

Implementation Report Lifelong Readers LiRe



Implementation Report from LiRe Partner: Biblioteka Publiczna w Dzielnicy Ursus m.st. Warszawy

Report Finalised on 27/06/2013:

Executive Summary (max. 400 words):

Executive summary should:

Consist of a concise summary of the larger implementation report, it should follow the structure of report, include recommendations, justifications and conclusions. It should be able to be read separately from the main report.

The reading promotion programme was being organized in that school for the first time, with the goal to raise the awareness of the importance of reading, primarily among young people. The implementation of the project involved the whole school community setting an example to show how reading is not conditioned by time and place, but the only thing required is good will.

Introduction(max. 300 words):

Introduce the report and give rationale (objectives set by the school) for implementation of reading promotion programme.

It is a recognized fact that reading has a crucial role in creating independent learners, literacy promotion and educational attainment of individuals in every society. It has been observed that reading is crucial a learner 's success whether in the primary or secondary level of education. The reading promotion programme was being organized in that school for the first time, with the goal to raise the awareness of the importance of reading, primarily among young people. The implementation of the project involved the whole school community setting an example to show how reading is not conditioned by time and place, but the only thing required is good will. Reading promotion programme was a children educational development scheme aimed at improving reading habits among children aged between 7 and 13 years. It is better to inculcate reading habit, right from tender age, so that children can use to it as they grow up. It is much easier in this stage since children's minds are flexible.

The objectives of this programme were as follows:

- Inculcate reading habit and care of books in children;
- Teach children how to use books and library;
- Sensitize the parents about the activities of the school;
- Encourage children to spend their free time effectively.

To ensure successful staging of the programme, the parents of students were sensitised, too. The board and the teachers of the school were engaged in publicity to sensitise parents and children. Teachers were talking about the programme during the meetings with the parents and the announcing posters were disseminated in streets around the school by the volunteers. They also visited homes of the students.

Context of Implementation (max. 400 words):

Context of implementation:

It is important to give a snap shot of the school at the time prior to implementation. Patronage/type of school, size of school, location of school and reading programmes currently and previously implemented in the school should all be included. Local conditions/historical/social information

regarding the school would also be desirable.

Primary School No 4 in Ursus District is 50 year old school, built in the early 60-ties. It has been always the first and the most open in making different projects and additional activities. Now the community of students consists of about 500 girls and boys in the age 7 till 13 years. About 60% of the students are from the families, who have moved to the district of Warsaw from the villages or small cities. The parents generally do not work in our district – they commute to work to the centre of Warsaw, leaving in the early morning and coming back late. The rest 40% of the students are from the families of previous workers of a big tractor factory in Ursus, which was closed down in the 90-ties. Nowadays there are two school buildings: for older and younger students connected by the sport hall. Altogether there are 23 classrooms. The board of the school employs 36 teachers and 2 school librarians. So far all the reading promotion activities had been organised by the school librarians and had been held in the room of the school library. So the activities have been organised individually for the groups of students from the same class.

Description of Training Modules (max. 600 words):

Description of training module:

In this section you should include details of the training module. As partners may wish to facilitate modules in alternative ways, it would be important to outline the structure of the training modules. Give details of size of group, the classes/grades they teach, areas of strength and challenges faced. Give as much colour and variety as you can in this section.

The training modules were organised in the Science Reading Room in Public Library in Ursus on 15th, 16th and 22nd November 2012. It was led by the librarians of Public Library in Ursus and two local writers-journalists. The participants of the training were 16 school teachers (among them the director of the school) and two librarians.

The teachers were generally the masters of the classes 1st till 6th, who teach Polish, English, German, History, Maths, Art and Music, Chemistry and P.E.

During this presentation of different activities the group was discussing reading strategies that assist students in learning to develop through reading. All the participants have been provided a copy of the materials to serve as a note-taking guide. It freed them to concentrate on the presentation and add their own notes rather than copying the information. The course started with the activities, which the teachers might have been more familiar with. Then the effective components of the reading programmes from other partner countries were presented and discussed. Then based components of the successful reading promotion programme were determined and the discussion on the exact reading promotion programme for the Primary School No 4 was discussed. During these workshops the teachers explored each of the component areas and then looked at the solutions to support activity development for each of these areas.

The solutions were meant to provide the teachers with knowledge of the crucial elements, which support reading promotion at school. The participants were encouraged to make their own proposals and look for advantages and disadvantages of them. As the result the group prepared the satisfying reading promotion plan, which was planned to be implemented since 1st March.

All the details of all the actions were deeply discussed and the teachers, responsible for the implementation were chosen.

Description of Reading Promotion Plans (max. 300 words):

Description of reading promotion plan:

Give details of the reading promotion plan that the school decided to implement. Reading promotion areas to be addressed, proposed action, the time frame for implementation, who was responsible for implementation, success criteria and review dates. You could simply attach the relevant table with the complete plan and comment on it.

The reading promotion programme lasted from 1st March till 15th June 2013. The activities were held in the classrooms, in the school library, in the corridors and on the playground.

