Integrated Reading and Writing Support in Vocational Education

VG-SPS-RP-15-36-013584

Intellectual Output 6: Workshops for teachers
Integrated reading and writing skills development in a scenario-based approach

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April 2018

This publication has been produced within the ERASMUS+ project *Integrated reading and writing support in vocational education*, KA2 Strategic partnerships in the field of school education. Project number VG-SPS-RP-15-36-013584.

The publication is available in the following languages: English, Estonian, German, Polish, Romanian.

This project was funded with support from the European Commission. The responsibility for the contents of this publication reflects solely the views of the author. The commission is not liable for any of the information contained therein.

Outputs of the project

Overview of the outputs which have been created in the project "Integrated Reading and Writing Support in Vocational Education", the present output is marked in bold letters and blue colour, other outputs are in grey:

Output 1: Report impact reading writing (cancelled)

Output 2: Framework "Integrated reading and writing support in vocational education"

Output 3: Needs analysis & evaluation instruments

Output 4: Guidelines – Planning reading and writing activities within scenario-based learning in VET

Output 5: Scenario-based reading and writing classroom materials

Output 6: Workshop for teachers: "Integrated reading and writing support in vocational education"

Output 7: Handbook: "Integrated reading and writing support in vocational education"

Content

Introduction

Workshops for teachers and other results of the ReWrVET project

Beyond any doubt, reading and writing skills are important for getting a good education and for the individual's subsequent access to decent employment on the labour market, but also for full participation as an active citizen in a democratic society, in cultural life, in lifelong learning in a globalised world. However, reading and writing skills are not only important for the individual's well-being. "Literacy is fundamental to human development. It enables people to live full and meaningful lives and to contribute towards the enrichment of the communities in which we all live." (ELINET, 2016, p. 4). Low literacy skills hinder a country's economic development. The Organisation for Economic Cooperation and Development measures literacy skills in a comparative approach across countries and uses them as indicators of a country's chances of economic development.

Schools and teachers have a crucial role in equipping students with appropriate reading and writing skills. Traditionally, literacy skills development was thought of as the job of language teachers. Lately, however, we have come to the realization that teachers of all disciplines play an important role in this task (EU High Level Group of Experts on Literacy, 2012). They need to find the most effective ways of facilitating literacy skills development while teaching their discipline, including for preparing their students to become independent lifelong learners. In order to do this, teachers themselves need to learn and master the most efficient tools to enhance their students' reading-writing skills.
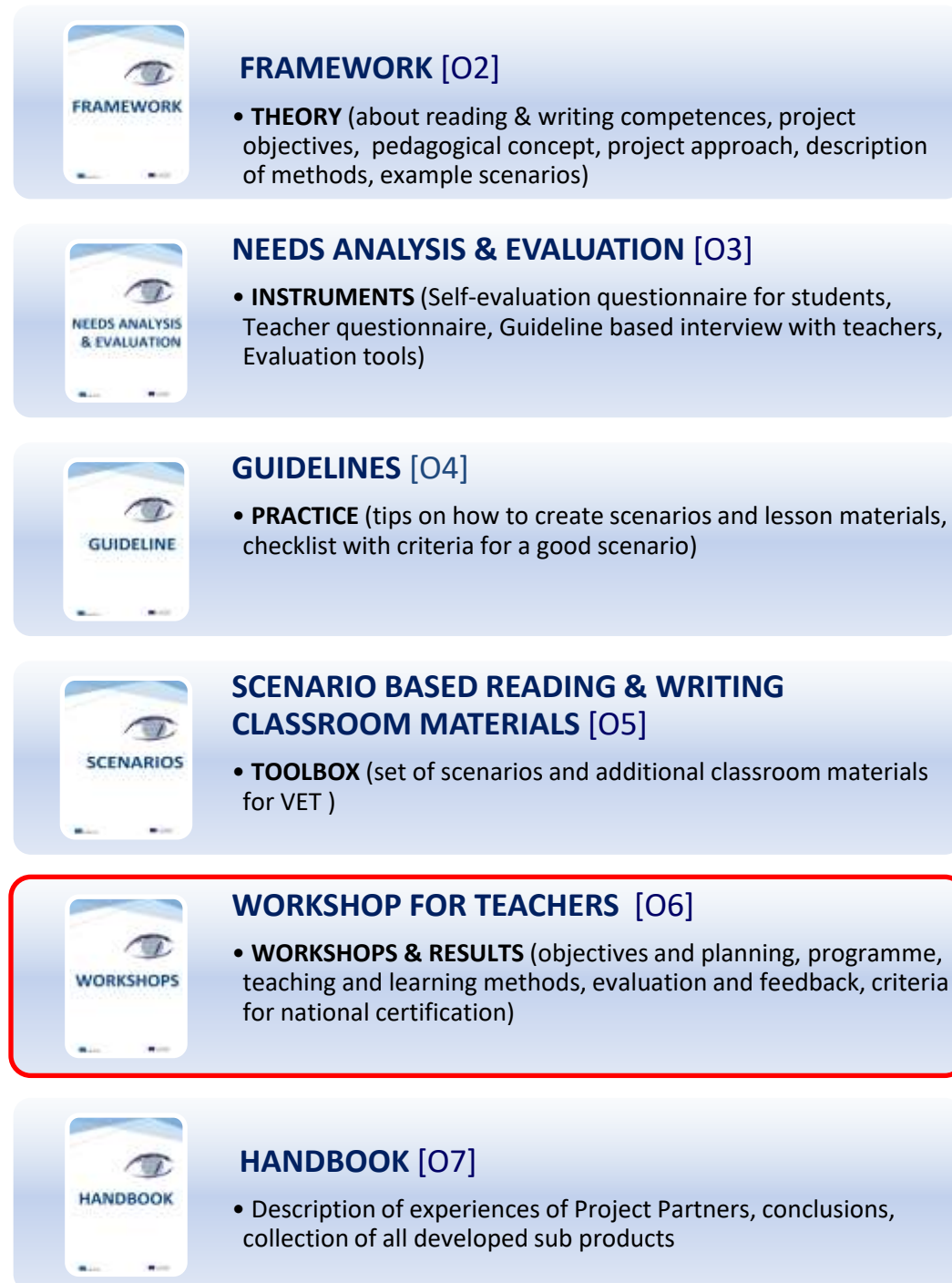
Partners of the *Integrated Reading and Writing Support in Vocational Education* Project have produced an original model and a set of tools for teachers for the integrated development of reading and writing skills in vocational education. The model centres on a scenario-based approach for facilitating learning (situated learning) oriented towards solving real-life tasks by employing a range of literacy skills. In this context, reading and writing become the tools for arriving at a satisfying solution of a real-life like problem.

