



Literacy in contemporary learning environments. Sharing good practice of Reading Nests

Meeli Pandis, Kadi Lukanenok , Anneli
Laamann, Eeva Kütt, Signe Alling (Estonia);

Juli-Anna Aerila, Merja Kauppinen, Pehr-Olof
Rönholm and Ann Sofie Selin (Finland);

Sandra Kalnina (Latvia)

- Presentation Dublin 2022
- 5 min Introduction (chair)
- 2 min slideshow
- 5 min Roots (Meeli, Anneli)
- 7 min Research (Meeli, Kadi, Signe)
- 10 min international research (Juli Anna, Merja, Kadi)
- 10 min current activities and plans Estonia, (Meeli, Kadi, Eeva)
- 10 min practitioners view (Eeva)
- 3 min FinRA vision (Rönne, Ann Sofie)
- 5 min activities and plans LatRA (Sandra)
- 2 min Reading Nest song (Maria & Co)
- 5 min conclusion Q and A





**The more comfortable the environment it takes
place in, the more a child wants to read voluntarily.**





Roots and history of the Reading Nest

Meeli Pandis, Anneli Laamann Estonian Reading
Association

Roots and aims

- Idea from ISSA (International Step by Step Association) practice of activity centers in the Kindergartens
- Aimed to establish, promote and activate, update with new ideas and teaching methods reading corners in Kindergartens, schools, libraries, homes
- To strengthen cooperation on local level (educational institutions, parents, community) and state level (sharing information, ideas, success between schools, kindergartens, universities, local governments)

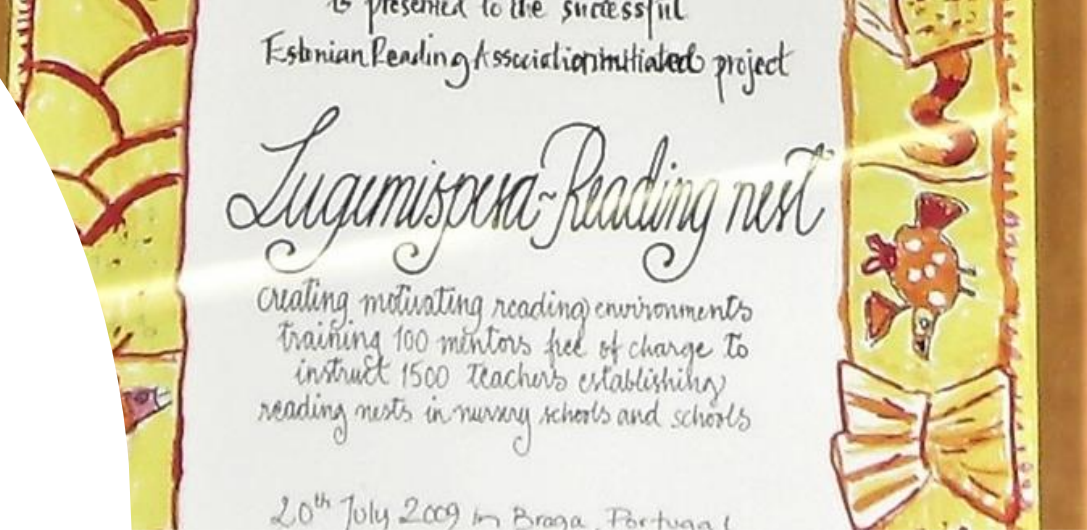


History

- 2004 Netherland MATRA-KAP funding, training of mentors
- Project manager - Maili Liinev, name - Made Pandis, logo – Kadi Künnapuu
- 2006 – 2010 Ministry of Education funding
- 2004-2011 more than 200 mentors trained, more than 4000 teachers trained by mentors
- Project managers Anneli Laamann and Kaja Kivisikk
- 2009 Award for Innovative Literacy Promotion in Europe by Federation of European Literacy Associations (FELA) then IDEC
- 2010 finished as a project, continuing as a voluntary movement
- 2020 reincarnation with NordPlus Horizontal funding by the Nordic Council of ministers for collecting and sharing good practice of Reading Nests
- 2021 Becoming international together with FinRA, LatRA and our 26 partner institutions (kindergartens, schools, libraries, local governments, private sector)



Lugemispesa
Award recipient
Anneli Laaman,
and IDEC
chairperson Ann-
Sofie Selin in
Braga Portugal
2009 at the 16th
European
Conference