The main actions of the programme were:

1. Fairy-tale Thursdays
2. Magic journey with Alina Centkiewicz and her books
3. International Day of a Book for Children
4. Spring Book Fair
5. The Day of Loud Reading
6. 310th Anniversary of the Charles Perrault's Death
7. 90th Anniversary of Henryk Jerzy Chmielewski's Birth

Different activities were chosen:

- Book Review
- Fairy-tales loud reading
- Books presentations
- Games- word games, scrambles
- Library orientation- such as library ethics; library registration, types of library materials etc.
- Care of books and library materials
- Book Fair
- Meeting with writers
- Creative Arts such as drawing, painting and decoration, singing etc.
- Exhibitions

15 teachers and 2 librarians (from 36 teachers of the chosen school) were responsible for the implementation of different activities. The plan was completed and the whole programme was a great success. Almost 70% of the students took part in programme. Many parents were involved, too. Due to the collected comments of the students and the teachers, such activities should be organised every year. The programme integrated the school community of teachers and students and their parents, everybody had fun and learnt a lot about books, writers, illustrators and genres. Attached there is a relevant table with the plan of the programme.

Description of Data Collection Activities (max. 300 words):

Data Collection Activities:

How did you collect your data? What methods did you use? Quantitative/qualitative? How large of a sample did you take? It is important to justify use of each method used in collection of data (CARDET could assist you on this part).

Data Collection Activities should include:

- *reading promotion tool before and after implementation*
- *reading habits tool to be administered by school staff **before and after** (36-48 kids per school – boys and girls)*
- *At least 1 visit to a school to observe sample activities*
- *2 interviews with key school staff and 2 with parents if possible*
- *A debriefing focus group with school staff*

During the workshops the activities of promoting reading used before the implementation were discussed. Then during the final meeting they were compared with the activities, used in the programme.

The questionnaires from 38 kids – girls and boys were collected and analysed.

The school was visited twice during – in March and June and the chosen sample of activities were analysed and estimated.

The interviews with 2 parents and 2 teachers were accomplished.

During the last meeting with the teachers and the director of the school the programme was estimated and discussed. Some conclusions were collected.

Data Analysis (max. 200 words):

Data Analysis:

Briefly describe how you analysed data

The method of data collection were questionnaires, focus group, observation and interviews. The comments of the teachers and the parents were read, analysed, compared and collected accordingly.

All the questionnaires were analysed. The interviews were read carefully and all the most appropriate answers were chosen.

The conclusions and opinions were collected and presented at the special meeting of the teachers with the board of school in June.

Findings (max. 700 words):

Findings:

*It is important to make measured statements based on the analysis of data. What worked well? What were the challenges? What was surprising? Why did this occur? **It is important to provide evidence**, quotes, etc. for each claim and finding.*

Below there are some opinions and comments of the teachers and the parents:

Ewa Gerełło - the director of the school:

"A book can help you find your identity and its analysis can introduce you to a whole new discourse. Illiteracy is present in modern society, and people are using only brief lists of words in their daily life, and this is where the book contributes to the enrichment of one's vocabulary, with the aim to enable him to express himself in a better way. A book is a solution to the problem of illiteracy. So, our programme aimed to attract students, to encourage them to read, to show them the beauty and the value of a book. The aim seemed very demanding, but hopefully we managed to achieve it. 70% of the students took part in the activities and we could notice much interest and much fun in common reading and knowing new things. Thanks to the Public Library in Ursus as the partner of LiRe project the teachers could take part in the inspiring workshops and know different ways of promoting reading among children. I am very grateful for motivating me and my staff to organise such a valuable idea in my school."

Sebastian Makowski, the father of 8 year old boy:

"However, we often choose to spend much more time using the modern Internet technology than to read a book, and in that way we are neglecting the importance of the traditional way of gaining knowledge. But, there are many advantages of reading books. Some people still have the need to physically touch the object, which is in this case the book, in order to fall in love with it. Book is easily portable and you can read it anywhere you want. Parents should be involved in teaching their children to spend their time with books. Such a programme integrates parents with the school and helps them to understand their role in children education".

Karolina Glinka, the mother of 7 year old girl:

"Hopefully, we will have the continuation of the programme, and with the support of the teachers, I am looking forward to the second, third or fourth programme like that"

Wiesława Winter – the school librarian:

„The programme was a big challenge for us. Around 350 students participated in this for-month-long programme by reading books in order to indicate the importance of reading. All the planned activities went smoothly. There were no problems to involve the parents, what was a bit surprising for us – the teachers. It turned out that many parents love reading – thanks to the programme we got to know that! Promotional material was distributed in the form of brochures containing reasons for why reading is important. Even not all the students were involved the project was successfully finished. The response we received was excellent, and we also received a lot of positive comments from the parents. Moreover during the programme I noticed much more visits of students in my school library“

Zofia Pielecka – the teacher of Physical Education:

“Reading is one of the best ways to relax. The experts from Warsaw University have concluded that reading books is as beneficial for the human organism as doing sports. Not only that it increases the intellectual ability, but it also reflects positively on the overall psychophysical health of people. The positive results of the programme convinced us – the teachers, that such activities are very important in developing our students. Many of my students started having fun in reading not only the sport news, but also literature.”