There are six outputs of the project *(see figure 1, next page)*. Among these, Output no. 6 directly and explicitly targets teachers' professional development by presenting the curriculum of a training course for in-service teachers, which aims to support teachers to understand the theoretical foundations and the practical implications of the proposed model, as well as prepare to make the best use of the set of tools produced within the project. The other outputs of the project are all support materials for the teachers' professional development in this area.

Output no. 6 is closely connected to all the other outputs. Output no. 2 provides the theoretical foundations for the integration of reading and writing skills and introduces the scenario-based approach to developing literacy skills within an original framework. Output no. 3 provides a set of tools for and the project partners' learning from the needs analysis conducted with students in vocational education and training - the ultimate beneficiaries of the project. Output no. 4 offers guidelines for teachers who wish to plan and implement scenario-based approaches to integrated reading-writing skills development within vocational education and training settings. Output no. 5 focuses on classroom materials produced within the project, and Output 7 is a comprehensive handbook sharing the project partners' experiences, conclusions, as well as a collection of all developed sub-products. They are all related to Output no. 6 in that they inform the training programme and provide the course support materials.

Figure no 1. List of outputs developed within ReWrVET Project

FRAMEWORK [O2]

• **THEORY** (about reading & writing competences, project objectives, pedagogical concept, project approach, description of methods, example scenarios)

NEEDS ANALYSIS & EVALUATION [O3]

• **INSTRUMENTS** (Self-evaluation questionnaire for students, Teacher questionnaire, Guideline based interview with teachers, Evaluation tools)

GUIDELINES [O4]

• **PRACTICE** (tips on how to create scenarios and lesson materials, checklist with criteria for a good scenario)

SCENARIO BASED READING & WRITING CLASSROOM MATERIALS [O5]

• **TOOLBOX** (set of scenarios and additional classroom materials for VET)

WORKSHOP FOR TEACHERS [O6]

• **WORKSHOPS & RESULTS** (objectives and planning, programme, teaching and learning methods, evaluation and feedback, criteria for national certification)

HANDBOOK [O7]

• Description of experiences of Project Partners, conclusions, collection of all developed sub products

The aim of the publication

The present publication addresses teacher training institutes and teacher trainers. It aims to share with them the description of a proposed in-service training course for teachers in vocational education who wish to integrate reading and writing in a scenario-based approach in order to develop their students' literacy skills within their vocational education and training programme. The publication is based on the experiences of the project partners during 201-2018, when workshops were carried out by the teacher trainer organizations involved in the implementation of the project in Estonia, Germany, Poland and Romania. While we primarily target teacher training organisations that provide continuous professional development services, initial teacher training institutions may also find this publication useful.

The structure of this booklet is as follows: after this introductory part, Chapter 1 includes the curriculum of the course (intended target group of the course, the aims and the structure of the workshops, the intended learning outcomes, the methodology, the materials and resources made available, the workshop plan, as well as recommended assessment). Chapter 2 includes issues that pertain to proposed course administration (including how to market it, how to document the course, how to collect feedback from the learners, and issues of certification). The third part, the appendix, shares several templates, as well as examples of the more detailed course structure for shorter and longer version of the workshops.

Proponents of such a training course for teachers may choose to adapt the curriculum according to their context depending on their participants' level of mastery and experience with reading and writing strategies and scenario-based (situated) learning, depending on time availability and other administration-related constraints (e.g. whether the course is delivered exclusively face-to-face, on-line or in a blended learning format; whether this will be a one-off training course or it will be delivered over a period of time with tasks for the participants between workshops, etc.). The essential aspect to guide course design is the targeted teacher competences, and the expected learning outcomes of the course. While the short-term joint staff training within the project took five days, in different partner countries the course was tested to different extents in different formats.

