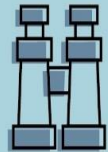




# Centre of Language and Literacy in Reykjavik



LÁTUM DRAUMANA RÆTAST



# Reykjavik School District

- 93 Preschools
- 45 Compulsory Schools
- 37 After-School Programs
- 5 Youth Centers
- Summer Activities
- 4 School Music Bands
- 18 Music Schools (financial support)
- Adult Education





# Miðja máls og læsis (MML) Center of Language and Literacy

Training center for teachers and school staff.

Part of the head office of Education and youth

Team of specialists in

- language and literacy
- Icelandic as second language
- multicultural schools and leisure activity
- language and cultural mediators

Opened August 1. 2016



## The goal is:

- to strengthen teachers and staff working in schools and leisure centers with counseling, professional development, continuing education and support
- strengthen multicultural practices in school and leisure activities
- support parents





# The MML team

- The team supports teachers and staff in all preschools, compulsory schools and after school programs (leisure centers) in Reykjavik
  - courses
  - workshops
  - lectures
  - coaching
  - consultation
- Micro or larger courses
  - For teachers, staff, parents
  - On language, literacy, Icelandic as a second language and more
- Support projects in schools and districts
  - Big and small
  - Cooperation



## The team

The team consists of preschool specialists, primary schools specialists, speech and language therapist, language mediators.





# We have this in mind in all Professional Development

Five percent of learners will transfer a new skill into their practice as a result of theory

Ten percent will transfer a new skill into their practice with theory and demonstration

Twenty percent will transfer a new skill into their practice with theory, demonstration and practice within the training

Twenty-five percent will transfer a new skill into their practice with theory, demonstration, practice within the training and feedback

Ninety percent will transfer a new skill into their practice with theory, demonstration, practice within the training, feedback and coaching

Brauce Joyce and Beverly showers (1983)



# Consultation

Meetings with teachers individually or in groups to talk about how teachers and staff can best serve children/students in their work

Regarding:

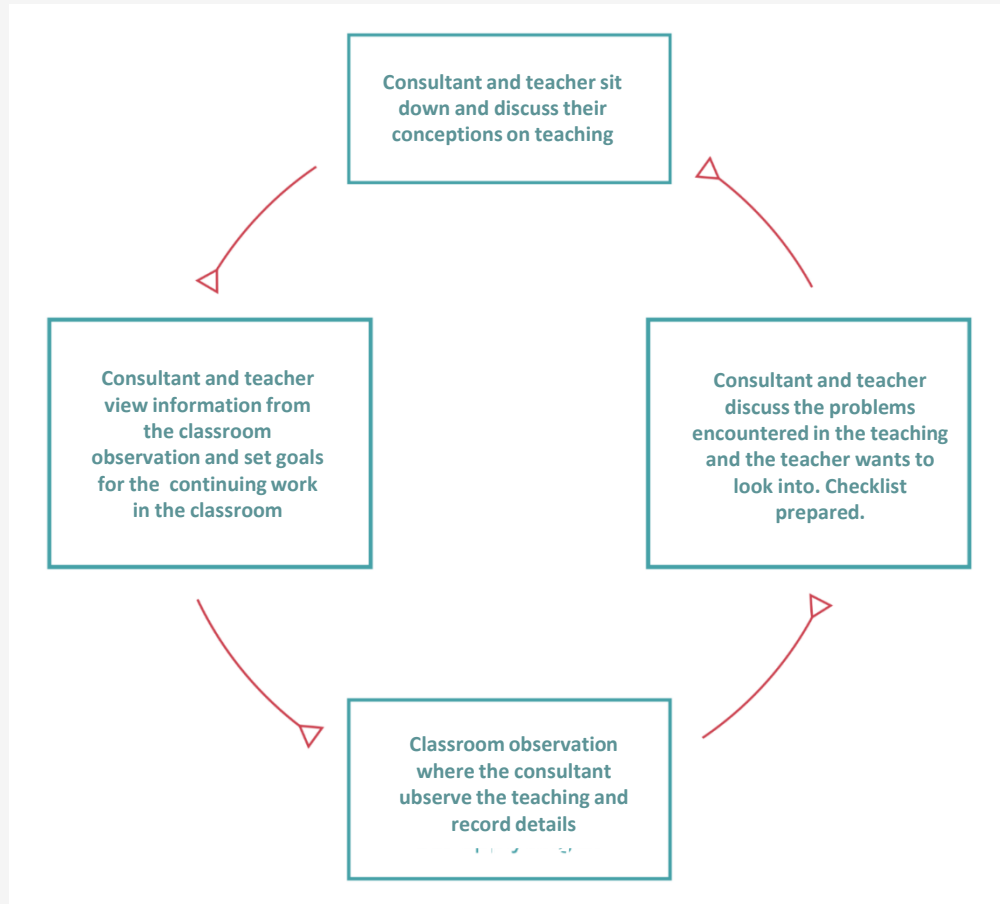
- literacy
- Icelandic as second language learners
- reading and building vocabulary
- building reading comprehension
- developmental language disorder
- organize daily tasks that include emphasis on language development and literacy
- organize the multicultural environment that supports language development and literacy
- literacy teams in both preschools and primary schools
- parents of children who are Icelandic second language learners