Urszula Gołda – the teacher of Art and Music:

“It has been discovered that only 6 minutes of reading can reduce the level of stress for more than two-thirds, which provides a better result than listening to music or going out for a walk. Our programme is the first step in making students use to reading books every day”.

Paweł Krzemień – the teacher of Maths:

“In my opinion during such a rich programme of promoting reading in the whole school we managed to convince our students, that reading is not waste of time, because it exposes them to new experiences, and new experiences are very stimulating for the brain. Reading books affects also their health in a positive way. Until the next programme of this kind we should inspire students continue doing something beneficial for their mental and physical health – Reading a book!”

Recommendations (max. 600 words):

Recommendations for Practitioners: make recommendations as practical as possible. Step by step recommendation may be used here on how to facilitate the reading promotion activities.

Recommendations for Policymakers: make recommendations on how to implement a school-wide reading promotion programme. How to implement an effective reading promotion programme and how to involve/empower stakeholders.

In order to encourage students to read for pleasure year-round there are three relatively key areas the policy makers must hit. The first area would be media activities – initiatives that are introduced and discussed during media time throughout the school year. The second area could be summed up as formalized literary programs, specialized days arranged to highlight reading. Finally, the third area that needs to be addressed is the summer reading program so that you can continue to guide the students in their intellectual development even when they are out of school.

Media activities to promote reading throughout the school should be fun and contain elements of games and competitions. For primary students, you might give the children two weeks to complete their reading, meaning that they should read one of the books every two days or so; this could be advisable given that their books would be shorter and that you would want the activity to be at the

forefront of their brains the entire time you were working on it. For older students, you might set up a time limit of up to 5 weeks, given that the texts they would be selected would be much lengthier. A portion of their media time each week could be devoted to searching for their next books. In this way, you would inspire your students to read what they are truly interested in. However, in order to encourage a broader range of reading, there would be a second level of achievement.

For formalized literary programs, there are a number of different interconnected methods and activities that one might consider. Firstly, an extremely simple method of promoting reading would be to hold annual or biannual book fairs. Naturally, it is not enough to just have the students pick out books from the shelves of the book fair. You should lead up to the event by book-talking series and specific titles that you know will be available. You should also utilize any resources that come along with you book fair materials. Providing meetings with the authors for the students would make the book fair a more satisfying and meaningful experience for everyone. Other important literary programs include literature days or reading nights, depending on the preference of the administration or teachers at the school. During these types of programs there should be different activities and stations, read-alouds, literature-related crafts they make, video clips, themed snacks, teacher/student performed skits. If you hold your reading programs in the evening, you should make it a family affair – letting students bring their parents.

For the Summer Reading initiative, we suggest to organise them within framework of the partnership with public libraries as the place of summer reading. We would recommend setting up a calendar for the students where a parent could sign off for each week that student read or was read to for a designated period of time. You would also send home a list of recommended authors and books, so that the students and parents would have a starting point. We suggest that the list of books would relate to travelling, adventures, journeys. When the students returned from summer vacation, you might give each participating student a little certificate of achievement, so that no one feels left out. In the effort to encourage enriching leisure reading among students, a school librarian must creatively vary the strategies for reading promotion. Good readers will be easy to catch with an informal discussion during book browsing, but reluctant readers will need engaging and active presentations. These readers will need consistent reminders and easy access to new book recommendations that would interest them: reading promotion stations and displays, events during convenient time slots, reading guidance webs, and digital book trailers. A school librarian must remember that sometimes the simple actions are the best. A school librarian must not only promote reading but also model her/his own enjoyment of reading for the students.

Conclusions (max. 500 words):

Conclusion:

Summarise the main ideas and finding of your project. Make reasoned conclusions based on the evidence collected during the implementation of the programme.

Primary school is an important time in reading development. Students are looking to find themselves, their friends, their enemies, and their problems in the books they read. They are still looking to be swept up in a great book, and there is really the time and support for reading for pleasure. This is precisely the stage at which you need to catch the students as constant readers so that when they continue their education and become busy, they do not stop being readers. This is also a time when it is ideal to target the reluctant readers who are uncommitted.

The programme aimed to attract students, to encourage them to read, to show them the beauty and the value of a book. The aim seemed very demanding, but it was achieved successfully.

Parents should be involved in teaching their children to spend their time with books. The reading promotion programme integrates parents with the school and helps them to understand their role in children education. The positive results of the programme convinced us – the teachers, that such

activities are very important in developing our students. Many of my students started having fun in reading not only the sport news, but also literature. The reading promotion programme was the first step in making students use to reading books every day.

ANNEXES:

1. Ammedneded/final tools used
2. Final Reading promotion plan as it was implemented.