Framework curriculum and methodology for Integrated Reading and Writing Support in Vocational Education Workshops for teachers

What is this section about?

This section will provide answers to the following questions:

- Who are the targeted learners of the training programme?
- What are the aims of the programme?
- What is the structure of the programme?
- What do we want the learners to know, be able to do etc. at the end of the training programme (in other words, what are the intended learning outcomes)?
- What key concepts could the programme discuss with / introduce to the learners (units,
- topics)?
- What approaches and resources does the programme provide to facilitate learning (strategies, methods, activities, materials, time allocation)?
- How to monitor and evaluate the learners' progress during the workshop (assessment)?

The target group

This training programme is intended for teachers in vocational education and training. The group of learners may include teachers in vocational education and training (VET) belonging to one organization/ school or not. In the first case, when all teachers from one VET school participate in the training, the impact of the training should be bigger, and more visible.

Every in-service teacher training programme provider should develop its own participant recruitment strategy. Recruitment/enrolment could be done by the training provider in partnership with VET schools or local/regional education authorities, as this may help monitor learner(s) progress beyond the delivery of the training programme. The learners should commit to attending the whole training programme (all workshops) or specific modules (module 2 and module 3 – if the learner is already able to plan and deliver scenario-based lessons, or module 1 and module 3 – if the learner is already able to plan and deliver lessons in which they use reading and writing strategies). In the second case, the learners should commit to attending the whole training provided within the respective modules.

The aims and the structure of the workshops

The aims of the workshops are:
- enabling teachers to plan and deliver scenario-based lessons which integrate reading and writing strategies;
- supporting teachers to reflect on their integrated reading and writing support in vocational education;
- enabling teachers to promote the integrated development of literacy skills in vocational education.

Based on the experience so far and feedback received from the participants in the workshops (an international workshop in Germany, workshops in individual partner countries), a proposal of workshops including three training modules was prepared:

- Module 1 – Scenario-based approach
  Objectives:
    - Defining situated learning and scenarios (in the teaching-learning context)
    - Stating the situated learning principles
    - Analysing scenarios with reference to the scenario construction criteria
    - Creating appropriate scenarios for the discipline each participant teaches

- Module 2 – Strategies to deal with texts
  Objectives:
    - Describing learning strategies/ activities applicable prior to, during and / or after reading
    - Describing learning strategies/ activities applicable prior to, during and / or after writing
    - Analysing the relevance of reading and writing strategies used in lessons
    - Creating and implementing lesson plans in which reading and writing strategies are used for reaching the aims of the lesson
    - Reflecting on the implementation of the reading and writing activities in the lesson

- Module 3 - Integrated Reading and Writing Support in Vocational Education
  Objectives:
    - Describing the Framework of Integrated Reading and Writing Support in vocational education
    - Analysing VET scenarios which integrate reading and writing strategies
    - Creating VET scenarios which integrate reading and writing strategies
    - Reflecting on the implementation of the learners' own scenarios, which integrate reading and writing strategies.

Intended learning outcomes

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

- Create and implement scenario-based lessons which integrate reading and writing strategies;
- Reflect on the implementation of the scenario-based lessons which integrate reading and writing strategies;
- Argue for using reading and writing strategies in VET lessons.

A measurable effect will be the enrichment of teachers' learning facilitation strategies and methods that develop students' skills and knowledge.

To see example of overview of learning outcomes correlated with key concepts and topics, go to Appendix 2).

Figure no 2. Overview of learning outcomes correlated with key concepts and topics

Topics & key concepts by modules →	Module 1. Scenario-based approach	Module 2. Strategies to deal with texts	Module 3. Integrated Reading and Writing Support in Vocational Education
Learning outcomes ↓	*Subtopics* ↓	*Subtopics* ↓	*Subtopics* ↓
…	…	…	…
…	…	…	…
…	…	…	…

Methodology

As concerns the training methodology applied, the workshops should include demonstration lessons, in which the teachers participate wearing two "hats". Teachers first take part in the activities designed for students, which gives them the opportunity to experience first-hand the various forms of conducting discussions resulting from scenarios (scenario-based teaching). They act as learners who are gaining direct experience of active reading, writing and discussion strategies built into scenarios. Next, they act as teaching practitioners who reflect on their own recent learning experience and analyse the lessons they have been through relying on their professional knowledge and expertise. After each demonstration lesson, a detailed discussion of its course takes place. Demonstration lessons are followed by debriefing sessions aimed at unpacking the lesson. Theoretical underpinnings of the teaching-learning strategies are discussed. This is followed by guided practice, where teachers cooperatively plan how to use the various strategies and techniques in their everyday work benefitting from each other's support and feedback. When they get back together in the following workshop session, they start by sharing their classroom experiences, including samples of their students' work, reflecting on how their lessons have unfolded and what they have noticed in their students' response to the newly applied approaches to facilitating learning.

The strategies used during the workshops should be highly participatory, actively engaging the participants in thoroughly understanding concepts, practising skills and developing their teaching skills by integrating the ReWrVET approach in their daily work.