# Coaching work





# Informative lectures



- Emergent literacy in preschools
- Parent education about language development and literacy
- Plan for language and literacy programs in preschools and primary schools
- Multicultural education
- Crosscultural seminars
- Vocabulary teaching in primary schools
- Reading comprehension
- Doing screening and using the information to enhance children's education (RTI)
- Parent education about the importance of reading instruction and reading support

# Workshops for teachers

- Supporting teachers beginning their reading instruction
- Literacy teaching in schools
- Teaching Icelandic as a second language
- Teaching vocabulary and building comprehension (all ages)
- On multicultural school system



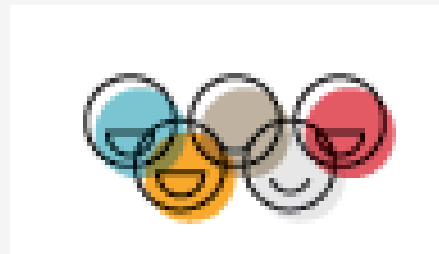


# Professional Learning Community

Small groups of 8-15 (or more) that meet up regularly for a specified period of time

Where they:

- view and discuss their challenge at work
- get acquainted with projects in other schools
- learn new effective teaching methods
- discuss researches



# Language and cultural mediators

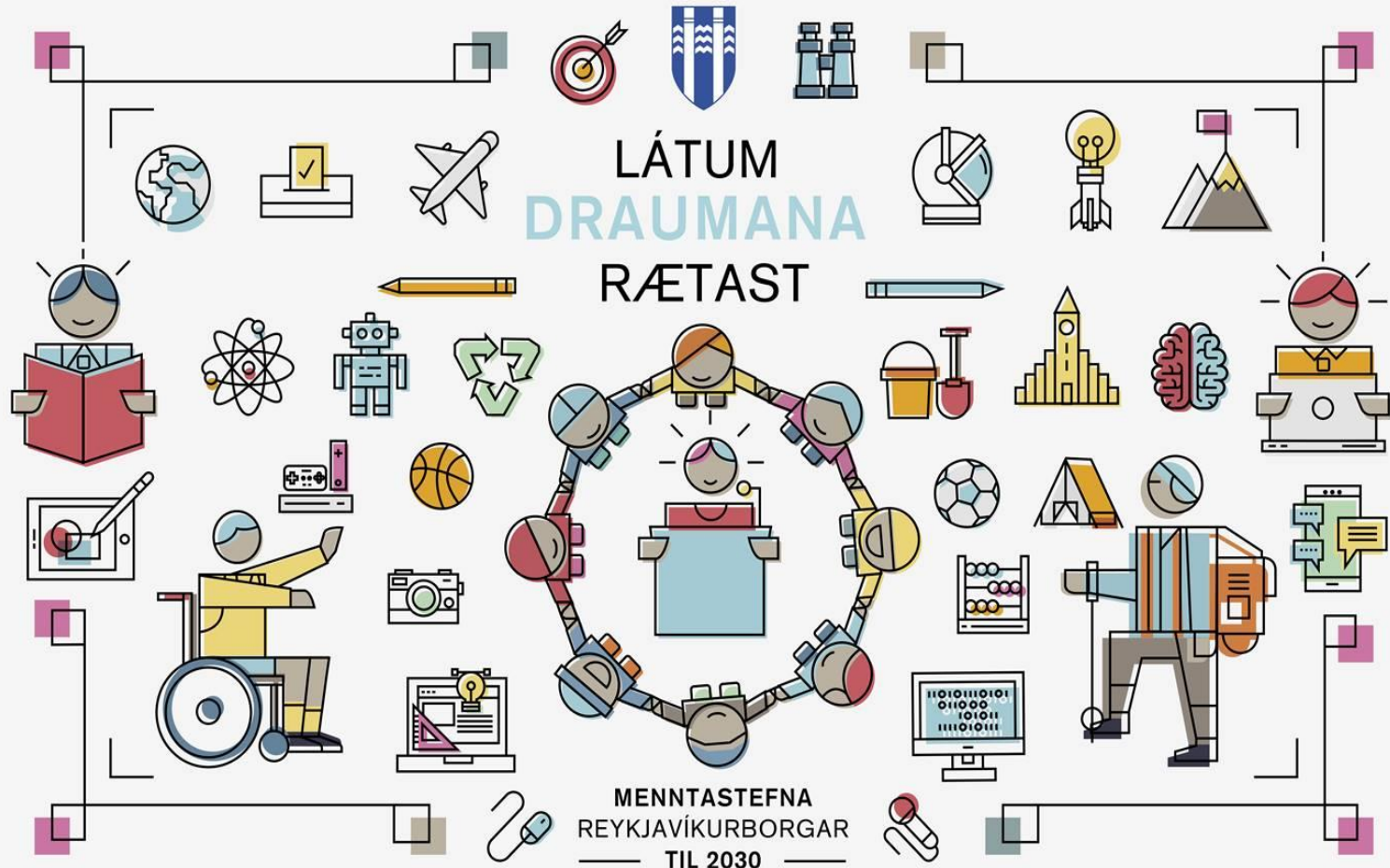


- Support parents of foreign origin
- Support teachers and school staff with education on multiculturalism
- They are a bridge between cultures and languages

The language and cultural mediators speak Polish, English, Spanish, Arabic, Kurdish and Filipino



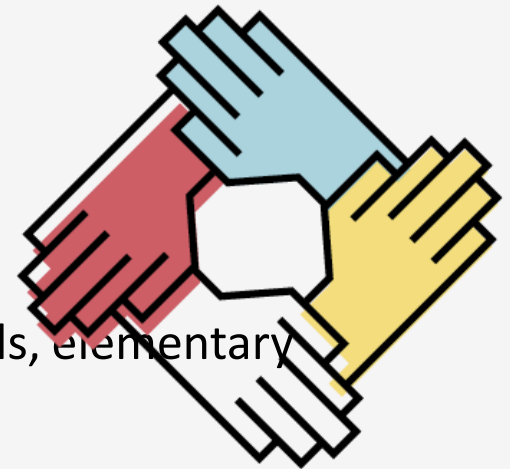
# New Education Policy to 2030





# The Reykjavik Education Policy 2030

- Initiated by the Reykjavik City Council in January 2017
- Supported by all political parties
- Wide-ranging consultation – participatory approach
- Involving all major stakeholders
- Local and international team of advisers – Pasi Sahlberg
- Thousands of teachers and professionals in all preschools, elementary schools and leisure centres participating
- On-line poll participation by the general public

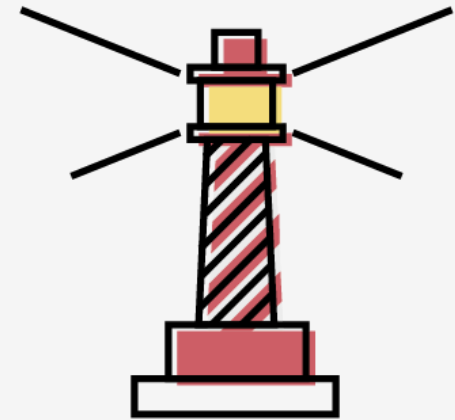


- The song

