

Schools Where Literacy Thrives

A Project of the International Development in Europe Committee of the International Reading Association

1998 London

Carol Santa: Effective interventions for beginning readers

Peter Hannon: Early Literacy education and families

Ann-Sofie Selin & Pehr-Olof Rönholm: Student-centred learning and self-assessment: a whole-school movement

Suzi Clipson-Boyles: The catch up project for struggling readers: a research-based intervention for delivery by teachers

Ulla-Britt Persson: What works for disabled readers in Swedish schools?

Greg Brooks: What works for slow readers? The effectiveness of early intervention schemes in Britain

Braga

Ulla-Britt Persson: What works for slow readers in Sweden

Ann-Sofie Selin & Pehr-Olof Rönholm: School development based on experiences from Cygnaeus School in Turku

1999 Stavanger

Charles Berg and Michel Putz: School improvement and developing literacy: The Dudelage project.

Gerry Shiel: Development of coherence and structure in children's writing: Implications for assessment and instruction.

Nataly Smetannikova: Metacognitive strategies for teaching foreign languages.

Wien

Ann-Sofie Selin & Pehr-Olof Rönholm: Leadership for literacy in schools as learning and changing environments

2000 Auckland, NZ

Ulla-Britt Persson & Mona Lansfjord: Flexibility, encouragement, and participation – keywords for success in teaching literacy?

Ann-Sofie Selin & Pehr-Olof Rönholm: Professional development in a literacy learning organization

Åbo

Charles Berg: Portraits of why and how schools around Europe have proved successful; Conceptual background parameters (frames of reference)

Luc Hensen, Marco Krier & Paulette Lick: The Dudelage project for professional development

Svetlana Ushkova: Introducing portfolios, a change of school culture

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Virpi Ravolainen: Literacy, a whole school movement

Eufimia Tafa: Successful kindergarten schools in Greece

Ann-Sofie Selin, Mikael Fröjdö & Pehr-Olof Rönnholm: School development – a theoretical model on five levels

Pam Hulme: A working charter for learning communities

Ljubljana

Eldbjørg T. Lyssand: Focus on first grade

Pam Hume: Interactive writing in English primary school

2001 Dublin

Ann-Sofie Selin & Pehr-Olof Rönnholm: School development: A theoretical model on five levels

Charles Berg & Paulette Lick: Emotional Situation and Literacy Achievement of Students in the Dudelage School Project

Jean-Paulo Welter: Evaluation Levels of the Dudelage School Project

Marco Krier: Integrated Support In Language Teaching

Tallinn

Charles Berg: Learning from a school project: Schools where literacy

Ann-Sofie Selin & Pehr-Olof Rönnholm: A school as a learning organisation

Ott Kasuri: A learning school and a self-evaluation

Moscow

Charles Berg: Learning from a school project: Schools where literacy thrives

Ann-Sofie Selin & Pehr-Olof Rönnholm: School - a learning organization for literacy

Ulla-Britt Persson: School development and literacy teaching in a Swedish context

2002 Edinburgh

Charles Berg: History and theory of "Schools Where Literacy Thrives"

Svetlana Uschkova: How changing assessment changes schools: Experiences from Moscow

Ulla-Britt Persson: Making schools visible for one another: generalising good practice - from Sweden

Sabine Vanhulle: More reflective teachers for schools where literacy thrives: Evidence from Belgium

Pamela Hume: Negotiating conditions for teacher communication and cooperation

Ursula Gern, Barbara Mühlstedt: Literacy for all: Supporting children with special needs in the mainstream of SWLT-evidence from a German school

Marco Krier: How can schools meet the needs of poor readers to make literacy thrives. Evidence from the Dudelage project

2003 Huy

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Eufimia Tafa: Effective literacy strategies in kindergarten classrooms

Olga Zápotočná: Looking for balance in early literacy education in Slovakia

Ann-Sofie Selin & Pehr-Olof Rönholm: A systematic approach to individualized practices in reading instruction in grades 1–6

Moscow

Greg Brooks: What makes schools effective, especially for children with literacy difficulties.

Tallinn

Christy W. Lumm: Literacy enhanced by links.

Ann-Sofie Selin & Pehr-Olof Rönholm: A systematic approach to individualized practices in reading instruction in grades 1–6

Natalia Smetannikova: Strategic approach to teaching reading in foreign language.

2004 Rethymnon

Ulla-Britt Persson: What constitutes a school where literacy thrives?

Ann-Sofie Selin, Paata Papava, Pehr-Olof Rönholm: Making the most of the IDEC project Schools where literacy thrives. Importing the SWLT project to Georgia (tentative heading)

Linköping

Ulla-Britt Persson: Schools Where Literacy Thrives – an introduction to the theme

Henrietta Dombey: Key features of English primary schools where literacy thrives

Nataly Smetannikova: Features of a school where literacy thrives

Gerry Shiel: Strategies for improving reading in disadvantaged schools

Tatiana Galaktionova and Tatiana Fedina: School of Reading Culture establishment of the Prize of children's gratitude to the teacher for opening the world of reading.

Susan Ellis: Creative Learning, Creative Management

2005 Zagreb (14th Eur C on R)

Gordana GAZDIĆ-BUHANEC (Croatia) and **Luca MATIĆ** (Croatia) – The School in Which Literacy Thrives

Rodica-Gabriela GAVRIS-PASCU (Romania) – Reading as Food for the Soul

Loone OTS (Estonia) – Cultural Habits and Reading Habits of Estonian Pupils, Their Teachers and Parents

Schools Where Literacy Thrives (Symposium)

Chair: Eldbjørg T. LYSSAND (Norway)

Eldbjørg T. LYSSAND (Norway) – The IDEC Schools Where Literacy Thrives Project

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Nataly SMETANNIKOVA (Russia) – From a Dream to Reality: Experiences from Russia

Tatiana POTYAEVA (Russia) – Strategies for Success

Ann-Sofie SELIN (Finland) and **Pehr-Olof RÖNNHOLM** (Finland) – Assessment and Learning during the First Months in School: Meeting the Needs of the Individual by Constructing a Scaffold for Learning

Estela D'ANGELO MENENDÉZ (Spain); **Laura BENÍTEZ SASTRE** (Spain); **Javier CABAÑERO VALENCIA** (Spain); **Piedad POZO LUNA** (Spain); **Ma Rosa SOBRINO CALLEJO** (Spain) and **David VIADERO JORGANES** (Spain) PROAI Programme (Problems in Beginners' Literacy): Conclusions of the Different Researchers Carried Out Within This Programme

Svetlana USHAKOVA (Russia) – Literacy in Foreign Languages in the Project SWLT: Inputs

Nadezda GAVRYA (Russia) – Foreign Languages in the Project SWLT: Outputs

Eldbjørg T. LYSSAND (Norway) – SWLT Project: Future Directions

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Livija KNAFLIČ (Slovenia); **Nataša BUCIK** (Slovenia); **Ana GRADIŠAR** (Slovenia) and **Sonja PEČJAK** (Slovenia) - The Influence of Motivation on Pupils' Reading in Slovenian Elementary Schools

Comment: Inclusions in this list are arbitrary. Please suggest alteration if you feel there is a need.
pronnhol@abo.fi