A balanced and flexible mix of individual, pair, small group and whole-group activities is recommended. Some of the activities (such as classroom implementation, reflection) will be done individually, while some others in pairs mostly for the purpose of supporting the learners in clarifying their thoughts by discussing with another learner before they are invited to share in the large group. Group activities will be done in 3-5-person groups, while whole-group activities will be used for

Scenario building session during the International Workshop for Teachers, October 13, 2016, Speyer, Germany

presentations by the trainers, and discussions for debriefing the demonstration lessons or clarifying concepts or tasks and for sharing the resulting products of the workshop.

The training facilitators will provide scaffolding, including model/ master scenarios which integrate reading and writing strategies, depending on needs.

Materials and resources

The ReWrVET project intellectual outputs O2, O4, O5 are useful resources for developing the course materials. Video presentations, handouts, worksheets, templates, model products (master scenarios, lesson plans) will be provided. The participants will be encouraged to keep the worksheets/ handouts for future reference and for self-assessment purposes.

The venue should be equipped with furniture that allows various layouts: for group work, there should be a table for each group to sit around and discuss/write. For pair work, the pairs need to be able to sit facing each other and somewhat away from another pair/small group so that the parallel discussions would not interfere.

For the video and PowerPoint presentations, there should be proper equipment (beamer, screen).

Scenario building sessions during International Workshop for Teachers, October 13, 2016, Speyer, Germany

The number of training hours should be sufficient for each learner to reach the aims of the training and the targeted learning outcomes. Considering the specificity of work in different countries and educational organizations, as well as many factors such as the context, the learners' basic knowledge in the field, legal regulations connected with certification and accreditation of the in-service teacher training course, etc., each in-service teacher training provider may decide on the number of hours to allocate to this training programme.

It is possible to plan and implement the training programme as a blended course – of course, in this case, the training providers will have to carefully plan the online and the face-to-face training activities, decide on the e-learning platform to be used, make sure that the learners know how to use the e-learning platform, etc.

Workshops plan

In the annexes there are 2 examples of course/workshop plans - see Appendix 1 and Appendix 2.

Assessment

Assessment will be done by means of direct observation of the learners, individual discussions, assessment of group and/or individual products resulting from the workshop and guided self-assessment based on reflection. The summative assessment of the learners' progress will be done

through the learners' portfolios and by using a set of rubrics (see an example of the portfolio content in Appendix 2.3). Rubrics should be provided (see Appendix 2.4 for an example of rubrics) for three different levels of performance (modest, medium, and advanced) for each learning outcome. The rubrics are aimed at facilitating the learners' self-directed learning as well. Therefore, they should be introduced in the early sessions, and revisited as often as necessary.

In order to evaluate the impact of the training, the IO3 assessment tools should be used: students questionnaire before the start of the training and four months after the end of the training as well as the teachers' main survey before the start of the training, group interviews with teachers at the end of the training and group interviews with teachers four months after the end of the training.

In addition to assessing the learners' progress, the programme providers will also ask for feedback on the course especially in terms of perceived usefulness/ attractiveness of the training (see subchapter 3.3).

Organization and documentation

Marketing

The ways to promote the workshop depend on the organizations and its employees. The presentation of information about the workshops should be attractive enough to motivate the teachers to take part in the training and to transfer their learning in their daily work. Training providers may rely on classical and commonly used methods of promotion, such as school website, social media, platforms for educators, posters or leaflets.

Picture 1. Example of workshop promotion in social media, CKU Sopot

See appendix no 7. Workshops promotional material (example)

The partners' experience shows that these tools are not always sufficient to raise the teachers' interest in new training programmes. In this case, a proposal focused on an individual person may be more effective. For this purpose, the training provider may organise a formal or an informal meeting with the teachers, inviting the vocational counsellor, and preferably a few teachers who already know the training programme or master the practices promoted in it. During such meetings, one can start by presenting a selection of the ReWrVET project products in order to make teachers curious about the programme. By conveying a professionally attractive message with reference to the teachers' practical needs, it may be easier to encourage teachers to participate in the workshop.

Documentation

Each organization that provides training for teachers' professional development collects/compiles the documentation of the course observing the legal regulations in force in each country, or organisational policies.

For example, the following documents may be included in the course documentation:
- Workshop programme/ agenda (appendix no 1 & 2)
- participant attendance list (appendix no 3)
- register of issued certificates (appendix no 4) (for a model of an attendance certificate see appendix no 5)

Documents contained in this publication can serve as templates that can be adapted to the needs of the organization and participants in each country.

Feedback from for participants

Feedback from the workshop participants (teachers) is an important element. Participants will have the opportunity (during both the discussion and the survey) to share their own opinions about the workshops (e.g.: what has proved to be especially useful, suggestions for changes, etc.). The collected information will be discussed subsequently by trainers responsible for the implementation of the workshops. Suggestions will be taken into account in the implementation of further teacher training courses.

The proposed model of the evaluation questionnaire for the participants of the workshops is presented below. This is an optional form of evaluation that can be replaced by another form, e.g. oral feedback from participants at the end of the workshop.

See appendix no 6. Evaluation questionnaire.