# The Reykjavik Education Policy 2030

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- Gathering ideas February-April 2017
- Formulating a vision May-June 2017
- Making an action-plan August-December 2017
- Consultation process January-September 2018
- Approving a new policy October 2018
- New policy presented February 2019
- Development grants April 2019
- Implementing February 2019 – ongoing







# The Reykjavik Education Policy 2030

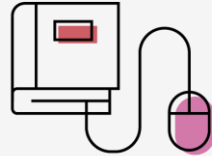
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Social skills



Empowerment



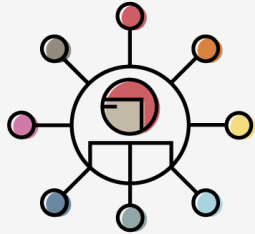
Literacy



Creativity



Health



## SOCIAL SKILLS

### Social responsibility and active participation

Social skills refer to the ability of children to interact effectively with others and the will to have a positive impact on their environment and community. It is suggested that children acquire skills in working together, putting themselves in other peoples shoes and showing kindness and respect to others. Social skills include **emotional literacy, a sense of justice, and leadership skills**. Social skills evolve, first and foremost, through participation in active, democratic co-operation where children have the opportunity to express their thoughts and views. Thus, the child becomes an active participant in shaping the community to which it belongs.

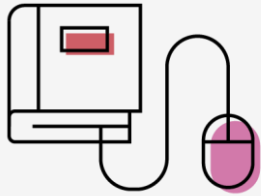


## SELF –EMPOWERMENT

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Strong self image and  
belief in their own ability

Empowerment implies that the child gains faith in his or her own abilities, learns to know his or her strengths and weaknesses, as well as set goals and follow them. Empowerment is based on self-discipline and perseverance. A clear and strong identity **helps the child to take independent, responsible decisions, deal with adversity, and live in harmony with others.** Self-governance and communication skills are closely related and affect children's self-confidence, belief in their own abilities, well-being, learning outcomes, and overall life performance.



