



# NATIONAL REPORT

Germany

## SUMMARY

The present report contains the analysis and synthesis of the information included in the implementation logbooks presented by the German BaCuLit trainers. This paper documents the delivery of the Content Area Literacy courses provided by the trainers' respective institutions. The report highlights the obstacles encountered and the solutions identified to overcome them, and contains a set of recommendations for further development.

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## List of acronyms

ADORE= Teaching Struggling Adolescent Readers in European Countries. A comparative study of “good practice” in European countries. Comenius Multilateral project

BaCuLit= Basic Curriculum for Teachers’ In-Service Training in Content Area Literature in Secondary Schools, in-service training course developed within the Comenius Multilateral project bearing the same name

CAL= Content Area Literature

CPD= Continuous/Contiuing professional development

ISIT= Implementation Strategies for Innovations in Teachers’ Professional Development. A Comenius Multilateral project

KMK = Standing Conference of the Ministries of Culture and Education in Germany

NGO = Non-governmental organization

OECD= Organization for Economic Cooperation and Development

Para.= Paragraph

PIRLS = Progress in International Reading Literacy Study

PISA = Programme for International Student Assessment

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## National context

### How teachers' in-service training is organised in Germany

Speaking of continuous teacher education in Germany always means looking at 16 different Federal States and their jurisdictions in educational policies. The Basic Law does not give power to the Federacy to legislate on the matter of education and culture thus creating effectually a "Kulturhoheit der Länder", cultural sovereignty of the states. The German Parliament influences the educational sector only via the Kultusministerkonferenz (=KMK), the Standing Conference of the Ministries of Education and Cultural Affairs of the Länder in the Federal Republic of Germany. The directives of this body do not immediately become effective, but first will have to be turned into state law. Many large-scale innovations in education, however, follow KMK-decisions and recommendations (e.g. literacy development as one field of action after PISA, or standards and core curricula as a national framework plus differentiated versions in the Federal States). Therefore it would be too superficial to speak of "the" German education system and "one" common standard for continuous teacher education in Germany.

Federal States are reluctant to let the KMK take any leading steps as far as designing the content of education and professionalization of teachers is concerned and very much stick to their autonomy. Therefore nationwide initiatives are not easy to implement. Heterogeneity prevails in teacher professional development as in other educational fields.

### Specific legislative framework

Most Länder have laid down the goals of in-service teacher training in their laws and regulations specified for teacher training or school legislation. Other details about institutions which provide in-service courses, about application, admission and release from teaching duties for attending a course are formulated in directives or legal provisions. The duty of teachers to follow CPD is expressly laid down in **all** Länder by law or ordinance. A corresponding duty of the employers (usually the Ministries of Education and Cultural Affairs as the highest school supervisory authority) is to provide suitable programmes.

This legislative framework leaves room for a range of specifications varying across Länder, across regions and individual schools. Thus the procedure for selecting teachers for making an application, being released from teaching commitments and getting permission to attend an in-service training, in literacy as in other fields, varies from Land to Land. In some cases teachers apply directly to the organizer, in some cases through official channels (through the headmaster), in some cases the school supervisory

authority selects participants. In this case teachers are automatically released from their teaching duties. In some cases the central in-service institution may select participants following an approved list of criteria.

### Institutions in charge of in-service training for secondary school teachers

Teacher in-service training is offered on a wide range of topics and in various formats by a large number of often competing actors and does not necessarily allow cumulative processes of enlarging teachers' knowledge and skills.

Most programmes in Germany are **state-run**, as the Ministries of Culture and Education in all Federal States set partly nationwide partly specific goals in education policies. Learning offers are in rare cases organised directly by Ministry officials or - more common - delegated to state-run teacher training institutes like the Institute for Teacher Education and School Development in Hamburg.

Professional development for teachers, e.g. in the literacy area, is also delivered **by university staff**, either as on-site training sessions in schools or in teacher training centres forming part of the universities (e.g. Frankfurt).

The market for teacher training, e.g. on literacy, is open to **private initiatives**, e.g. from publishing-houses, foundations such as the Stiftung Lesen (= Reading Foundation) or private enterprises.

Programmes offered in the public as well as in the private sector vary widely in quality within the individual German States, but also nationwide, as there are no generally accepted and established quality standards for the third phase of teachers' professional learning (covering aspects like requirements for providers of teacher training, criteria for sustainable intervention programmes, competences of trainers, connection with other aspects of the support system for schools such as school counseling etc.).

To summarize these findings, no systematic overall approach to literacy development through continuing teacher education in Germany can be identified. In some Federal States there are uncoordinated literacy initiatives even in one and the same Ministry or teacher training institute. Therefore BaCuLit that describes the first overall European minimal standard for in-service teacher training in content area literacy represents an overdue model for a more effective literacy practice followed by teachers in German classrooms, too.

## Quality assurance

Programmes offered in the public as well as in the private sector vary widely in quality within the individual German States, but also nationwide, as there are no generally accepted and established quality standards for the third phase of teachers' professional learning. Such standards would allow quality assurance as an umbrella concept covering all activities undertaken to investigate, monitor, improve - and perhaps also to make public – the quality of teacher professional development.

Only recently (02/2015) an initiative for the formation of a reference-frame on nationwide standards assuring quality of programmes for teachers' professional development has been launched by the German Association for the promotion of teachers' CPD (=Deutscher Verein zur Förderung der Lehrerinnen- und Lehrerfortbildung e.V.). Designed as a three-year programme it opens up positive perspectives. <http://www.lehrerinnenfortbildung.de/cms/index.php/component/content/article/30-home/59-projekt-musterreferenzrahmen-qualitaetsstandards>).