Certification

For certification purposes, each teacher trainer provider will observe the regulations in force in their education system or in their institution. As a general rule, each teacher who participates actively in the course should be entitled to an attendance certificate. This certificate may contain a list of the topics covered and the number of hours.

However, for a certificate of successful completion the participants should demonstrate that they have reached the learning outcomes of the course. In this case, the certificate should state, in addition to the above, what new specific competences the teacher has gained. This is especially the case when the in-service teacher education system allocates credit points to specific training programmes.

It is the responsibility of the workshop organizer to decide on the number of hours and the document to certify attendance/ successful completion after the Programme has ended.

See appendix no 5. Certificate (suggested pattern).

Appendixes (templates, examples)

Appendix 1. Structure of workshop for teachers – example no 1

Workshops for teachers:
Integrated Reading and Writing Support in Vocational Education
- scenario based learning

Period: _____

Place: _____

Duration (number of hours to be adjusted according to the needs of organization/target group i.e. 4 hours per module, 12 hours in total)

STRUCTURE

Module no	Module title, duration	Content	Learning activities	Examples of reading and writing strategies used during workshops
1.	**Scenario based approached - theoretical background**	• Short introduction to the project, its goals, results • Theoretical background – scenario-based approach • Analysing scenarios (scenario construction criteria, scenario implementation) • Creating scenarios for teaching specific subjects	• Brainstorming • Group discussion • Individual reading • Reading and analysis of information materials – pair work • Presentation and analysis of the patterns of scenarios • Feedback from the participants and the trainer	• Graphic organisers (cluster, mind-map, flow-chart, M-chart, T-chart, Venn-diagram, fishbone)
2.	**Strategies to deal with texts**	• Helpful strategies before, during and after reading • Helpful strategies before, during and after writing • Interdependence of reading and writing aids • Lesson plans including methods that support reading and writing	• Group discussion • Pair work • Individual work • Feedback from the participants and the trainer	• Advance organiser • LINK • DRTA • INSERT • Graphic organizers (cluster, mind-map, flow-chart, M-chart, T-chart, Venn-chart, fish bone) • Frayer Model
3.	**Integrated reading and writing support in vocational education**	• Analysis of scenarios that integrate reading and writing strategies • Preparation of at least two scenarios for VET students • Discussing the use of scenarios during classes with students (argue for using reading and writing strategies in VET lessons) • Summary of the workshops	• Brainstorming • Group discussion • Pair work • Individual work • Feedback from the participants and the trainer	• Graphic organizers

Appendix 2. Structure of a 38-hour workshops – example no 2 (example provided by ALSDGC, Romania)

Workshops for teachers:

Integrated Reading and Writing Support in Vocational Education

Period: _____

Place: _____

Duration: 38 hours

Overview of learning outcomes correlated with key concepts and topics

Topics & key concepts by modules ➜	**Module 1 – Scenario-based approach** Situated learning Scenario based approach	**Module 2 – Strategies to deal with texts** Metacognition Text structure Comprehension Disciplinary vocabulary	**Module 3 - Integrated Reading and Writing Support in VET** Scaffolding Model of complete action Reading to write/ Writing to read
Learning outcomes	*Subtopics*	*Subtopics*	*Subtopics*
Create and implement scenario-based lessons which integrate reading and writing strategies	Situated learning Scenario based approach – what is a scenario, what does a scenario look like, how to construct a scenario, criteria for scenarios (scenario construction)	Didactic – methodological principles (mediation in class, cognitive and metacognitive strategies) Reading & writing strategies (e.g.: INSERT, LINK, DRTA, graphic organisers, collaborative writing, brainstorming, think aloud, reciprocal teaching)	Didactic – methodological principles (scaffolding, model of complete action) ReWrVET framework How to integrate reading and writing to solve a scenario-task?
Reflect on the implementation of the scenario-based lessons which integrate reading and writing strategies		Criteria for reading and writing tasks What texts to write to solve a task?	Scenario-based learning checklist
Argue for using reading and writing strategies in VET lessons		Why use reading and writing strategies in all disciplines?	Why use ReWrVET approach in VET lessons?

Detailed planning

Module no	Module title, duration	Learning outcomes (what participants will be able to do at the end of the module)	Content
1	**Scenario-based approach [10 hours]**	• Define situated learning – as general theory of knowledge acquisition • State the situated learning principles • Define scenarios • Analyse scenarios with reference to the scenario construction criteria • Create at least 2 appropriate scenarios for the discipline the learner teaches	• Situated learning (J. Lave) • Scenario based approach – what is a scenario, what does a scenario look like, how to construct a scenario, criteria for scenarios (scenario construction)
2	**Strategies to deal with texts [18 hours]**	• Describe at least 6 learning strategies/activities applicable prior to, during and / or after reading • Describe at least 6 learning strategies/ activities applicable prior to, during and / or after writing • Analyse the relevance of reading and writing strategies used in at least 2 lessons • Argue for the necessity of using reading and writing strategies in their lessons • Create and implement at least 2 lesson plans including reading and writing strategies • Reflect on the implementation of the lesson plans including reading and writing activities	• Didactic – methodological principles • Why use reading and writing strategies in all disciplines? • Reading strategies • Writing strategies • Criteria for reading and writing tasks • What texts to write to solve a task?
3	**Integrated Reading and Writing Support in Vocational Education [18 hours]**	• Describe the Framework of Integrated Reading and Writing Support in VET • Analyse 3 VET scenarios which integrate reading and writing strategies • Create and implement 2 VET scenarios which integrate reading and writing strategies • Reflect on the implementation of the 2 scenarios	• ReWrVET framework • Didactic – methodological principles • How to integrate reading and writing to solve a scenario-task? • Scenario-based learning checklist • 3 master scenarios

