InterAct

LEARNING PROGRAMME

# Children’s Literature

## 5-DAY COURSE

25 learning hours | Course programme

# Children's Literature – 5-Day Course

## Introduction and Description

Children's literature constitutes a complex and multidimensional field situated at the intersection of literary studies, developmental psychology, cultural theory, and contemporary pedagogical practice. Far from being a marginal or simplified literary domain, it encompasses sophisticated aesthetic forms, rich narrative traditions and diverse ideological positions that shape how young readers engage with language, identity and the world around them. This course offers an in-depth, research-informed examination of children's literature as both a cultural artefact and a pedagogical instrument within today's increasingly heterogeneous and multimodal school environments.

Participants explore the historical evolution of literature for children, tracing major turning points from oral storytelling and moralising early works to the emergence of imaginative, play-oriented and visually driven narrative forms. Through critical engagement with canonical texts, contemporary picturebooks, graphic novels and multimodal narratives, teachers develop advanced analytical competencies for interpreting how meaning is constructed through verbal, visual and material elements. Particular emphasis is placed on the dialogic relationship between text and illustration, on the semiotics of picturebooks, and on the ways literary artefacts position child readers as meaning-makers.

A central strand of the course addresses the teacher's role as a mediator of reading—a conceptualisation rooted in sociocultural theories of literacy. Participants examine evidence-based strategies that support reading motivation, comprehension and emotional resonance, especially within multilingual and inclusive classrooms. In parallel, they engage with storytelling as a pedagogical and narrative practice, drawing on performative, multimodal and embodied approaches that cultivate imagination, empathy and oral language proficiency.

The course also foregrounds issues of diversity, representation and cultural responsiveness, equipping educators with critical frameworks to evaluate children's literature in relation to equity, social justice and intercultural understanding. Through sustained workshop practice and guided reflection, participants learn to curate high-quality literary materials, design meaningful literature-based learning sequences, and integrate children's literature across disciplinary areas using creative, inquiry-driven and arts-enriched methodologies. Ultimately, the course aims to empower teachers to cultivate vibrant, inclusive reading cultures that nurture curiosity, critical literacy and lifelong engagement with literature.

# Methodology and Assessment

The course employs an experiential and constructivist methodology combining theoretical input, critical reading, collaborative discussion, modelling of best practices and hands-on workshops in storytelling, reading mediation and book analysis. Participants work with diverse literary genres, multimodal texts and age-appropriate materials to design inclusive, engaging reading experiences transferable to their classroom settings. Formative assessment occurs through peer feedback, micro-teaching activities, individual consultations and reflective tasks. Summative assessment consists of a final presentation in which participants demonstrate their ability to analyse children's literature and apply pedagogical strategies that promote literacy, creativity and learner engagement.

# Learning Objectives

By the end of the course, participants will be able to:

## Understanding Children's Literature as a Multidimensional Field

• Analyse the historical evolution, theoretical foundations and socio-cultural functions of children's literature across diverse educational contexts.
• Distinguish major genres, narrative modes and literary traditions, recognising how they shape young readers' cognitive, linguistic and emotional development.
• Examine the ideological, aesthetic and ethical dimensions embedded within children's texts, including issues of representation, stereotypes and cultural narratives.

## Interpreting Texts, Illustrations & Multimodal Meaning-Making

• Critically interpret children's books using literary, visual, and multimodal analytical frameworks, with particular attention to the interplay between text and illustration.
• Evaluate how narrative voice, structure, imagery, and book design contribute to meaning-making for different age groups and developmental stages.
• Assess the pedagogical and artistic quality of children's literature using research-informed criteria that reflect diversity, inclusivity and intercultural understanding.

## Facilitating Reading Mediation, Engagement & Literacy Development

• Apply evidence-based reading mediation strategies that foster comprehension, motivation, and reader identity formation within heterogeneous classrooms.
• Design structured reading experiences—dialogic reading, shared reading, literature circles—that promote autonomy, engagement and deep literary response.
• Implement inclusive and differentiated approaches to support multilingual learners, emerging readers and students with diverse learning needs.

### Employing Storytelling & Creative Pedagogies

• Utilise oral storytelling, performative techniques and multimodal narration to enhance students' expressive, imaginative and linguistic competencies.
• Adapt stories for varied age groups, learning profiles and curricular goals, ensuring developmental appropriateness and accessibility.
• Integrate drama, movement, visual arts and inquiry-based approaches to extend literary engagement beyond the printed page.

### Designing Inclusive, Literature-Based Learning & School-wide Reading Cultures

• Curate and justify a balanced, diverse collection of children's books aligned with curricular aims, developmental needs and principles of equity.
• Develop literature-based learning sequences and projects that nurture critical thinking, emotional literacy, collaboration and creativity.
• Critically evaluate how reading promotion strategies, library practices and whole-school literacy initiatives can cultivate sustainable reading cultures.