It may contribute to the enhancement of effective teacher CPD in Germany which leaves many desiderata open up to the present day. To give but one example: In many areas findings from research on standards for sustainable teacher training have not yet been incorporated into programmes. Research has shown that only systematic middle-or long-term approaches which combine input with implementation into the daily classroom practice, analysis and reflection, produce the desired effect in teacher beliefs and teaching activities. Still, a very common format of continued teacher education in Germany, not only in the field of literacy, is a **one-shot-approach**, offered as one afternoon or one-day events. These formats have to be considered highly ineffective. Routines that have been developed over a longer period cannot possibly be broken and changed through short- termed or isolated events, as empirical studies demonstrate, time allowed for teachers' learning processes apparently being an essential component for the implementation of training content into teachers' teaching practice. (cf. Yoon et al 2007, Timperley 2008)

General quality assurance lies with institutes for quality development (e.g. Thüringen) or with departments of the state teacher training institutes. (e.g. Quality departments in Rheinland-Pfalz, Bremen, Saarland).

## Accreditation

In the Federal States of our BaCuLit trainers all institutions and private persons offering teacher training

need to be accredited in order to be officially recognized as providers of teacher professional development. In this accreditation not only the programme and its content, but also the context of the institute or the quality of the trainers is judged and taken as a basis for turning down or accepting the application.

Complimentary to applications handed in by providers, trainers, coaches offering CPD there is also direct choice of qualified personnel from a pool of approved trainers through the responsible coordinator in the teacher training institute, often in coordination with the subject counsellor or the school, in case of on-site trainings (e.g. in Mecklenburg-Vorpommern).

## **Evaluation**

All BaCuLit trainers (with one exception of a trainer from an institution currently under development) report that evaluation measures are mandatory for all kinds of CPD offers in their Land. These evaluations can be carried through as an internal or an external measure depending on who undertakes the evaluation activities:

In its internal form it is organized by the trainer himself/ herself through the collection of feedback on content, organisation etc. from the participants of the course. To this purpose a standard evaluation form which contains detailed open or closed questions, is provided by the quality insurance institutes of the Länder (e.g. Thüringen, Bremen). In some Länder (e.g. Mecklenburg-Vorpommern) external trainers will have to stick to the standard form whereas the trainers of the educational support institutions may adapt this form to their actual needs. Most trainers report that persons who offer CPD in their Land may choose alternative forms of feedback: free statements recorded on presentation cards, structured interviewing, rubrics etc. In some Länder online evaluations are also in use. (e.g. Hamburg, Rheinland-Pfalz).

Such self-evaluatory measures have to be kept in balance with “external” evaluation measures. The feedback from the course participants has therefore usually to be reported to the accreditation institution or a special evaluation department in the teacher training institute. In some of these institutions officials would then provide feedback to the trainers and deduce improvement measures together with them.

## **Certification and teacher accountability**

All school legislations in Germany claim that continuing professional development is an obligation of

every individual teacher and is integral to maintaining the professional standards. (Cf. Legislative framework)

In some States teachers have a minimum requirement of time to be spent on professional development or a given number of credit points per annum to be obtained through various measures, from participation in courses, seminars, conferences, usually in the afternoons or evenings, one-day session or a series of full-day or afternoon sessions, to online studies. These courses are delivered in central locations such as the Bavarian Teacher Academy in Dillingen, the Sachsen-Anhalt or Thüringen Teacher Academies for Professional Learning, in regional venues of the regional supervisory authorities or as on-site learning opportunities on school premises.

Some Länder make a fixed amount of professional training mandatory: e.g. 4 days in Bavaria, 30 hours in Bremen and Hamburg, 3 days in Mecklenburg-Vorpommern (time required for full-time teachers, adapted requirements for part-time teachers).

Some Länder instead grant permission to teachers for participation in CPD. This is the case in the Saarland where teachers are entitled to following CPD up to 5 days per annum.

The documentation of CPD activities varies likewise: Bremen: CPD participation is documented by the management of the school where the colleague is a staff member. In other Länder the teachers document CPD themselves (as in Thüringen). In Hamburg CPD is documented in a portfolio of professional development.

Teachers may receive general confirmations of participation or more detailed certificates indicating time, content and successful participation (Thüringen).

Many teachers may be intrinsically motivated for acquiring a certificate for a modularized course, e.g. on school development, language counselling, inclusive teaching, teaching in multi-language classroom. Yet, there is no direct award system for the attendance of a CPD course: there is no direct impact of CPD on the status or the salary of German teachers. This is true for 600.000 of the ca 800.000 teachers in German state-schools who are already permanent members of the teaching profession (permanent state officials). It may unofficially concern the ca. 200.000 colleagues who are salaried employees, working on less favourable conditions than their colleagues who are state officials. Teachers as salaried employees mostly in the eastern Länder where teachers were employed on this basis after the German reunification. 30.000 of all salaried teachers hold only fixed-term contracts.

Even if there is no direct link between the amount and quality of CPD attendance, regular professional development can have an indirect influence on careers as it may open up new prospects. It is seen positively in applications for senior positions or for counselling posts.

In some Länder it is an explicit condition for senior posts in schools or school administration. In Bavaria undertaking regular personal further training is obligatory to get any kind of promotion.

### The colleagues certified as BaCuLit trainers in 2014

All trainers certified as BaCuLit trainers in 2014 hold teaching degrees. They represent the heterogeneity of the German education system covering all school types: i.e. elementary, lower and upper secondary schools (Hauptschule, Realschule, Gymnasium, comprehensive schools), special needs schools, vocational schools. Their subject areas range from mother tongue and modern languages through social sciences, mathematics and natural sciences, sports, religious instruction, art and music to domestic and nutritional science (in a vocational school).

The majority of trainers are still active as school teachers working part time for a teacher training institution either on the regional or central level. They are permanent state officials or salaried employees (expiring status of teachers in the new Länder).

A common feature of all colleagues involved is the high degree of continuing professional development they have achieved. This comprises further training for new subject areas as well as competence development for activities in teacher training (qualification as advisors for school development, quality assurance, school management, inclusive teaching, literacy development).

All trainers have been active in literacy development measures in the preceding years, supporting literacy in their school programme, in literacy projects of their Land or in national projects (e.g. as subject advisors for their school or for their government district, as regional coordinators in the nationwide KMK-project ProLesen: Auf dem Weg zur Leseschule (= ProReading- towards a reading school) (2018-2010) or in the BISS project (= Education through language and writing), an initiative of the Federal Government and the Federal States (2013-2018).