Module 1. Scenario-based approach

Item	Learning outcome	Learning activity	Methodology / methods	Materials	Time
1	Define situated learning – as general theory of knowledge acquisition	• Individual/ peer reading • Group discussion	• Reciprocal teaching • Socratic questioning	IO2: Framework "Integrated reading and writing support in vocational education"	1h
2	State the situated learning principles	• Group discussion	• Think-pair-share	Text: Situated learning (J. Lave) http://www.instructionaldesign.org/theories/situated-learning.html	½ h
3	Define scenarios	• Individual/ peer reading	• Mind mapping	IO4: Guidelines – Planning reading and writing activities within scenario-based learning in VET	1 ½ h
4	Analyse scenarios referring to the scenario construction criteria	• Peer/ Group work • Discussions	• Rotating review	2-3 scenarios of different quality (IO5 - Scenario-based reading and writing classroom materials)	2h
5	Create at least 2 appropriate scenarios for the discipline they teach	• Pair/ group work • Presentations & feedback • Implementation of the scenarios • Reflection on the implementation of (at least one of) the scenarios • Revision of the scenarios	• Collaborative work • Gallery tour • Written reflection • Peer revision	Template of the scenario	5h

Co-funded by the
Erasmus+ Programme
of the European Union

Module 2. Strategies to deal with text

Item	Learning outcome	Learning activity	Methodology/ methods	Materials	Time
1	Describe at least 6 learning strategies/ activities applicable prior to, during and / or after reading	• Individual reading	• INSERT	IO2: Framework "Integrated reading and writing support in vocational education" IO4: Guidelines – Planning reading and writing activities within scenario-based learning in VET	3h
2	Describe at least 6 learning strategies/ activities applicable prior to, during and / or after writing	• Individual reading	• INSERT	IO2: Framework "Integrated reading and writing support in vocational education" IO4: Guidelines – Planning reading and writing activities within scenario-based learning in VET	3h
3	Analyse the relevance of reading and writing strategies used in at least 2 lessons	• 2 demonstration lessons (which use reading and writing strategies) • Discussion – debriefing/ analysis of the relevance of the reading and writing strategies	• LINK • Graphic organisers • Collaborative writing (in pairs) • Brainstorming • Think aloud/ reciprocal teaching	IO2: Framework "Integrated reading and writing support in vocational education" IO4: Guidelines – Planning reading and writing activities within scenario-based learning in VET	5h
4	Argue for the necessity of using reading and writing strategies in their lessons	• Pair/ group work	• Think – pair – share • Argumentative writing	IO3 – students questionnaire, teachers main survey	1 ½ h
5	Create and implement at least 2 lesson plans in which they use reading and writing strategies	• Individual / group work • Presentations & feedback • Implementation of the lessons • Revision of the lesson plans (after reflection)	• Project work	IO5 - Scenario-based reading and writing classroom materials	5 h
6	Reflect on the implementation of the reading and writing activities created lesson plans	• Individual writing	• Reflective writing		½ h

Module 3. Integrated Reading and Writing Support in Vocational Education

Item	Learning outcome	Learning activity	Methodology/ methods	Materials	Time
1	Describe the Integrated Reading and writing support in vocational education framework	• Individual reading	• DRTA	IO2: Framework "Integrated reading and writing support in vocational education	4h
2	Analyse 3 VET scenarios which integrate reading and writing strategies	• Pair/ group work • Group discussions	• Think – pair - share	IO5 - Scenario-based reading and writing classroom materials IO4 - Checklist for developing a scenario, which enhances literacy skills	5 ½ h
3	Create and implement 2 VET scenarios which integrate reading and writing strategies	• Individual / group work • Presentations & feedback • Implementation of the lessons • Revision of the scenarios (after reflection)	• Project work	IO5 - Scenario-based reading and writing classroom materials IO4 - Checklist for developing a scenario, which enhances literacy skills	5 h
4	Reflect on the implementation of the 2 scenarios	• Individual writing • Group discussions	• Reflective writing • Socratic questioning	IO3 Guideline-based group interviews (post-test)	2 ½ h
5	Arguing for the necessity of using the ReWrVET approach in VET lessons	• Individual writing • Peer feedback	• Argumentative writing		1 h