## LITERACY

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Knowledge and  
understanding of society  
and environment

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Literacy refers to the ability to **read, understand, interpret** and critically work with written **language, words, numbers, pictures and symbols**. In the broad sense, the term also refers to **literacy of different media, environments, behaviors and situations**. Good literacy skills in Icelandic is a key and a prerequisite for knowledge acquisition and understanding of the environment and society.



## CREATIVITY

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### Creative hand and mind

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Creativity is a complex process that is based on **curiosity, creative and critical thinking, but also on knowledge, initiative and capability**. Creativity can flourish where challenges are diverse, questions are open, solutions vary and emphasis is placed on the creative process and visibility of its outcomes. Through the creative process something is created that has value for the child itself, the close environment or society.



## HEALTH

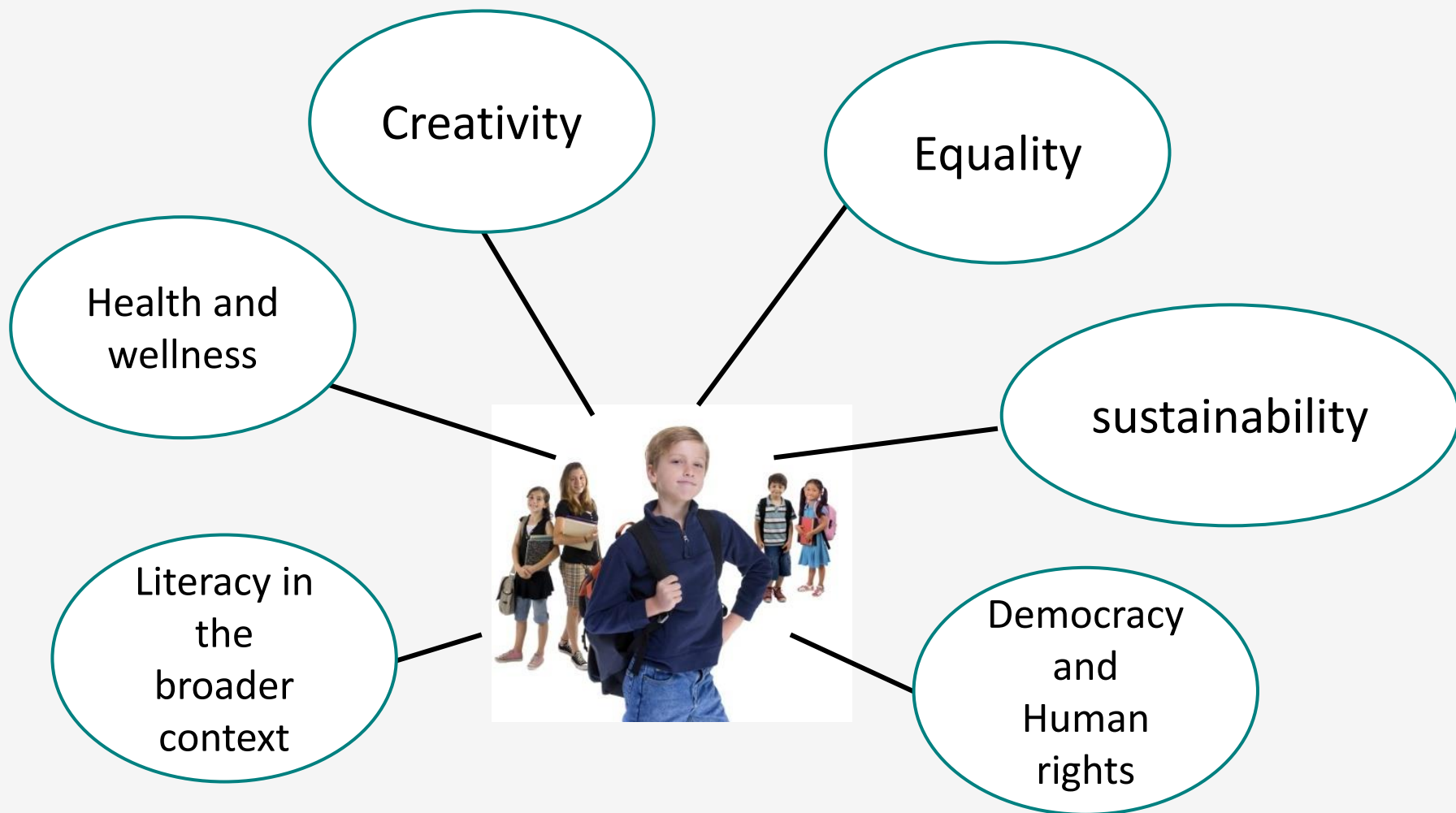
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### Healthy lifestyle and wellbeing

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Health includes **life and consumption habits, physical skills, sexual health and mental and social well-being**. Ideas about health have evolved through increased knowledge of the interplay of mind and body, natural and social environments, and the effects of chemicals and food. In a nutshell, a healthy individual is one who has adopted a healthy lifestyle and has the ability to safeguard his or her own health. A child's well-being in everyday life provides the foundation for active participation, increased skills and success in school and leisure activities.