The German BaCuLit trainers teach in-service courses on school, regional or central levels. Three colleagues (Bremen, Hamburg, Bavaria) are educators in teacher training seminars. Two of them are active in inductive courses and in CPD. One of them (Hamburg) holds a position in both initial and inductive teacher training. Several trainers (e.g. Rheinland-Pfalz, Bavaria, Bremen) have influence on the programme of their institutes being involved in managerial tasks.

## In-service teacher training institutions where BaCuLit courses are intended to be delivered

The trainers all turn to their teacher training institutes for the implementation of CAL elements or courses. With one exception these institutes are state-run and cover a wide range of subjects. Their courses specifically address all school subjects and all types of school, and they offer learning on overall educational and teaching issues. The subject matter includes subject-related and general didactics and methodology, general and school pedagogy, current issues such as inclusive teaching (=integrating children with special learning needs and disabilities in mainstream teaching), and heterogeneity in classes or the introduction of new curricula. Many courses address special target groups, e.g. head teachers, heads of departments in schools or the institutes themselves, counselling teachers for pedagogic issues such as inclusive teaching, or subject advisors who themselves hold CPD courses for schools, the latter group being highly represented within the BaCuLit group of trainers.

Some institutes are not only responsible for continuous teacher training but they also have a department for inductive teacher learning (Hamburg, Sachsen-Anhalt, Bayern, Thüringen).

One institute (Niedersachsen) is an Academy run by the Land and a NGO, the Reading Foundation (Stiftung Lesen, Mainz). It specialises in reading development.

### Bavaria:

Dienststelle des Ministerialbeauftragten für Realschulen, Mittelfranken, Nürnberg; Akademie für Lehrerfortbildung Dillingen Trainer: Dr Yvonne Hörmann	Institut für Schulqualität und Bildungsforschung  Trainer: Dr. Barbara Mütter
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### Bremen

Landesinstitut für Schule (LI) Bremen Trainer: Ruth Beckmann
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### Hamburg

Landesinstitut für Lehrerbildung und Schulentwicklung Hamburg, Abteilung Ausbildung (Department for Practical Teacher Training) Trainer: Yvonne Hackbarth	Landesinstitut für Lehrerbildung und Schulentwicklung Hamburg, Abteilung Fortbildung (Department for CPD) Trainer: Alexandra Marxsen
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### Mecklenburg-Vorpommern

Institut für Qualitätsentwicklung Meckleburg-Vorpommern (=IQ M-V), Rostock Trainer: Inis Jaschke	IQ - MV; Kompetenzzentrum Berufliche Bildung (currently under development), Rostock Trainer: Sabine Löschel
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### Niedersachsen

Akademie für Leseförderung Niedersachsen, Hannover Trainer: Viktoria Bothe
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### Rheinland-Pfalz

Pädagogisches Landesinstitut Rheinland-Pfalz (PL) Speyer/Bad Kreuznach Trainers: Stefan Siggés and Andrea Bürgin	
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### Saarland

Landesinstitut für Pädagogik und Medien (LPM), Saarbrücken - Beratungszentrum Deutsch als Zweitsprache Trainers: Severine Ternes and Barbara Kiefer	
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### Thüringen

Thüringer Institut für Lehrerfortbildung (Thillm) Trainer: Kathrin Nowaczyk	Staatliches Schulamt Nordthüringen Trainer: Kathleen Raabe
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## Expectations regarding the opportunities to implement BaCuLit/ CAL courses in the targeted institution

The BaCuLit trainers expressed their expectations concerning possibilities but also risks connected with the implementation of BaCuLit, in detail:

Bayern:

The implementation chances are esteemed more positive for general schools than for vocational schools: In several government districts CAL courses will be held as central, regional or on-site CPDs and as part of inductive teacher training. New curricula which are competence-orientated, based on cross-curricular work, can favour the introduction of literacy development in all subject areas. Yet, the focus on new curricula will consume next to all available financial resources and leave little room to other

issues.

#### Bremen

The trainer underlines that the BaCuLit material will have to be adapted to the particular needs of participants – at the same time she sees the obligation to make sure that essential elements of Baculit are maintained for quality assurance.

Careful information and step-by-step procedure and communication with the management level before the trainer's participation in ISIT leads to absence of problems now when it comes to implementation. So no problems are expected.

#### Hamburg

The trainer involved in initial teacher training is sure that elements of BaCuLit can and will be integrated into her personal seminar work. Improving a previously piloted version of a seminar on "Disciplinary Reading and Writing development" is considered very promising. A full version will be offered as an extra qualification for teacher trainees.

Some difficulties in convincing colleagues from non-language subjects who hold teachers of German responsible for literacy development are anticipated by one trainer for the CPD programme.

#### Mecklenburg-Vorpommern

Difficulties and chances at the same time are anticipated: the central teacher training institution for vocational schools under development may impede the implementation process, holding opportunities on the other hand of positioning the issue of cross-curricular literacy within decision processes.

Niedersachsen: BaCuLit elements may easily be integrated into various existing training programmes.

Rheinland-Pfalz: Trainers can build on an awareness for the importance of literacy development on the management level of their training institution. They are, however, convinced of the need for adapting material to actual learning needs. Chances are anticipated for a "light" version only, a 6-day full programme is not considered realistic surpassing the amount of time to be devoted to this issue.

Saarland: Easy implementation of suitable BaCuLit elements and full modules of the programme is expected as they can complement the comprising literacy development measures existing already. They may be able to link CAL elements to domain-specific manuals accompanying a "Reading Compendium"

(Basics published in 2014) in maths and natural sciences, social sciences, languages and by a manual on elementary education).

Thüringen: No institutional barriers are expected as the central institute for teacher training is open to a measure for reading and media competence development.

### Steps taken to analyse the opportunities for BaCuLit /CAL course implementation in the targeted in-service training institution

The activities performed by the trainers to analyse the opportunities for the implementation of BaCuLit/CAL courses depended on the training institution through which they intend to deliver the course. The type and amount of those activities depended on the trainers' position in the respective institutions.