Summative assessment – Content of the learner's portfolio

Learning outcomes	Module 1 - Scenario-based approach	Module 2 - Strategies to deal with text	Module 3 - Integrated Reading and Writing Support in Vocational Education
Create and implement scenario-based lessons which integrate reading and writing strategies	2 appropriate scenarios for the discipline the learner teaches Classroom material & students' productions (from the implementation phase) Revised scenarios	2 lesson plans in which the learner uses reading and writing strategies Classroom material & students' productions (from the implementation phase) Revised scenarios Analysis of the relevance of reading and writing strategies used in the 2 lessons	2 VET scenarios which integrate reading and writing strategies Filled-out check-list template for the 2 scenarios Classroom material & students' productions (from the implementation phase) Recordings from the lessons in which the 2 scenarios are implemented Revised scenarios
Reflect on the implementation of the scenario-based lessons which integrate reading and writing strategies	Reflective writing on the implementation of the scenarios	Reflective writing on the implementation of the 2 lesson plans	Reflective writing on the implementation of the 2 scenarios
Argue for using reading and writing strategies in VET lessons		Write an article for a teachers' magazine arguing for or against the necessity of using reading and writing strategies in VET lessons	Write an article for a teachers' magazine arguing for or against the necessity of using the ReWrVET approach in VET lessons

Rubrics for the training

Learning outcomes	Levels of performance		
	Modest	Good	Very good
Create and implement scenario-based lessons which integrate reading and writing strategies	Learner implements scenario-based lessons which integrate reading and writing strategies developed by others with minor adjustments. Learner demonstrates limited understanding of how to integrate reading and writing strategies in a scenario-based lesson.	Learner creates a scenario which meets some of the quality criteria defined in the IO4 - Checklist for developing a scenario, which enhances literacy skills. Learner implements the scenario-based lesson with reasonable focus on a literacy skill providing some scaffolding.	Learner creates a scenario which meets most of the quality criteria defined in the IO4 - Checklist for developing a scenario, which enhances literacy skills. Learner implements the scenario-based lesson with excellent focus on a clearly defined and specific literacy skill providing the necessary scaffolding.
Reflect on the implementation of the scenario-based lessons which integrate reading and writing strategies	Learner merely describes the implementation of the scenario-based lessons which integrate reading and writing strategies.	Learner describes the implementation of the scenario-based lessons which integrate reading and writing strategies, as well as any changes made to the plan and his/ her students response.	In parallel with describing the implementation of the scenario-based lessons which integrate reading and writing strategies, the learner shares his thoughts about his/ her students response to the stages of the learning process the adjustments he/ she considered making/ made and how his/ her future practice is informed by these findings.
Argue for using reading and writing strategies in VET lessons	Learner expresses a general argument for using reading and writing strategies in VET lessons.	Learner expresses 2-3 specific arguments for using reading and writing strategies in VET lessons.	Learner expresses more than 3 specific and relevant arguments for using reading and writing strategies in VET lessons.

Appendix 3. Participants attendance list

Workshops for teachers:
Integrated Reading and Writing Support in Vocational Education
– scenario based learning

Period: _____

Trainer: _____

No. of hours: _____

ATTENDANCE LIST

No.	Name and surname	e-mail	Organization	Participant signature		
				_ _ - _ _ - _ _ _ _ *Date*	_ _ - _ _ - _ _ _ _ *Date*	_ _ - _ _ - _ _ _ _ *Date*
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Appendix 4. Certificate register

Workshops for teachers:
Integrated Reading and Writing Support in Vocational Education –
scenario based learning

Period of workshop - from: _ _ - _ _ - _ _ _ _ to: _ _ - _ _ - _ _ _ _

REGISTER OF ISSUED CERTIFICATES

No.	Certificate number	Name and surname	Date of issue	Remarks
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

CERTIFICATE

MRS/MR ……………………………….
(name and surname of the Participant)

Date of birth: ……………………………………… place of birth: ……………………………….

Took part in the workshop for teachers entitled

Integrated Reading and Writing Support in Vocational Education

- scenario based learning

From: _ _ - _ _ - _ _ _ _ to: _ _ - _ _ - _ _ _ _

The workshop was organized as part of the ReWrVET project - Integrated Reading and Writing Support in Vocational Education (ReWrVET project was funded with support from the European Commission under Erasmus + Programme) (Project No. VG-SPS- RP-15-36-013584).

Programme of the workshops: No. of hours:

1. Scenario based learning   _____
2. Work strategies with text   _____
3. Integrated reading and writing support in vocational education   _____

                                                           Total: _____

……………·………………………………...   ………………·…………………………..
Signature of workshop organizer   *Legal representative of the organisation*

Certificate no.: ……………………….………

Place and date: ……………………………….

Stamp of the organisation

Appendix 6. Feedback questionnaire

The questionnaire was developed as part of the ReWrVET project – *Integrated Reading and Writing Support in Vocational Education Project* funded with support from the European Commission under Erasmus+ Programme. The questions below ask for your opinions about the workshop/course in terms of developing competences needed for scenario-based teaching with integrated reading and writing activities in vocational education. Your answers will help us to improve the workshop for future groups of learners. Please, rate the various aspects of the workshop on a 1 to 5 scale, where 1 means "Strongly disagree," or the lowest, most negative impression, and 5 means "strongly agree," or the highest, most positive impression.