# Fundamentals of Education - National Curriculum



# Multicultural education

- The city of Reykjavik's Human Rights Policy
- Policy for Multicultural /Intercultural Education and Play
- 80 different nationalities
- over 85 languages
- special support



([Heimurinn er hér](#))



## What systemic measures have been taken to support children and parents of foreign origin

- Language and cultural mediators hired
- Icelandic study center opened in every district of the city
- Assessment soon after arrival in the country in mother tongue
  - assessing reading and math
  - hobby and extra activity
  - previous schooling
- Icelandic as a second language taught in every elementary school and vocabulary classes in preschool
- increased emphasis on empowering teachers in multicultural teaching methods
- Increased emphasis on empowering teachers in teaching multilingual students in the classroom
- Educate teachers about different cultures and school systems in other countries

Web page <http://mml.reykjavik.is/>  
Can be translated in google.



dimensions literacy Schools and leisure parents bridges About MML 🔍



## CENTER OF SPEECH AND LITERACY

The Center for Literacy and Literacy is a **knowledge team run by the City of Reykjavik** that goes on the field and provides teachers and staff in school and leisure support, advice and education regarding language and literacy.



## LANGUAGE DEVELOPMENT - LANGUAGE AND LITERACY

What is language development, **how** is it supported, **where and how** is it promoted? **Why do** you need to consider language development?

Powerful language development is really the **key to life!** The maturity is evolving throughout life, but the **foundation** is important. Good language development is a prerequisite for **success** in reading studies. Children gain mastery of language development for the most part in their **first six years of life**, but it **continues** to develop during elementary school years. It can be said that the development of



- Facebook, Midja máls og læsis
- Pinterest, Midja máls og læsis
- [mml@reykjavik.is](mailto:mml@reykjavik.is)
- [MML Web-page](#)
- [Literacy in leisure centres](#)





Reykjavíkurborg  
Skóla- og frístundasvið



# Reykjavík City Department of Education and Youth

Dröfn Rafnsdóttir

department manager

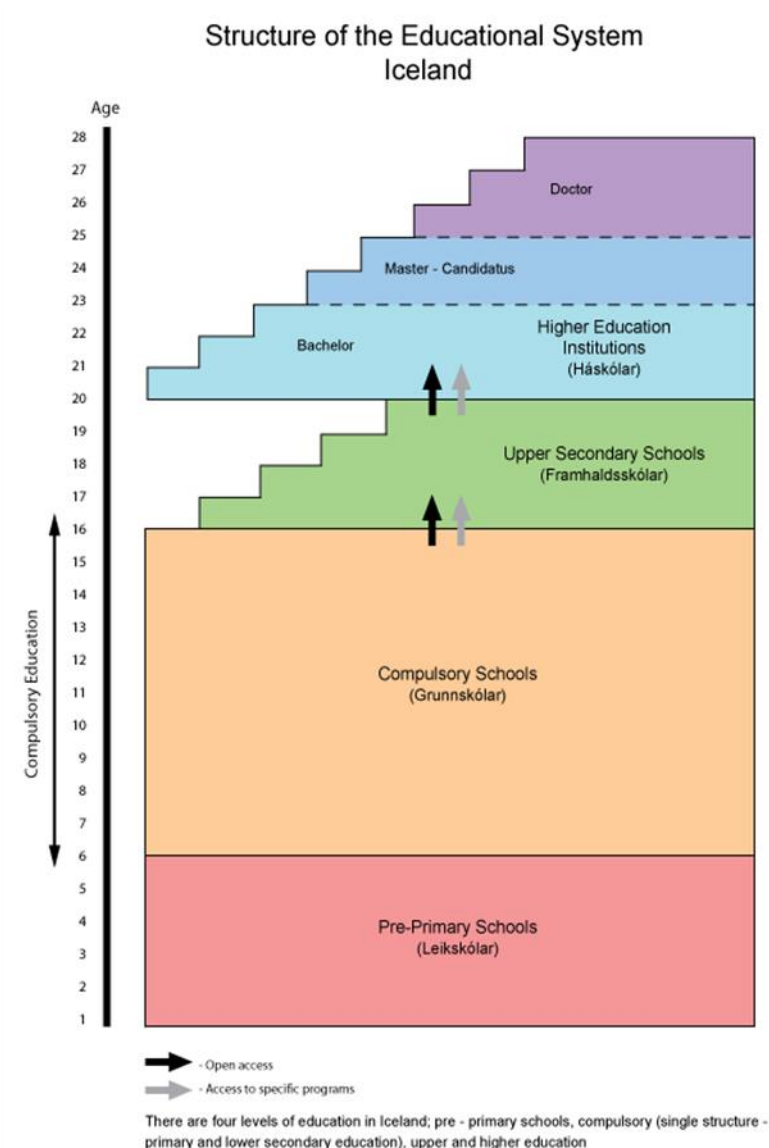
[drofn.rafnisdottir@reykjavik.is](mailto:drofn.rafnisdottir@reykjavik.is)