#### **Bavaria**

Trainer 1: One of the Bavarian trainers is a CPD trainer and a teacher educator in the induction phase. Accordingly she was in a position to test the CAL implementation in formats ranging from a half-day session on "Think alouds" for Realschul-teachers to a mandatory series of 4 half- day sessions for teachers in their preparation phase. (Topics: academic vocabulary, text strategies and formative assessment through the formative diagnostic instrument Content area reading inventory, CARI ).

Both offers were very positively received and led to further demand. Despite initial doubts on the side of the teachers in preparation whose subject is not the mother-tongue language, the course was received very positively and will be integrated directly in the young teachers' lesson planning.

Further planning:

3-5 days of central CPD for teachers of all subject areas on ways of cross-curricular development of reading in the Teacher Academy in Dillingen.

#### **What the trainer learned from this experience so far:**

Teachers, even those who are sceptical at first, can easily be convinced of the importance of cross-curricular reading development through their own practical learning experience.

Trainer 2: Her Bavarian colleague who works as a regional advisor implemented CAL as an on-site training in one of the two vocational schools where she is a staff member. She also offered a regional

training for members of the German department at a vocational school. In both sessions reading motivation and strategies were on the agenda.

Further planning: The trainer would be ready to facilitate CAL courses in various other schools and as regional CPD courses. Judging from the teachers' interest she expects CAL courses to take place in more Bavarian government districts.

**What the trainer learned from her experiences so far:**

As anticipated the necessary resources are difficult to obtain for CAL because new curricula for vocational schools have to be introduced. The close link between curriculum work and CAL will have to be made transparent in order to convince decision-makers.

**Bremen**

The trainer chose a careful step-by-step approach towards implementation informing all relevant decision-makers on the managerial level of her teacher training institute, e.g. the Head of Department for CPD training, the Head of Department for Teacher education. A whole series of talks and conciliations which focused on potential synergies between the phases of teacher development, took place from Spring to Autumn 2014.

Step 1 October 2014: A one-module test-run (on strategies, here: reciprocal reading) within the disciplinary seminar for trainee teachers of German for lower secondary school

Step 2 January 2015: Pilot with 5 modules as an elective course for teacher trainees from various school types including vocational schools of 20 hrs in 2 weeks.

Further planning:

School-year 2015/2016: a 6- module CPD course for the language advisors in lower secondary

**What the trainer learned from her experiences so far:**

Measures that were carefully prepared through information and consultation of the decision-makers in the institute are well supported in the implementation phase. The entire BaCuLit programme can thus be administered to teacher trainees in her institute and to further target groups.

**Hamburg**

One of the Hamburg trainers is involved in both phases of teachers' pre-service education. She introduced the Head of the teacher training department for elementary and secondary schools and schools for children with special needs to the programme where she met with great consent. She also informed her colleague teacher educators from other domains.

For her domain-specific seminar she piloted an 8-hour qualification (2 sessions) for ca 15 participants from all subject areas.

Further planning: A seminar across the school types of 8 hrs (2 sessions) on Literacy Development for 15 teacher students has already been scheduled.

Further plans enlarge the range of possible applications the BaCuLit content allows. The Hamburg trainer designed a BaCuLit course as an additional qualification of teachers in their inductive phase who can serve as multipliers in their future schools. The course with the title "Further training of specialists for the teaching of content-area literacy" comprises 7 modules (80 hrs) based on the BaCuLit content and will have a first run with 12 participants. It addresses grades 3-10.

A qualification of newly installed seminar leaders at the teacher training seminar on the topic of literacy development is under consideration.

#### **What the trainer learned from her experiences so far:**

Teacher training in her institution offers a wide range of implementation opportunities.

The second Hamburg trainer is an active teacher of English and natural sciences plus a CPD trainer. Her fields of activity lie with her own school where she has recently been appointed literacy specialist, and with the Hamburg Teacher Institute.

From 8- 11-2014: In the teacher institute she presented the concept to the Head of the department for natural sciences, to her colleagues who are CPD experts for all subject areas and to the directors of the Teacher Institute. In her CPD she tested the BaCuLit programme in a pilot compact version (6 Std.) with 11 participants.

In her school she presented BaCuLit to the Head of didactics and the coordinator for language promotion. She managed to establish a focus on curricular development across the school levels.

Further planning: a CAL course of 4 x 3 hours as CPD for teachers from natural sciences.

#### **What the trainer learned from her experience so far:**

Literacy is an issue for professional learning of all teachers – also of those who are no teachers of languages. It, however, needs to be reinforced through principals and decision-makers on the managerial level. If not it may be dropped due to other current topics.

### **Mecklenburg-Vorpommern:**

Trainer 1 informed decision-makers and colleagues in her institute (Competence Centre) and in the school supervisory authority as well as principals and staff from 3 vocational schools which she accompanies as an advisor, of the programme. She has not yet developed a formal course offer as the framework for literacy development has to be clarified (necessity and feasibility of CAL courses). She herself considers BaCuLit an element within two wider fields in her work in vocational schools: 1: integration of students with migration background into German school system, 2. Achievement of a qualification for the job world, issues which from her experience would have to be closely linked with literacy development.

Further planning:

Medium-term: motivating more colleagues for a development cycle instead of one-shot approaches. Counselling disciplinary teams (6-8 teachers per school.) from 2 schools as a pilot project and continue work with colleagues from a set of schools.

### **What the trainer learned from her experiences so far:**

There is definitely demand for literacy development in schools. This demand should be reinforced in a bottom-up process through principals claiming support to school authorities. Looking for “allies” proves essential for the trainers’ further CAL activities.

Trainer 2

The trainer who works mainly as an advisor for German in secondary schools contacted the Specialist for individual support and inclusive learning in the Institute for Quality Development in her Land.

She qualified her 5 colleagues in the same advisory department in BaCuLit content. She also integrated BaCuLit elements into the existing modular CPD course “Reading makes strong”.

Further planning:

She is planning CAL CPD for teachers of German as a regional and from 2015/16 as a state-wide offer within the courses “Inclusive teaching” and “Reading across the curriculum”.

## **Niedersachsen**

The trainer, a teacher who has been deputed to the Academy for Reading where she trains teachers, librarians, in central programmes, contacted the board of directors of the Reading Academy and a ministerial councillor in the Ministry of Culture. is planning to offer BaCuLit courses for all teachers in her Land. This will, however, only be possible on demand from schools via the homepage of the academy. (20 teachers per session). Schools can choose 1-day on-site sessions from 4 BaCuLit modules.