Reading Nest as a physical learning environment

- Is separated from other rooms
- Has something soft in it (a carpet, cushions, armchair etc)
- Has a variety of publications (books, magazines, etc)
- Has games, toys and other things children might like
- Has means for creative work (paper, scissors, glue etc)
- Has means for creative games (finger puppets, costumes etc)
- Contains children's own creation (pictures, books etc)
- Is well lightened
- Is labeled as a Reading Nest
(Liinev 2014)



Reading Nest as a mental environment

- Positive attitude, an example and joy from collaboration – both peers and teachers
- Inclusive learning culture, acceptance of differences
- Recognition of every success and achievement
- Facilitation of children`s initiatives and interests
- Setting and example in literacy
- Giving a support to linguistic, metalinguistic and general development
- Planned activities and set rules together
(Liinev 2014)



Reading Nest activities

- Children know where the reading nest is and use it
 - Children enjoy being in the reading nest and doing something there
 - A child can be on his/her own
 - Possibility to work in pairs and groups
 - Organized attractive activities for children
 - All the books and other means are always available to children
 - All kind of activities – reading, writing, drawing, crafting, singing, drama etc.
- (Liinev 2014)





The Reading Nest Research

Kadi Lukanenok, Signe Alling, Juli-Anna Aerila & Merja
Kauppinen

Research in Estonia

- 2005 Maili Liinev MA thesis Reading environment in Kindergartens. Creating and the use of Reading Nests. University of Tallinn (Meeli Pandis)
 - The Reading Nest teachers used more active methods and books for literacy development. Cooperation with families should be developed.
- 2014 Anneli Laamann MA Thesis Literacy supportive learning environment in regular groups and with Reading Nest groups in Kindergarten. University of Tallinn (Maria Jürimäe)
 - The Reading Nest groups showed better use of books and texts for development of primary literacy and their teachers' awareness of the environment that supports development of literacy was higher comparing to control groups.
- 2022 Signe Alling MA thesis Adopting Reading Nest for children with special educational needs in preschool. University of Tallinn (Kadi Lukanenok)





Reading Nests – options and accommodations for children with special needs

Signe Alling, Kadi Lukanenok
EstRA, Tallinn University



Background

1. Lack of knowledge about RN in work with children with SEN

2. Aim – to collect the best practice examples and get an overview of the experience of teachers and experts

3. Method – semi-structured interviews with primary school teachers and experts.

4. Focus on:

- options for accommodations
- reading skills development
- children's activities in RN



Main results

The **teacher** training was an influential factor in the purposeful creation and use of the RN.

Teachers chose books based on children's age rather than their abilities.

Teachers declared an increase in children's interest in books, but no increase in the interest of children with SEN.

~~**Experts** consider the RN to be a good place to work with a child with SEN individually or in a small group.~~
The teachers considered more free and non-directed activities led by children themselves in RN. The opinions of experts and teachers differed in this respect.

Experts emphasized to pay attention to four important keywords in RN: individual approach, child-centeredness, interest in reading and joy of reading.

Experts attach importance to teachers' awareness, early detection and support (guiding the child, motivating them, creating interest in books through playful activities)

Experts recommend to include into RN different types of books that facilitate and encourage children with SEN to learn speak and read: comics (for a better understanding of chronology) and "silent books" (all content is transmitted as pictures) and other modern options.



Conclusions

- Little attention is paid to children with SEN creating and adapting the RN environment.
- Reading games and other developing activities are rarely used in RN with children with SEN.
- Teachers found sophisticated to work individually or in a small groups with a child with SEN in RN.
- Less experienced teachers are less confident in work with children with SEN.





Recommendations and future directions

- Take more account of children's abilities in creating and adapting the RN environment.
- Directly lead children with less self motivation and initiative into RN.
- Use more games and activities to develop reading and reading-related skills.
- Get acquainted with the good practice of RN so far.
- Novice RN teachers to visit other reading room - to gain new knowledge and experience about the possibilities of individualizing learning in the reading room.
- Continue with RN training courses, pay more attention to children with SEN.
- Continue to collect and share RN experience, pay more attention to children with SEN.