Center of language and literacy

[mml@reykjavik.is](mailto:mml@reykjavik.is)

# The Icelandic Educational System

- **Preschools:**  
12-18 months -5 yr. of age.
- **Compulsory Schools:**  
6 – 16 years of age.
- **Upper-secondary Schools:**  
17 – 19 years of age.
- **Universities:**  
from 19 years of age



# The Icelandic Educational System

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- Ministry of Education and Culture:

- - Law
- - Regulations
- - National Curriculum

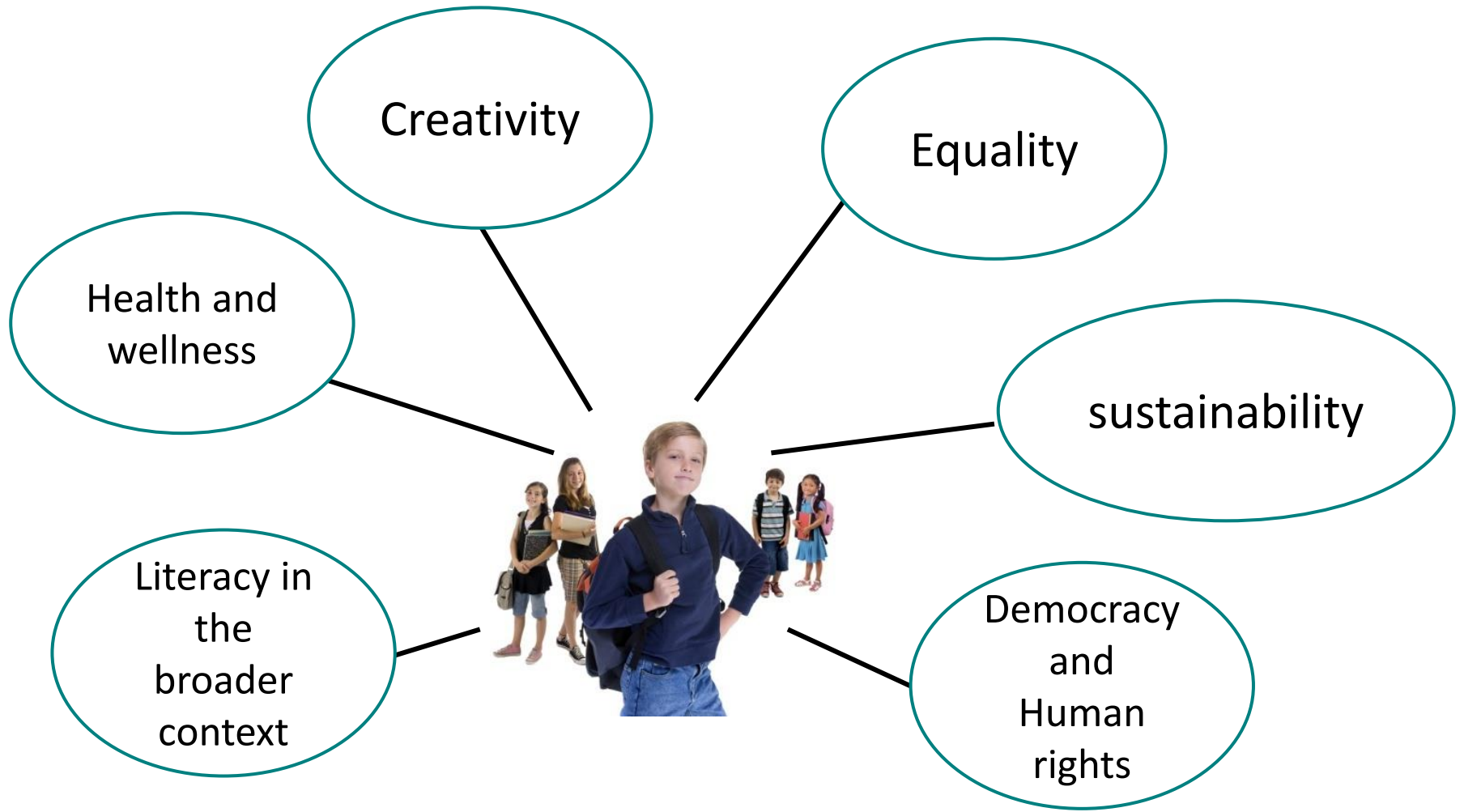
- Municipalities:

- School policy
- School Development
- Finances and Budget
- Staff Development



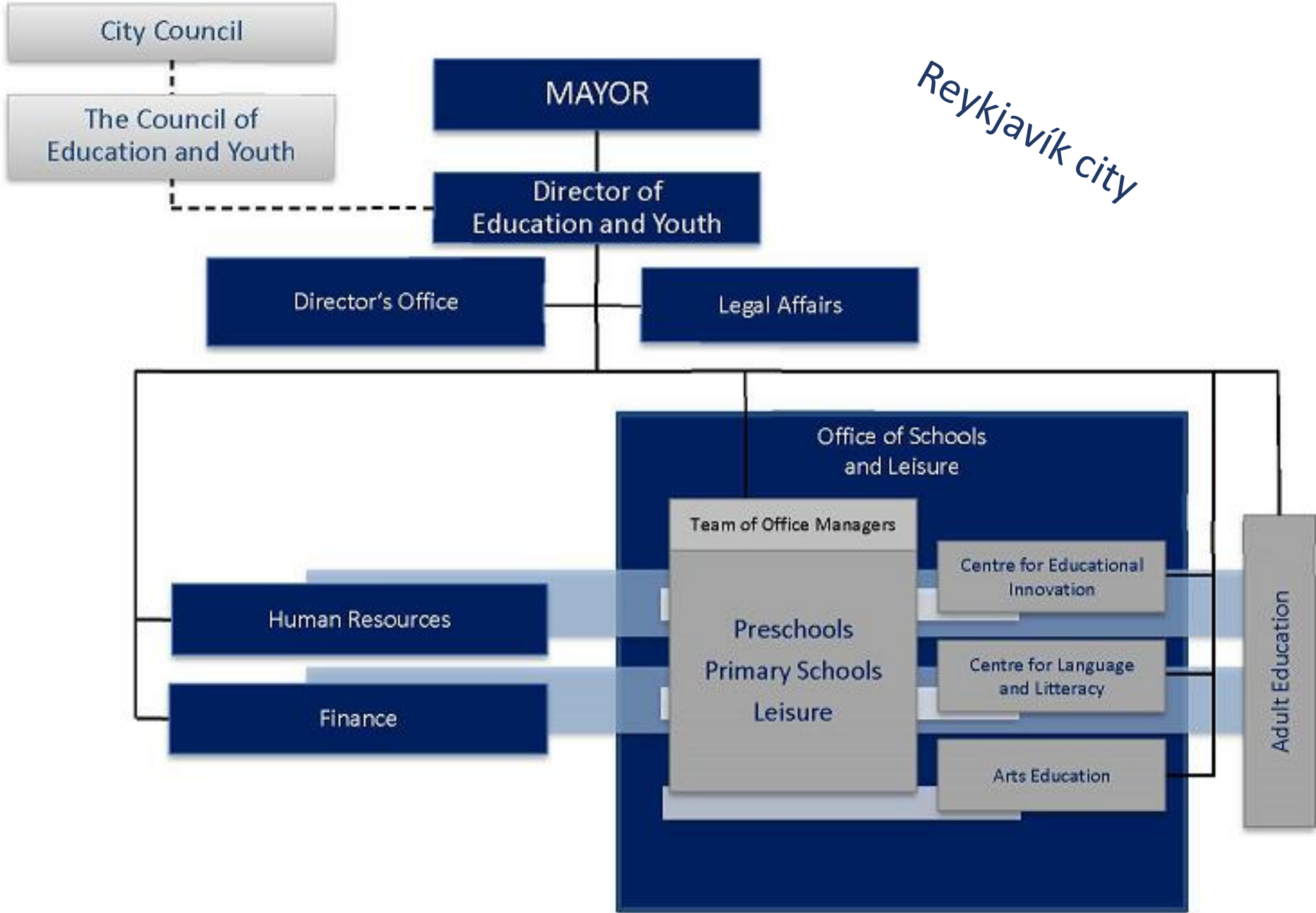
# Fundamentals of Education - National Curriculum

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Reykjavík city



# Reykjavik School District

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- Preschools
- Compulsory Schools
- After-School Programs
- Youth Centers
- Summer Activities
- 4 School Music Bands
- 18 Music Schools (financial support)
- Adult Education



# Preschools and Compulsory Schools

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- 62 preschools
  - 6.000 children from 12-18 months to 5 years
- 17 independent preschools
  - 1.000 children from 18 months to 5 years
- About 800 children from 6-18 months stay with
  - 200 child mindars.
- 36 compulsory schools
  - 15.000 students from 6-16 years
- 5 schools where pre-school, elementary school and/or after-school programs are combined.
- 6 independent compulsory schools
  - 661 students 6-16 years