To her mind the modules contain too much lecturing and will have to be altered holding more practical learning during the programme.

## **Rheinland-Pfalz**

The two trainers contacted and informed decision-makers in their Institute responsible for teacher professional development: the Head of Department, Coordinator of the Unit, Head of group of advisors as well as training staff in a series of meetings and talks starting in summer 2013.

The two trainers organised various following workshops and provided school counselling in their functions (Head of counselling for literacy at vocational schools respectively advisor on natural sciences in the department for school and learning development in the State Institute of their Land) in 2014:

Trainer one held four 1- day seminars addressed to ca. 30 teachers from vocational schools at upper secondary level plus a 1-day seminar on reciprocal teaching for ca 35 teachers.

Besides, partial implementation of CAL into the product portfolio of the group of advisors on „Language competences in vocational training and learning“ could be achieved.

article on BaCuLit in the Institute publication “Pädagogik Leben” (potential readers 42.000 teachers in the Land) spread the innovative approach.

A proposal for an EU-project proposal on “Literacy development in vocational education” was launched.

Further planning: A “Baculit Light” course will be held from April - July 2015

Trainer 2 integrated Cal elements in her counselling of secondary schools and CPD for natural sciences to between 10 and 35 teachers per course.

What the trainers learned from their experiences so far:

Basically, a 6 day course would be required for BaCuLit content, this, however, is totally unrealistic. It therefore takes adapted versions of CAL learning “=BaCuLit Light”, meeting the specific needs of the participants.

Some priorities set by literacy experts and teachers in service diverge.

BaCuLit elements will always have to be integrated in disciplinary learning.

Desideratum: making CaL part of the induction phase of teacher learning to improve its implementation chances.

### **Saarland:**

The two trainers assume that BaCuLit will complement existing CPD scenarios through BaCuLit content as there has been a strong focus on reading development over the last years.

In 9-2014 The two trainers presented the programme to the head of department “General schools” in the Teacher Training Institute and to all the content area specialists and contributors to a publication “Lesekompendium”

In November and December 2014 they provided training on “Teaching academic vocabulary” (Baculit module 2) and on “Improving reading competence across the curriculum” (including Baculit modules 2 and 3 “Text variety and text structure”) to 16 language learning advisors and to 30 teachers from all subject areas.

March 2015 Module 3 for the group of language learning advisors

Integration of BaCuLit elements into pedagogical days for whole staff

**Thüringen:** The two trainers from Thüringen could make use of a comprising network in their Land aiming at literacy development. . November 2014: They started with informative meetings for possible stakeholders and decision-makers concerning CAL on all levels of their Institute of teacher training.

They presented the programme to many decision-makers in their institute: to the Board of Directors, to the Specialist for German and Literacy in secondary schools including vocational schools, school libraries and project “ProLesen” , to the head of department “curriculum and content area development”, to the head of teacher initial education. They also acquainted many members of the educational support system with BaCuLit : coordinators of the Pro Lesen and the BISS project, advisors for German and for reading competence in schools and they met with high interest and were well supported.

Planned: longer term planning

Summer school on Literacy development in July 2015

January/ February 2016 Presentation of implementation results achieved by participants of the summer school

[From their approach the trainers learned the following:](#)

There are positive perspectives for Integrating CAL on a regular basis into regional and central CPD programmes provided by the Teacher Institute. The offer will, however, have to be adapted to the target groups. The courses will be directed primarily to persons from the educational support system that have already been qualified in literacy (advisors for reading, coordinators in the Pro Lesen and BISS projects) who will then assume the role of multipliers

A special focus has to be set with regard to refugees with little or no knowledge of German who need to be integrated into the school system. The trainers identify above all a need for building up their vocabulary in content areas. To this purpose specific modules from BaCuLit (academic vocabulary and cooperative learning) will be prioritized in CPD measures.

Besides, BaCuLit is also considered suitable as part of the induction phase of teacher training in 2015/16 and possibly in the subsequent years.

## [Major obstacles encountered in the implementation of the BaCuLit CAL course and potential solutions](#)

In their implementation logbooks, the trainers pointed out some obstacles that concerned the delivery of the BaCuLit/ CaL course as part of the programme in an in-service teacher institution. It should be noted that these obstacles vary widely according to the regional, financial etc. framework of the corresponding Land. See below the obstacles identified by the trainers and possible solutions for overcoming them.

### **Obstacle 1**

#### **Lack of time**

Trainers were confronted with the fact that it is becoming more and more difficult to get teachers out of school even in context with strategic goals, as there is a conflict between the obligation for schools to

cover teaching by 100% and the needs for teachers' professional development. As schools have to invest into substitution of teachers during their absence due to training programmes, principals show reluctance to allow teachers any professional development during school hours. Whole-day teaching also makes it difficult to find time and space for development. Therefore weekends and holidays would be ideal but are widely resisted by the teaching personnel and also by the trade unions.

**Solutions:** There are several solutions:

a) a **blend of weekdays plus (rarely) Saturdays** to facilitate acceptance for a time-intensive programme like BaCuLit. Alternatively the training or parts of it might be placed into the first or last days of the school holidays as a **"spring, summer or autumn summer course"**.

b) a **'light' version** offering one module only or a mini-version of the programme. Such an offer will serve its own purpose, or it may function as an appetizer which attracts teachers' attention and demonstrates what they can expect when attending a fuller version. Several of our trainers reported having worked successfully with a "one lesson" or "one afternoon" demo version.

c) a **blended learning programme** as a combination of face-to-face and electronic elements the electronic parts allowing a high amount of flexibility as to individual working processes. We used E-Learning in our training of the trainers, yet found that the trainers hardly transported this format into their own CPD activities. We have discussed in how far this could be altered. From our findings, the format chosen by us is not yet optimal but definitely promising. So we found that a more intensive face-to-face working phase is required at the very start of the project to establish a learning community. Here further research is needed.

