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 Rönnholm: 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 Rönnholm: School development based on experiences from Cygnaeus School in Turku

1999  Stavanger

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


Nataly Smetannikova: Metacognitive strategies for teaching foreign languages.

Wien

Ann-Sofie Selin & Pehr-Olof Rönnholm: 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 Rönnholm: 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 Dudelange project for professional development
Svetlana Ushkova: Introducing portfolios, a change of school culture

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Schools Where Literacy Thrives
A Project of the International Development in Europe Committee
of the International Reading Association

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 Dudelange School Project
Jean-Paulo Welter: Evaluation Levels of the Dudelange 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 Dudelange 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 Rönnholm: 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 Rönnholm: 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 Rönnholm: 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-BUHANEĆ (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

Poster 22
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.
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