

Literacy Policy Development

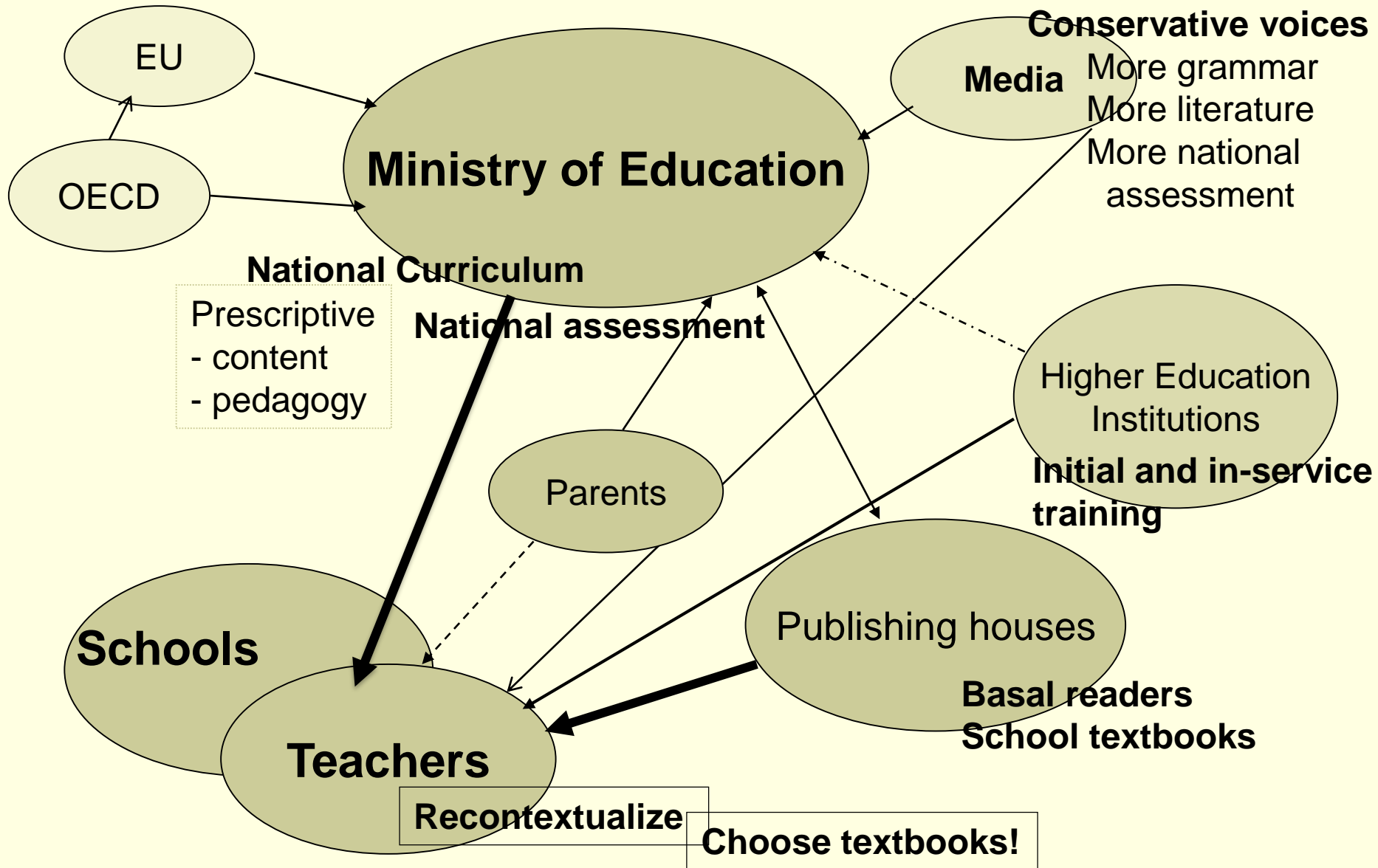
The recent case of Portugal

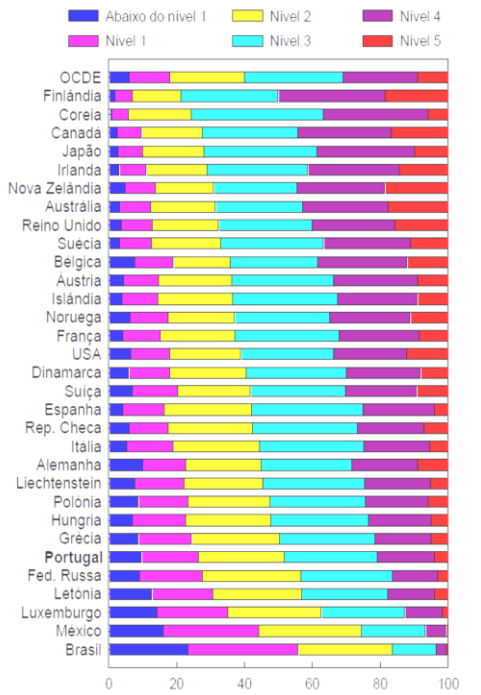


**Maria de Lourdes Dionísio, *Institute of Education*
*University of Minho; Braga***

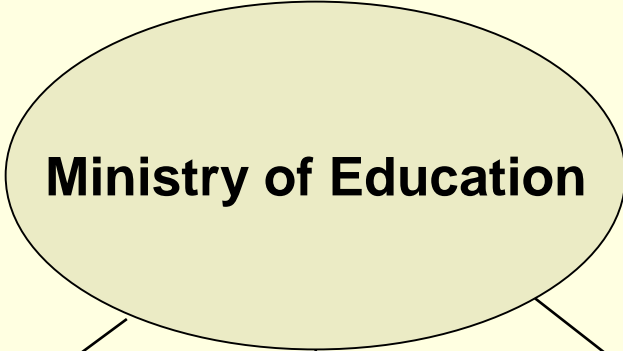


Contexts of education regulation

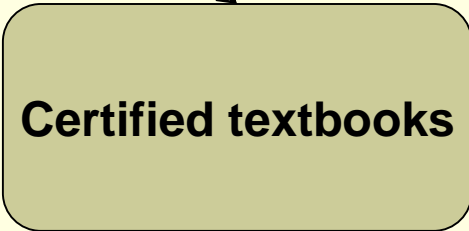
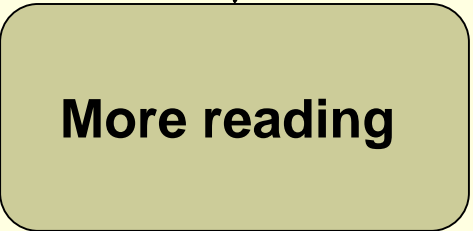




To reduce the number of weak readers to 15,5% by 2010
 (Stockholm Convention, 2001)



Teachers have to teach better! *(teachers do not teach well...)*



➤ **Strong regulation of ITed**
 ➤ **National Program for the Teaching of Portuguese (PNEP [2007])**

➤ **National Reading Plan (2006)**

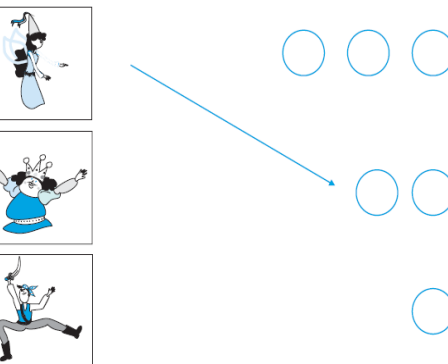
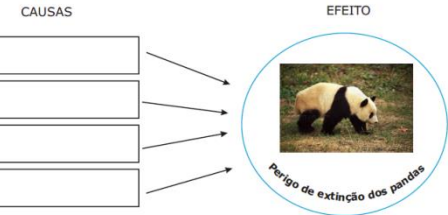


Since 2009, publishers have to submit books for official approval

Conhecimento da Língua:
Desenvolver a
consciência fonológica

Lista de autoverificação para depois da leitura

	Sim	Não
Compreendi o sentido global do texto?	<input type="checkbox"/>	<input type="checkbox"/>
Conseguir dizer o que aprendi com este texto?	<input type="checkbox"/>	<input type="checkbox"/>
Percebi todas as palavras do texto?	<input type="checkbox"/>	<input type="checkbox"/>
Aprendi palavras novas com o texto?	<input type="checkbox"/>	<input type="checkbox"/>
Tomei notas sobre algumas partes do texto?	<input type="checkbox"/>	<input type="checkbox"/>
Já reli o texto?	<input type="checkbox"/>	<input type="checkbox"/>
Fiquei com vontade de saber mais sobre o assunto do texto?	<input type="checkbox"/>	<input type="checkbox"/>
Apetece-me falar do texto que li a alguém?	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>