## **Obstacle 2**

Geographical data of the Länder may facilitate or complicate the organisation of training programmes, German federal states varying greatly in size. To illustrate these differences, consider that Bremen, the smallest constituent state, covers 419 km<sup>2</sup>, whereas Mecklenburg-Vorpommern covers 23 180 km<sup>2</sup> and Bavaria, the largest Land, covers 70 552 km<sup>2</sup>. With an emphasis on geographical conditions, [Berlin](#), [Hamburg](#) and the [Free Hanseatic City of Bremen](#), which in fact includes the cities of [Bremen](#) and [Bremerhaven](#), are frequently called *Stadtstaaten* ([city-states](#)). The remaining 13 states are called *Flächenländer* (literally: area states). In these area states both trainers and participants have to cover far distances to get to a training venue. (cf.: [http://en.wikipedia.org/wiki/States\\_of\\_Germany](http://en.wikipedia.org/wiki/States_of_Germany))

## **Solutions**

Adapting formats of CPD to regional and local conditions, e.g. intensifying online parts of blended

learning programmes especially in area states to facilitate participation.

### **Obstacle 3**

In some Länder **teachers are reluctant** to in-service training in general due to an overload of regular teaching tasks. Many lack motivation to invest time into development measures due to the absence of incentives and rewards for participation.

In specific teachers often show resistance against **innovative delivery forms of training programmes**. In some cases technological problems (missing fast broadband) may be at the heart of teachers' reluctance to make use of virtual learning opportunities, sometimes teachers' reservations can be attributed to general beliefs on the nature of learning.

### **Solutions:**

Finding suitable forms of blended learning (e.g. concerning proportion of face-to-face and virtual elements, time and amount of face-to-face parts, formats of communication etc.). From our experience blended learning should be initiated in a traditional face-to-face setting in order to build up a community of learners and to establish routines of working procedures.

### **Obstacle 4**

#### **Literacy development one among many topics on the agenda (prioritized or not)**

Since the publication of national standards for primary and secondary schools in 2004ff. followed by those for upper secondary in 2012 and due to **slight improvements in German PISA outcomes** (percentage of readers at risk rising from 22,6% in PISA 2000 to 18,5 % in PISA 2009 and 14,5% in PISA 2012) , the topic of **reading development** seems to have **lost attention in some contexts in favour of other competence areas** (e.g. text production, listening comprehension,) **and prioritized “topics of the day”**. Among them: individualised teaching in diverse classrooms (considered highly relevant in areas like Frankfurt, Stuttgart or Berlin with a rate of children with migration background of up to 80%), formative assessment, inclusive classrooms following the UN convention of the rights of persons with disabilities and the evaluation of the outcome of teacher training programmes.

The present professional debate in continued teacher learning shows that many German colleagues do **not find a “red thread” in subsequent programmes**. A typical quote by one school principal “We focused our attention on reading competence for several years, but at the moment our work on standards and school curricula keeps our staff fully occupied and leaves no room for that.”

## **Solution**

Tracing that literacy and other debates (on standards or inclusion) are dealing with **one and the same topic – as they share a common feature. They impose a change in classroom practice and support student learning processes thus promoting desired valuable learning outcomes.**

## **Obstacle 5**

In several Länder State Institutes responsible for teacher training have been under permanent reorganisation over the last decade (e.g. 5 complete organisational reconstructions in Hesse since 2000) a lack of transparency and reliable decision-making being the consequence. These weaknesses combine in many places with a lack of clear targets and set programmes. This combines with a lack of resources for teacher development. Missing interest with teachers concerned is one of the consequences.

## **Solutions:**

Political solutions in the form of policy reforms are indispensable. If policy does not support teacher professional development in literacy (to give but one example) through

- clear quality and performance standards,
- an obligation to follow courses in this field,
- incentives for participation,

teachers will show little interest in such development programmes. A clear political framework of teacher CPD in Germany is high in demand.

Here the European Literacy Policy Network (ELINET) (coordinated by Prof. Garbe at University of Cologne) which raises awareness for joint ventures in the promotion of literacy provides benchmarks for further development. “Literacy promotion needs to move up the European policy agenda.”

Established in February 2014, ELINET unifies 78 partner organisations from 28 European countries (including 24 EU member states) engaged in literacy policy-making and reading promotion in Europe.

Types of organisations:

- Education ministries and national agencies
- Existing literacy networks and national associations
- International organisations (like UNESCO)
- Foundations and NGOs
- Universities, research centres and teacher training institutions
- Volunteer organisations

Cf. <http://www.eli-net.eu>

Key success strategies applied by the trainers.

**Without any exception the qualified trainers who filled in the logbook displayed a high degree of engagement** looking for solutions and paths towards the implementation of the programme. The measures initiated by them are carefully adapted to the conditions of the respective Land and they witness a high amount of creativity. Here is a list of key success strategies to be identified:

#### **Implanting programme in several phases of teacher education**

Example: Hamburg, where, besides a regular course for student teachers, one type of BaCuLit course was developed as a **certified additional qualification** for teacher trainees- to be piloted in summer 2015, training multipliers in preparation. Quote: "We are working on the run."

#### **Implementing the programme step-by-step**

Example: Bremen, **careful and full information of decision-makers at the Teacher training college in all phases of the implementation**

"As communication had always accompanied the process, there were no barriers to the implementation of BaCuLit." A focus was laid on the so-called "pedagogical double-decker" =teachers' learning through experience and didactic transfer into classrooms. In this context creative formats were applied, e.g. the so-called *Power-Point Karaoke* to involve colleagues in direct practical experience with new content.

Example Thüringen: **Systematic and step-by-step planning of implementation** on different levels within relevant institutions including summer school 2015 was performed.

#### **Integrating BaCuLit ISIT into existing literacy programmes**

Niedersachsen: **Integration** of CAL elements into state-wide programme of teacher academy  
Mecklenburg-Vorpommern: **integration** into modular courses on cross-curricular reading in grammar schools and vocational schools "Lesen macht stark", integration into programmes **meeting diverse needs** (German as a foreign language for the high amount of students with migration background; inclusive learning opportunities) was examined.

Saarland: **Successful integration** of BaCuLit is paved through existing demand for "Continuous language education" in the Land.