## Innovation, Reflection & Professional Growth

• Employ digital tools, storytelling platforms and collaborative environments (eTwinning, ESEP) to design cross-curricular, literature-rich projects.
• Reflect on their evolving role as mediators of reading, articulating pedagogical rationales grounded in literacy theory and inclusive education principles.
• Formulate an action plan for integrating high-quality children's literature into their professional context, informed by research and best practice.

## Preparation

After registration participants will receive pre-course questionnaire which will be used by the trainer to learn about participants' teaching backgrounds and to assess their exact needs. Before the beginning of the course a basic reading list will be suggested to participants to prepare for the training. Participants will also be asked to prepare a presentation about themselves, their professional context and their culture. The presentation will be presented on the first day of the course to facilitate networking opportunities. Participants will receive information about the country they are going to visit in order to prepare them for their cultural experience.

## Follow up

After the course participants will be asked to share what they have learned with the rest of the staff in their schools. Further books and articles to deepen the topic and contacts with some other practitioners all over Europe and in the world will be suggested by the trainer. The methods shared and explored and the bibliography given will allow the participants to complete and improve their educational path.

## Certificate

Certificate complies with the guidelines of the Erasmus+ programme and includes the topic, number of didactic hours, dates and location of the course. We can list the record of learning outcomes on the Europass Mobility Document on request of participants. In case a participant requires a specific format of certificate we can accommodate that if requested at least one week before the start of the course. It is necessary to attend at least 80% of the hours in order to receive the certificate.

## Accommodation

We do not directly offer accommodation and subsistence and participants are responsible for organizing it by themselves.

## Paperwork

We also provide all the support with paperwork you might need for your Erasmus+ project documentation such as mobility agreement and registration letter.

## Fee: 400 €

## Cancelation policy

We have a flexible cancellation policy in force at the moment and you can cancel your registration up to 30 days before the course and receive a full refund. In case you don't cancel the registration more than 30 days before you will not receive any refunds, but you will be able to choose to attend any other confirmed course session later (within 6 months) without any additional costs. In case you are not able to travel, your school can

send someone else to take instead of you and you can change the details of the participant any time before the start of the course at no additional cost.

| TENTATIVE PROGRAMME (25 didactic hours - 5*45min per day) Monday to Friday | |
|---|---|
| Day 1 | Foundations, History & Key Concepts |
| 09.00 - 09.45 | Introductions & Icebreakers |
| 09.45 - 10.30 | Course Overview & Learning Agreement |
| 10.30 - 11.15 | Historical Overview of Children's Literature |
| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Key Literary Landmarks, Authors & International Awards |
| 12.15 - 13.00 | Contemporary Trends in Children's Literature |
| Day 2 | Genres, Mediation & Reading Engagement |
| 09.00 - 09.45 | Diversity of Literary Genres for Children |
| 09.45 - 10.30 | Selecting Quality Children's Literature |
| 10.30 - 11.15 | Reading Mediation – The Teacher as Reading Facilitator |
| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Evidence-Based Strategies to Enhance Reading Motivation |
| 12.15 - 13.00 | Designing a Reading Mediation Activity |
| Day 3 | Storytelling, Narrative Techniques & Creative Pedagogy |
| 09.00 - 09.45 | The Pedagogical Power of Storytelling |
| 09.45 - 10.30 | Techniques for Effective Storytelling |
| 10.30 - 11.15 | Narrative Structures & Creative Transformations |
| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Storytelling Rehearsal |
| 12.15 - 13.00 | Creative Extensions of Stories |
| Day 4 | Text–Illustration Relationship, Age Levels & Visual Literacy |
| 09.00 - 09.45 | Anatomy of a Children's Book |
| 09.45 - 10.30 | Visual Literacy in the Classroom |

| | |
|---|---|
| 10.30 - 11.15 | Age-Level Characteristics of Children's Books |
| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Evaluating and Selecting Books for Different Age Groups |
| 12.15 - 13.00 | Book Analysis with Rubrics |
| Day 5 | Applied Literature Pedagogy, Individual Support & Final Presentations |
| 09.00 - 09.45 | Literature-Based Learning Activities |
| 09.45 - 10.30 | Preparing the final presentations and individual support |
| 10.30 - 11.15 | Final presentations and feedback |
| 11.15 - 11.30 | Break |
| 11.30 - 12.15 | Evaluation & Reflection |
| 12.15 - 13.00 | Validation of learning outcomes and certification |

*This is only a tentative timetable. The exact hours or the course might differ and will be announced for each session 2 weeks before the start. However, there will always be a total of 5 didactic hours per day and all will be in line with the Erasmus+ quality standards. The trainer might slightly modify the content in response to the needs of the group.
**Cultural and social programmes will be organized in addition to the academic programme. The exact cultural and social programme depends on the location, season, weather, etc.