International comparative research. Finland, Estonia, Latvia

- Finnish, Estonian and Latvian teachers' readership and beliefs about literature education
- the effects of Reading Nest activities to the teachers' development in literacy pedagogy
- the qualities of effective cognitive, affective, social, cultural and physical reading environment



The research design

- Quantitative
- Teachers' questionnaire
 - teachers' readership, beliefs about reading, literacy pedagogy; pedagogical solutions of literature education
 - The Reading Nest activities in relation to enhancing of their pedagogical thinking
- Qualitative
- The Reading Nest Innovations
 - eg. game environments & arts-based learning in Finland
 - description of good practices
 - in-service teachers' professional learning during the project
 - Group discussions for reflection of teachers



Carrying out the research

- Quantitative
- Teachers' questionnaire
 - spring 2022
 - translated from Finnish to Estonian and Latvian
 - statistical data, while the amount of teachers in each countries over 100
- Qualitative
- The Reading Nest Innovations
 - detailed documentation of the nests
 - Group discussions for reflection of teachers
 - beliefs of teachers
 - translated in English

The role of
the Reading
Nest -book
and research





Current activities and plans in Estonia

Meeli Pandis, Kadi Lukanenok

Resources for teachers

- Homepage www.lugemispesa.eu in 3 languages (Estonian, Russian, English)
- Reading Nest Handbook in 3 languages
- Photos and slideshows of Reading Nests in schools and Kindergartens
- Reading Nest stories by practitioners – how to establish and run
- Examples of reading games
- Reading Nest map



Trainings

- Modules adapted for Kindergarten and school teachers
- Can be ordered as F2F or online trainings or video recordings (in Estonian with Russian subtitles) in following topics
 - New concept of learning and teaching (Maili Liinev)
 - School readiness and literacy (Meeli Pandis)
 - Reading Nest in Kindergarten (Anneli Laamann)
 - Reading Nest in school (Kaja Kivisikk)
 - Reading difficulties (Kadi Lukanenok)
 - Digital tools in Reading Nests (Maria Jürimäe)
 - Use of poetry (Mare Mürsepp)
- Trainings are developed and piloted with the support of British Council and Tallinn City





A practitioner's view

Eeva Kütt



Reading and
writing must
be fun and
age
appropriate





FinRA
Finnish Reading
Association

<http://finnishreadingassociation.blogspot.com/>
finrainfo@gmail.com
Facebook @FinRA

The FinRA vision

Pehr-Olof Rönholm, Ann Sofie Selin

finra@finrainfo.fi

FinEstLat@gmail.com





Current activities and plans in Latvia

Sandra Kalnina

Upcoming

- Meeting with representatives of Latvian Association of Preschool Teachers and Latvian Association of Librarians to acquaint with the project – March 25, 2022
- Exploring the situation with Reading nests/circles in preschools and primary schools of Latvia
- Translation of the survey in Latvian; it will be sent out to 50 educators in mid-August
- Translation of the Reading Nest Handbook



The current situation

Preschools and schools – continuation of Step-by-Step programme
Reading circles



Exploring the situation in Latvia



Book Start ir Latvia – when the Public Support is Essential

Latvian National Library Support Foundation
2022



What is book start?

- Reading Promotion Program for 3 – 4 year old children and their families
- First experience and visit to local Library, excursion
- Creative, developing, educational activities in the local Library – “Little owl’s school”
- Book Start promotes reading aloud, family reading as a tradition and regular library visiting



Book start in practice



Book Start in Practice



Application from library



Book Start set from Latvian National Library Support Foundation



Invitation for families with 3-4 or other publicity



Visit to library, activities in library, Book Start set as a present and motivation



First, but not the last visit in Library



Book Start set:

backpack;

children reading
book;

soft toy;

brochure for parents.



Other materials available to libraries:

- Methodological material for libraries
- Publicity and advertising materials: invitation, diploma, posters
- Big owl's costume for Book Start events



Book Start 2014-2021

Year	Children
2014.	522
2015.	378
2016.	276
2017.	472
2018.	512
2019.	956
2020.	568
2021.	275

Children – 3959,
children and their family members – 10 000,
libraries – 100





Common plans and invitations

Future plans

- **2022-2023** **Sharing virtual and F2F**
 Updating web
 lugemispesa.eu
 sharing (photos, stories, games, map)
- **2022 Sept** **Visit to Finnish Reading Nests**
- **2023 March** **Visit to Estonian Reading Nests**
- **2023 July** **Final seminar in Latvia**
- **2022-2023** **Common research**

- **Publishing of the results**



The project
conference in
Latvia on July
24-25, 2023



Reading Nest

in connection with the General Assembly of
FELA July 23, 2023

FELA
Federation of European
Literacy Associations
www.literacyeurope.org



The
International
book award
ceremony will
be on July 24,
2023



BALTĀ VILKA
GRĀMATAS





Supporters



Thank you!



Reading Nest

www.lugemispesa.eu

FinEstLat@gmail.com

meeli.pandis@gmail.com