Thüringen: Integration into existing literacy programmes ProLesen und BISS was initiated.

### **'Appetizer' Strategy:**

e.g. Saarland- Applying "appetizers", e.g. on the topic of academic vocabulary through „word-wall“ was successfully tested. Quote: "One hour mini-training sessions are highly effective."

### **Tailoring the programme following existing demands**

#### **Adaptation of BaCuLit/ ISIT example:**

- **Rheinland-Pfalz:** CAL "light" for in-service vocational teacher training and for CPD on natural sciences was found to be the most suitable format.

### **A 'complete packet'**

Example Bayern: **Complete BaCuLit course for teacher training college was designed and is presently run**, perspectives for in-service training have opened up: core elements: think aloud, vocabulary, RT, CARI.

Quote: "Sometimes it takes an *elevator pitch* to make things work."

Example Bremen: A complete BaCuLit programme for trainee teachers was started.

Example Hamburg: A complete BaCuLit course as an **additional qualification** for teacher trainees has been designed.

### **Self-qualification**

Examples: Several trainers asked themselves how they can gain the necessary expertise as a BaCuLit facilitator. They decided to first put parts of the programme to the test in their own teaching practice (schools, teacher seminars etc.) and thus gained experience and self-confidence in their role as trainer. They kind of self-scaffolded their own learning process by asking themselves questions that can be followed in their logbooks. Only in a subsequent phase did they implement their BaCuLit elements in their role as teacher trainers.

### **Networking**

To name but one example, trainers from Hamburg and Rheinland-Pfalz cooperate closely. This type of cooperation proves extremely fruitful, for the further development of the BaCuLit content (e.g. common work on an additional module on "BaCuLit for students with migration background") and for producing **synergies** between fields.

## Recommendations for trainers concerning all phases of the training

Subsequent to the analysis of the trainers' logbook we make the following recommendations:

### 1. Before the training

- Attract attention and raise motivation. **Offer a CAL demonstration lesson or mini-session** to attract attention to the programme and make it transparent to its potential users.
- Focus on flexibility by keeping a **balance between top-down and bottom-up processes** in the planning of modules, programmes, sessions.
- With regard to CPD on department or whole-staff level: Identify CAL elements in the school curriculum and survey existing expertise, developments and learning needs defined by teachers/ staff concerning these elements. Thus **tailor training around teachers as learners**.
- Take a **flexible approach** towards the **organisation** of CAL CPD: as on-site training in one school, in a school network, for teachers of same discipline, as a cross-curricular offer. Each form has both advantages and drawbacks.
- Design sessions following the so-called „**Pedagogical double-or triple decker**“= (teachers in learners' role). This implies: Theoretical foundation plus teacher learning through own experience and modification if required.  
only subsequently implementation in participants' own teaching practice should be targeted.

### During the training

- **Model Learning Processes**  
Model learning (rf. The Cognitive Apprenticeship model), e.g. Think aloud as part of a methodology which offers opportunities for teachers to act and experience new content.
- Raise **teachers' self-awareness** with respect to their individual reading practice, reading strategies etc. Give them opportunities for sharing diverse approaches to text within teacher group of same/ different subject area(s) as basis of work with students on demanding texts (cf. Reading Apprenticeship)
- Schedule sufficient time for **metacognitive processes** in connection with new content.
- Present **students' work samples** and **classroom videography** as motivating learning material for course work. Taking these samples from your own teaching practice will support your authenticity as a teacher trainer.
- Invite participants to share **student autographs/ classroom scripts** etc. from their own practice (encouraging an enquiring stance, action research).

- Make the **red thread between sessions and modules** visible through “feed back and feed forward” instruments and through an implementation task after each session/ module to be built on in the subsequent module/session.

#### After the training

- Be an **active member of the CAL network** – collaborate with the other national and international trainers. Share with them your successes and challenges. Ask for their advice if uncertain about implementation processes.
- **Support the participants** in their implementation of CAL in their classrooms through constructive individual feedback (on the site of their teaching, via mail, in forums etc.)

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### Recommendations for providers of in-service training/ for trainers of trainers

- Providers follow their paramount target: school and classroom development. Teachers’ continuing professional training (CPD) therefore has to be regarded as an element of classroom and school development (systemic level).
- Under this aspect targets of the providers and policy makers have to be put into accordance with the targets of the individual schools in a delicate balance of top-down and bottom-up processes.
- Quality has to be ascertained through research-base of professional development programmes – cooperation of academic researchers in teaching/ learning methodologies with practitioners from PD institutions and schools
- No one-shot approaches should be delivered– instead: process-orientated programmes in teacher education and training including practical implementation/ field testing of new content in between meetings and/or modules, also a recommendation for Ministries
- CPD Literacy Programmes should be „made to measure“ as far as possible  
Balance between top-down and bottom-up processes in the planning of modules, programmes has therefore to be kept.

- The Importance of face-to-face communication needs consideration no matter how sophisticated technical media are. Intercultural difference and growth may mean an enrichment or pose problems. Intercultural competence may encompass both aspects.
- Teacher learning poses a systemic question for school management: it is an important standard to establish „inquiring communities“- professional learners’ communities of student teachers or teachers
- Therefore the participation of cross-curricular teams from same school, school district etc. instead of individual teachers only has to be emphasized.



## Recommendations for Policy-makers

- Instead of often inconsistent measures CAL should become a mandatory **common standard** for the three phases of teacher education

Phase 1: Initial teacher education

Phase 2: Practical Teacher Training

Phase 3: Continuing Professional Development (=CPD).

- Literacy development takes time and resources. It is, however, well invested money as it prevents social problems in the long run. (Correlation between literacy degree and life chances cf. [http://www.literacytrust.org.uk/assets/0002/3684/Literacy\\_changes\\_lives\\_2014.pdf](http://www.literacytrust.org.uk/assets/0002/3684/Literacy_changes_lives_2014.pdf))
- Consistency and coherence in approaching the issue of students’ literacy skills is necessary in order to further improve student learning.  
Too often promising programmes have been finished in the middle of successful implementation activities due to short-term policy decisions.
- CPD for individual teachers should be replaced by qualification of teams and whole staff to ensure that quality improvement measures take roots on a systemic level.
- Due to current migration processes and growing social problems the topic of literacy is becoming more central and more basic than before. It is no longer an issue of the Länder anymore or only a “topic”. So it has to be awarded highest priority.

