTIC FEATURES OF A SCHOOL WHERE LITERACY THRIVES (2008 OUTCOMES)**

### **Teacher**

- 16. A key figure of the educational process.**
- 17. A transformation of skills, qualifications, philosophy of teaching, didactic principles.**
- 18. Professional development.**
- 19. An active position in and out of school.**
- 20. A circle of reading, intellectual level, broadened horizons.**
- 21. Position in school: importance, respect.**

### **Librarian**

- 22. Position in school: respect, importance.**
- 23. A teacher's assistant.**



# **CHARACTERISTIC FEATURES OF A SCHOOL WHERE LITERACY THRIVES (2008 – 2018 OUTCOMES)**

## **Learning environment**

- 24. Access to educational opportunities: books, PC, mass media. Digital reading, reading from print and from screen. Reading aloud, reading by ear, whisper reading, silent reading.**
- 25. School library: resource centre/ reading hall/ discussion club/ book stock/ the press/ book crossing/ school media. Bookmarks for readers.**
- 26. School environment: a class library, reading corners, literary parlours, screens of reading, portraits with books, competitions, the school theatre.**
- 27. Positive psychological atmosphere: mutual activity of teachers and learners. Reading that unites us.**
- 28. Readers' groups in the teacher community, culture of reading, leisure and professional reading, reader's preferences. TEACHERS' MEETING devoted to reading.**
- 29. The Administration's leadership.**



## **CHARACTERISTIC FEATURES OF A SCHOOL WHERE LITERACY THRIVES (2008 - 2018 OUTCOMES)**

- 30. Parents' support and involvement (Tips for parents), PARENTS' MEETING, parents reading.**
- 31. Creation of cross-curricular links through reading and writing.**
- 32. Educational process enhancing culture and stimulating creativity.**
- 33. Links between languages (mother tongue, official language, indigenous language) and cultures.**
- 34. Educational, supportive, correctional projects and programs promoting reading and literacy.**
- 35. Interaction between children and adults, school and society.**
- 36. A change in leisure choices of teachers and learners.**
- 37. The social, economic and cultural status of the family gains secondary importance.**



# **CHARACTERISTIC FEATURES OF A SCHOOL WHERE LITERACY THRIVES (2018 OUTCOMES)**

## **Educational process**

- 38. Changes in the structure of the educational process: motivation (involvement), learner skills (metacognition), communication skills, subject knowledge (content). Reading competence (knowledge, skills, ability, readiness). Reader's competence (I know, I can).**
- 39. A variety and usefulness of methods, techniques, strategies. Innovative character of learning.**
- 40. Work with text and high-level comprehension of academic texts in all subjects (Every teacher is a teacher of reading and text-based activity).**
- 41. Educational textology. Text frames.**
- 42. Integrative, cross-curricular character of education. The Russian language as a cross-curricular subject.**
- 43. Cognitive and communicative character of education. (A text that has been discussed – a text that has been read). (Language – meaning – language).**
- 44. Cognition/ Emotional intelligence.**
- 45. Taking into account learning (cognitive) styles of learners. Different methods of explaining content – a teacher's professionalism.**



## **CHARACTERISTIC FEATURES OF A SCHOOL WHERE LITERACY THRIVES (2019 - 2020 OUTCOMES)**

### **Educational process**

- 48. Learners' ability to work with an academic text autonomously.**
- 49. User skills: technologies for distance learning (learners, teachers, parents).**
- 50. Communication skills in distance learning (learners, teachers, parents).**
- 51. Written communication skills (learners, teachers, parents).**
- 52. Extensive independent academic and leisure reading.**



# CONCLUSION

1. An educational, innovative project.
2. Upbringing, nurturing, development of the reader, teaching, education on/off-line.
3. The life-long reader.
4. The student integrates subjects, classwork, extracurricular activities, teachers and the parents.
5. Daily work of *all* the staff. Professional development.
6. The result is achieved in 1-2 years, keep at it!
7. The effect of the comprehensive project is more important than that of its parts.