1. The expected learning outcomes of the workshop were clear to me.

        1   2   3   4   5

Please, comment briefly: _____
_____
_____

2. The activities in this workshop included sufficient practice and feedback.

        1   2   3   4   5

Please, comment briefly: _____
_____
_____

3. The level of difficulty of this workshop was appropriate.

        1   2   3   4   5

Please, comment briefly: _____
_____
_____

4. I am confident that I can transfer what I learned in this workshop to my teaching practice:

        1   2   3   4   5

Please, comment briefly: _____
_____
_____

5. I will recommend the workshop to other VET teachers.
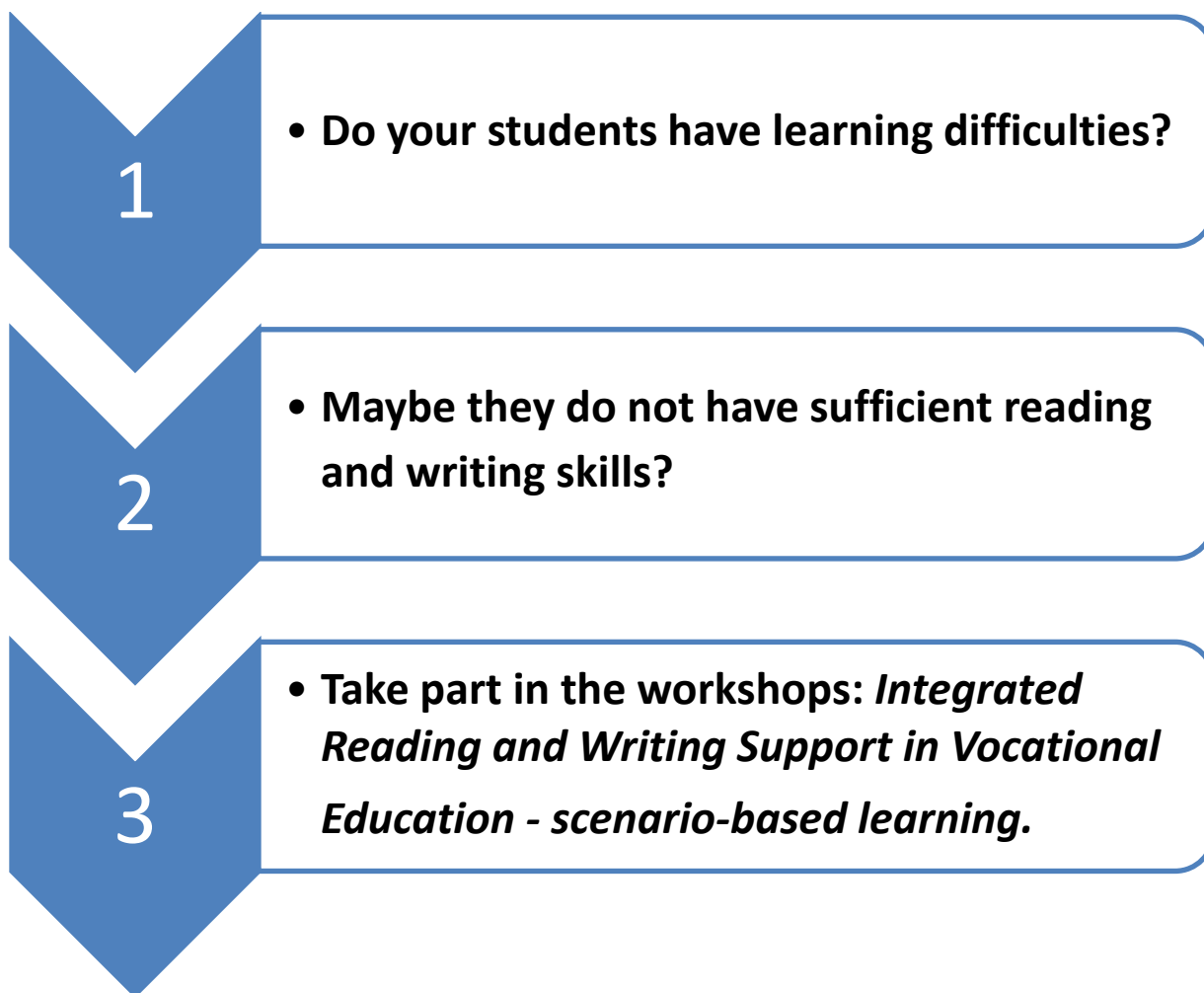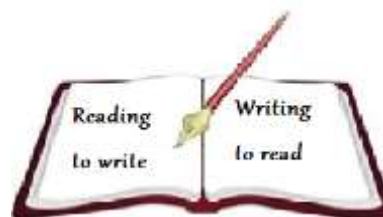
        1   2   3   4   5

Please, comment briefly: _____
_____
_____

6. The most useful aspect(s) of the workshop: _____
_____
_____

7. The thing(s) I would change about the workshop: _____
_____
_____

Thank you for filling in this questionnaire!

Appendix 7. Poster promoting the workshops

1 • **Do your students have learning difficulties?**

2 • **Maybe they do not have sufficient reading and writing skills?**

3 • **Take part in the workshops:** *Integrated Reading and Writing Support in Vocational Education - scenario-based learning.*

Interested?

Give us a call: _ _ _ _ _ _ _ _ _ _

or visit website: _____