- The framework for literacy programmes in school and in teacher education has to be improved through the setting of common standards for quality and performance in CPD.

### To produce **sustainable effects** it will take ...

- Regular **communication and exchange**, nationally and internationally, among researchers and trainers/ among trainees (platform)
- Regular face-to-face **meetings** (annual summer school)
- A greater number of **trainers** to be trained (minimum: one team per Land)
- A **network of trainers** within and across the Länder
- **Additional modules** according to national demand, e.g. in Germany: on German as a second or foreign language

### Conclusions of the report

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BaCuLit/ISIT meets an urgent demand for educational policy in general and German educational policy in particular: anchoring the decisive principle of literacy across the curriculum in teacher education, in its initial phase as well as in continuing teacher training. The BaCuLit programme is the first to define the minimum standards that European teacher education has to follow in order to “make every teacher a teacher of literacy”, one of the top priorities defined through the High Level Expert Group on Literacy of the European Commission in 2012.

All Baculit trainers and the ISIT project team are well aware of the full potential that the BaCuLit project has with regard to this challenge.

They share the view that teacher training and competence can efficiently underpin a sustained and concerted development effort for student learning and they regard BaCuLit/ISIT a coherent programme appropriate for the development of such literacy skills.

- They feel highly motivated to participate in the programme which they consider “enriching”.
- They display a high amount of careful consideration, flexibility, creativity and strategic planning in order to adapt the programme to the specific needs of the Land, region or school where they offer CAL teacher training.
- They are convinced that through BaCuLit or BaCuLit elements they can
  - a) acquire greater expertise for their own teaching practice
  - b) support content area teachers in acquiring improved literacy practices for their daily teaching and a deeper understanding of literacy development through metacognitive processes.
- Being experienced practitioners they are also aware of possible risks and hindrances that may impede the implementation of the programme. They are convinced that the programme has to take roots on a systemic level in order to show sustainable effects. They know that teachers are often difficult to motivate for in-service-teacher training due to the high amount of their routine tasks and to the lack of managerial support for such development.

To produce sustainable effects, the efforts of the BaCuLit in-service trainers should focus on.

- developing suitable forms of **promoting** the BaCuLit courses with principals, inspectors, teachers etc.
- enriching the course through examples of **good practice from teacher and student learning** in the use of the CAL elements (classroom scripts, classroom videography, students’ autographs)
- **drawing** on research concerning on the potential of the blended learning format compared to face- to- face formats in their own training courses.

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## Annex

### Participating Federal States of Germany (Länder)

indicated by a 



## Annex 2

BaCuLit Trainers who documented the implementation of the CAL/ BaCuLit Courses by filling out the implementation logbook in teams or individually

<b>Surname, Name</b>	<b>Experience as a trainer</b>	<b>Institution where the trainer works</b>	<b>Federal State</b>
Hörmann, Yvonne, Dr.	Secondary teacher for English and Music, Head of Office for Practical Teacher Training, Educator in Teacher Training Seminar, trainer in and central or regional CPD	MB-Dienststelle für Realschulen, Mittelfranken, Nürnberg	Bayern
Mütter, Barbara, Dr.	Secondary Teacher for German working in vocational schools at upper secondary level, CPD trainer in central and regional learning and in on-site training.	Als Regionalbeauftragte für das Institut für Schulqualität und Bildungsforschung (=ISB)	
Beckmann, Ruth	Educator in teacher training seminar, supervising tutor for master students, CPD trainer for language consulting	Landesinstitut für Schule (LI) Bremen	Bremen
Hackbarth, Yvonne	Elementary and secondary Teacher for Religion , Chemistry, Physics. Teacher educator in pre-service teacher training at University and teacher training seminar	Landesinstitut für Lehrerbildung und Schulentwicklung Hamburg, Abt. Ausbildung	Hamburg
Marxsen, Alexandra	Secondary teacher for English, German, Biology CPD trainer in central and on-site learning	Landesinstitut für Lehrerbildung und Schulentwicklung Hamburg, Abt. Fortbildung	
Jaschke, Inis	Secondary teacher for German, Project leader „Lesen macht stark“, School advisor for German	Institut für Qualitätsentwicklung Mecklenburg-Vorpommern IQM-V, Rostock	Mecklenburg-Vorpommern
Bothe, Viktoria	Teacher for elementary school and lower secondary School, CPD trainer	Akademie für Leseförderung Niedersachsen, Hannover (Einrichtung des Landes Niedersachsen und der Stiftung Lesen)	Niedersachsen
Bürgin, Andrea	Secondary teacher for physics and chemistry, specialist for natural sciences in the department for school and classroom	Pädagogisches Landesinstitut Rheinland-Pfalz (PL) Speyer/Bad Kreuznach	Rheinland-Pfalz

	development of her institute		
Sigges, Stefan	Head of advisors for language competence in vocational education		
Kiefer, Barbara	Secondary teacher of English and French, Head of Advisory Centre for German as a second language in her Institute	Landesinstitut für Pädagogik und Medien (LPM), Saarbrücken - Beratungszentrum DaZ	Saarland
Ternes, Severine	Elementary teacher for German and Music, qualified for German as a Foreign/ Second Language, specialist in the Advisory Centre for German as a Foreign Language		
Nowaczyk, Katrin	Teacher for German, Russian, Social Sciences and German as a foreign language at vocational school, coordinator in literacy projects, ProLesen and BISS, advisor for school development/ reading promotion	Thüringer Institut für Lehrerfortbildung, Lehrplanentwicklung und Medien (Thillm) und Staatliche Berufsbildende Schule Sömmerda	Thüringen
Raabe, Katleen	Teacher for German and Russian, specialist and advisor for school development/ reading promotion for the regional school authorities, regional coordinator for German as a Second Language	Staatliches Schulamt Nordthüringen und Staatliche Schule Nordhausen	