



# Literature Matters in the North West

Further information & background to the project

28 October 2005

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MLA published research and mapping of the extent of libraries' links with ITT providers earlier in 2004; "Mapping the current and potential initial teacher training provider involvement with museums, archives and libraries" is available to download from [www.mla.gov.uk](http://www.mla.gov.uk).

The highest response rate to MLA's research was from ITT providers in the North West; at that time, most ITT activity was reported with museums.

The Arts Council also undertook a survey of children's literature, and published "From Looking Glass to Spyglass" in 2003; this is available to download from [www.artscouncil.org.uk](http://www.artscouncil.org.uk).

The need to "articulate the uniqueness of children's literature's role in sites of learning, and to invest in its future in terms of resources, training and research" was one of the findings; and that whilst there is no *statutory* requirement of trainee teachers to study children's literature, TTA research shows the most effective literacy teachers were those who contextualised what they taught and made language features meaningful, building on a sound basis of knowledge of children's books.



Lancashire Librarians promoting children's reading



Contenders for Bolton Children's Book of the Year

Along with the impact of the Progress in International Reading Literacy Study (PIRLS), the National Literacy Strategy, the Literature Entitlement initiative and libraries' existing work on young people's reading enjoyment (such as the Big Read, Summer Reading Challenge, Bookstart and various book awards), the time is right to realise the potential of museums, libraries and archives to enhance initial teacher training. Museums, libraries and archives are an important potential resource for trainee teachers, enabling them to more readily and effectively meet the recently revised "Qualifying to teach: Professional Standards for Qualified Teacher Status".

# Edge Hill College of Higher Education

## Literature Matters activity at Edge Hill so far has involved:

**June 2005...**

...a session for 40 Key Stage 2/3 trainee teachers on library services available to children and schools – with activities, one-to-one advice, and children’s books and resources available to browse



Trainee Teachers at Edge Hill College of Higher Education

*“good interactive start; super display; session supported helpfully by PowerPoint, very stimulating... would like to book session(s) again” (tutor)*

...a presentation for 150 Key Stage 3/4 students on book awards and teenage fiction, with readings and books to browse

*“raised awareness of what libraries can contribute; this is not always evident when trainees are in school” (tutor)*

*“(As a result of today’s session I will) speak to the school librarian about subject specific books” (trainee)*

*“(I discovered) all the free services that are available, and the fact that there is such a strong link between library services and schools” (trainee)*



## September 2005...



...two talks for 65 primary trainees on public and school library services for children with SEN, with 90 students also visiting the Lancashire SLS mobile library on-site, fully stocked with SEN resources; students received information bags with contacts, websites and other resources

*“I was most interested in books for SEN children because I am currently researching autism and (Asperger’s Syndrome)” (trainee)*

*“(What was new to me were) the scratch and sniff books” (trainee)*

*“(After today’s visit I will) look at building up a bank of resources (of) ideas from the library” (trainee)*

## October 2005...

...a session is planned for final year primary specialists on new books for children, book clubs and making the most of libraries.

All sessions are being evaluated and feedback gathered from students, tutors and librarians, which is feeding into the national Literature Matters project evaluation, as well as being used to inform future sessions and activity.