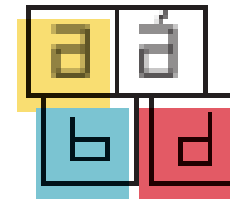
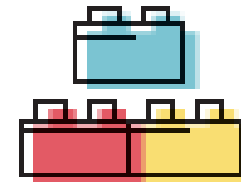


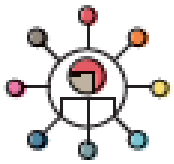
# Preschools

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All preschools are inclusive

- 3 schools that are specialized
  - Sólborg - hearing impaired
  - Múlaborg - severely handicapped
  - Suðurborg - autistic children





# Compulsory schools

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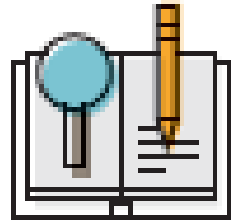
31 public compulsory schools, 5 of them are independent schools

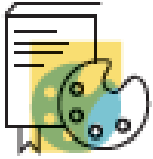
Around 15.000 students in 1. to 10. grade

All compulsory schools are inclusive

2 schools that are specialized

- Klettaskóli – for multi- disabled students and students with severe learning disabilities
- Brúarskóli – for students with severe mental and emotional problems, social and behavioral problems and students with drug problem
  - Special classes in regular schools – special classes for autistic pupils in 4 schools and one special class for deaf student and students with hearing impairment





# After-School Programs, Youth Centers and Summer Activities

- 33 after-school programs and 6 leisure clubs
- 4.000 children 6 to 9 years
- 3 after school clubs 10 -16 yr.
- 21 youth centers
  - 180.000 attendances yearly
- Variety of Summer Activities for children and youth







# School Bands, Music Shools and Adult Education

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- 4 school bands
  - 440 students learn to play an instrument
- 18 music schools get financial support from the community
  - 2.500 students
- Adult Education
  - 250 individuals over 16 years of age receive education and 1.500 seek guidance counseling every year



# Employees in schools and after school programs

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- We have about 1.740 preschool and compulsory school teachers as part of our 4.300 full-time and part-time staff.
- Women are:
  - 92% of our staff in preschools
  - 81% of our staff in compulsory schools
  - 60% of our staff in the youth work

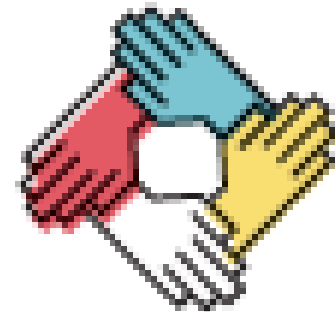




# Educational Consultant's

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- Consultants located in six service centres and at the main office
  - Educational consultants
  - Consultant for children with special needs
  - Behaviour consultant - preschools
  - Consultant for children with diverse background – preschool – elementary school
  - Speech therapists
  - After school consultants
- At Centre for language and literacy
- At Centre for educational innovation



# The role of CEI



- Support innovative practices within education and leisure in Reykjavík building on the National Curriculum Guide, Charter for Youth Centres, Leisure policy and Reykjavík's Education policy "Let our dreams come true"
- Improve and extend professional consultation and support within education and leisure - facilitate and support collaborative projects in and between preschools, compulsory schools and leisure centres



# The role of CEI

- Disseminate important findings from research and innovative practices within education and leisure
- Developing in-service training and professional development for educators and teachers in cooperation with the School of Education at the University of Iceland





# The role of CEI

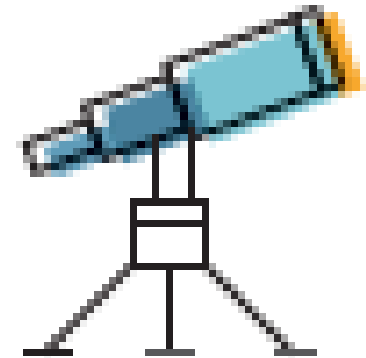
- Provide a platform for cooperation:
  - Facilitate the development of a creative learning community of children, families, teachers, educators and leaders in Reykjavík and building on the voices, knowledge and experience of everyone
- Use innovative practices in consultation and support and facilitate new and progressive projects and processes in education and leisure



# Vision for our schools

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- Individualized and cooperative learning
- Inclusive schools for all students
- Creative schools
- Progress, skills and evaluation
- Student health and well being
- Democratic cooperation



# Multicultural education

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- The city of Reykjavik's Human Rights Policy
- Policy for Multicultural /Intercultural Education and Play ([Heimurinn er hér](#))
- 80 different nationalities
- over 85 languages
- special support



## Heimurinn er hér

Stefna skóla- og frístundasviðs Reykjavíkur  
um fjölmennningarlegt skóla- og frístundastarf