National Program for the Teaching of Portuguese

- To improve the **teaching** of reading, writing and orality (= to raise reading levels)

- Ministry of Education

- Coordination Committee

- National Coordination Team

- **Mission:**

- To design the training program;
 - To define contents and methodologies for the training sessions;
 - To articulate the trainers
 - To PRODUCE and distribute brochures for training;
 - To provide useful bibliography
 - To PRODUCE pedagogical materials

...

- **Training:** Use and discussion of systematic strategies for language teaching

What teachers need to know about:

- Phonological awareness;
- Linguistic awareness;
- Decoding;
- Reading comprehension;
- Writing (textual dimension)



Beliefs and aims:

“A systematic and **integrated** approach of lexical and sub-lexical strategies, sustained by the use of books (and not small pieces of texts) that will motivate children for the pleasure of reading and learning. The use of real books is recommended not only to promote interest on reading but also to give the child the opportunity to increase vocabulary and to contact with all kinds of texts. It is important that decoding occurs in a real reading context”.



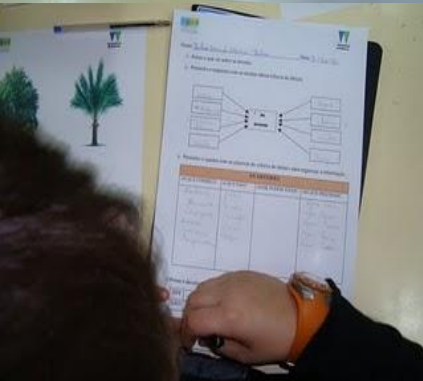
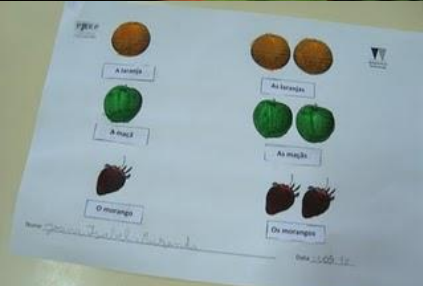
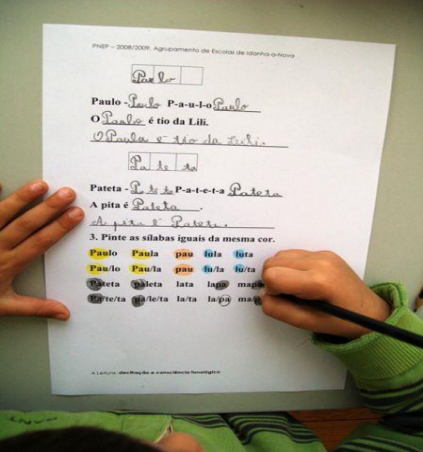
Does this training program ‘work’?

Some evidences:

- More “real” reading and writing practices
- Parents are being involved
- Teachers in the training programme are deeply engaged:
 - hundreds of teachers’ blogs with lesson plans, examples of activities, classes portefolios

Concerns

- Emphasis on daily “activities” and on “doing”
- Activities equal for all contexts
- The routinization of strategies and procedures
- Teachers dependency of such materials
- The myths of the quick fix
- Weak awareness and self-reflection about the practices; no preparation for gathering and interpreting evidence



Final (borrowed) thoughts

“[the] point here is that it is not that some literacy teaching methods work and others do not. They all work to shape and construct different literate repertoires in classrooms. They all have outcomes visible in practices and motivation [...]

What do particular combinations and blends of families of practices work to produce? In which combinations and emphases do they work with specific communities of students? For what practices, places, times, and occasions do they prepare students? And for what political and ideological configurations?

What better way to assist teachers' work and pedagogy in these new times than with complex and critical questions rather than simple answers” (Luke & Freebody, 1999).