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### **Stories Make Readers (StoRe) –project concentrates on creating communities of reading**

Stories make readers (StoRe) –project is a Finnish project concentrating on supporting educators in creating positive reading climate with the children in their groups. Additionally, the educators are encouraged to share their pedagogical innovations and test new pedagogical approaches with the support of other educators and experts. The StoRe-project was initially a one-year (academic year 2017-2018) project with several sub-studies promoting literature reading. This piloting project was implemented in a network of 10 class teachers in Finland. The StoRe-project strives for its goals with the following principals: 1) promoting educators' and adults' consciousness of their readership, 2) supporting educators' agency as a literature instructor and 3) creating a positive culture of reading in their groups that enable the society of readers. In addition to pedagogical innovations, StoRe-project includes research on the readerships of the teachers and children. In this presentation, we aim to present different perspectives to the multiple factors of creating communities of readers. The results highlight how the means of making children read more are not difficult or require substantial financial resources. Creating readers is a question of values: By offering interesting reading materials, connecting reading with interesting and social activities as well as giving time to reading and sharing reading experiences created a positive reading climate and makes reading appear as meaningful activity.

Key words: communities of readers, positive readership, reading climate

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### **It is all about books! – The project Ytimessä moves books and reading to the heart of all learning**

Several international and national studies on reading show that reading is the basement of almost all learning and academic success. Additionally, positive self-confidence is closely connected to reading skills. The project Ytimessä – Kirja kaiken oppimisen keskiöön (Core – Moving Books to the Center of All Learning) is a national project of three teacher training schools (Rauma, Turku and Joensuu) and funded by the Finnish National Board of Education. The project aims at increasing the use of fiction in primary education. It strives for its goals with different approaches and subprojects in close co-operation with the school library. In this presentation, we concentrate on the role of parents in creating positive readership and improving reading skills. During the project, the parents are activated in different ways: by family reading events at schools, by bedtime story shelves (a pedagogical innovation of StoRe-project), having parents' nights with themes of fiction and implementing the suggestions of parents on making reading more enjoyable into practice. By highlighting the positive readership of parents, the project makes reading fiction an eligible activity. The results of this

study show that parents understand the value of reading skills but are often unsure or unaware while supporting their children in becoming readers. For example, the bedtime story shelf used in this project gave a concrete and easy to approach tool for the parents in early childhood education and made the children equal from the perspective of gaining good reading skills.

Key words: readings skills, emergent readers, adult support

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### **Children's literature provides support for the social emotional growth of children early childhood education**

The social emotional difficulties of children are among the biggest challenges in early childhood education. Children's literature could provide essential support to young children, families and teachers when dealing with difficult issues of growing up. Children's books allow a child to understand their environment, situation, community, and societal expectations. The project Rinnalla (Alongside - The arts and narrative-based mentoring as a support for learning social emotional skills in early childhood education) concentrates on creating creative and effective pedagogical approaches of using children's literature and other art forms in early childhood education. It seems that with small children children's literature is still being used mostly to entertain children or as a part of the daytime moments and literature is poorly used from the viewpoint of social and emotional capabilities. In this presentation, we aim to describe two literature-based methods used in the project: StoRe and Pritney. The StoRe-method concentrates on focused book collections implemented together with local libraries, activating the parents, connecting literature with child-centered activities and creating spaces for discussions to connect the contents of literature with children's own experiences. Pritney-method is based on arts-based activities, especially word art, and the approaches of bibliotherapy. Additionally, Pritney-method is closely connected to animal-assisted activities and puppetry. The Finnish National Board of Education funds the project during December 2018 – June 2020.

Key words: arts-based activities, bibliotherapy, children's literature