TRAINING PROGRAMME

be Berlin

Senatsverwaltung
für Bildung, Jugend
und Familie

Pädagogische
Hochschule Weingarten

UNIVERSITÀ
DEGLI STUDI
DI PALERMO

L'Univercittà

Stockholm
University

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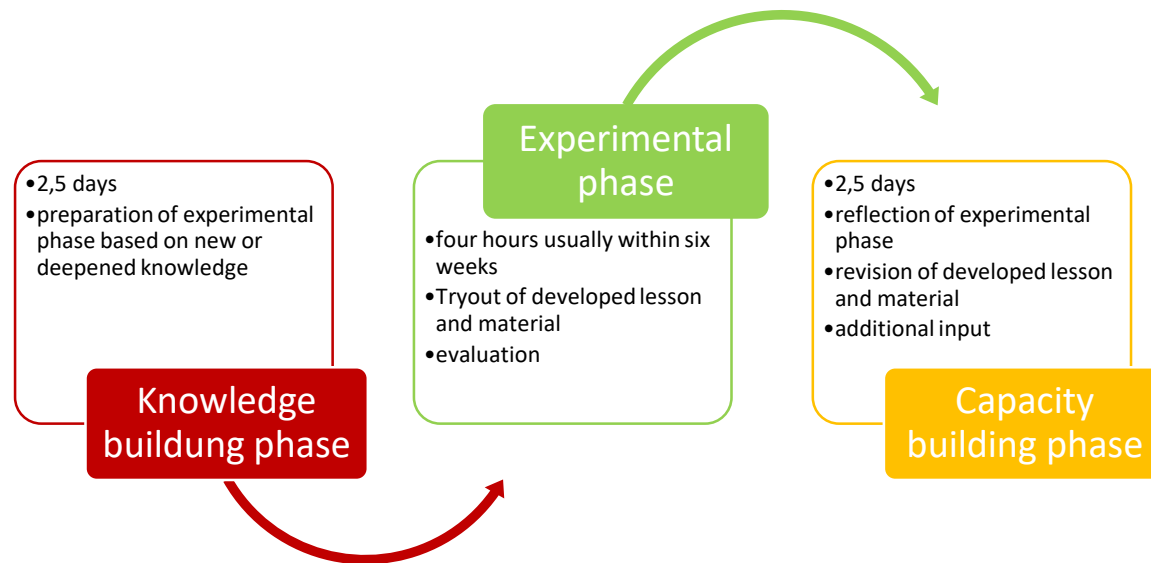
University College
South Denmark

Objective

The Training Programme aims at offering a practice oriented Training for in service teachers. It addresses teacher trainers in order to give them support for developing teacher trainings that take into account national and local contexts as well as the teachers' needs. So flexibility and additivity to various contexts of doing school is one of its main advantages. The overall goal is to change school practice in order to foster students learning and life chances, no matter what starting conditions they come along with. By this, it is a project focusing on inclusion in a wide sense.

Structure

The training program is designed for an up to 40-hour in-service teacher training. There could be sessions that take one entire day or sessions that only take a few hours and may be held after school. They could take place outside the school or, ideally, inside it as part of the internal training scheme of a particular school. It basically depends on the specific background, needs and circumstances in each country that makes use of the training program. Due to findings in modern didactical research it seems to be the better option to offer schools individual trainings. They can directly be applied to the didactical setting in the respective lessons and thus respond to the most urgent needs of teachers and students as well as all others involved in school life.

Regardless of where it takes place and how it is individually designed due to schools' needs, the training is divided into three phases: a knowledge building, an experimental and a capacity building phase (see figure below).

Experimental phase
- four hours usually within six weeks
- Tryout of developed lesson and material
- evaluation

Knowledge buildung phase
- 2,5 days
- preparation of experimental phase based on new or deepened knowledge

Capacity building phase
- 2,5 days
- reflection of experimental phase
- revision of developed lesson and material
- additional input

For the experimental phase the participants are expected to spend four hours on reflecting their practice and on preparing the second workshop. The knowledge building and the capacity building phase are designed as workshops. Each of these two workshop phases consists of up to 20 hours of training time carried out/conducted in class and online. One hour is defined as a 45-minute lecture (in the following called session) and 15 minutes break. So the whole training consists of 40 sessions of 45 minutes each. When designing the training program the idea of modularization was crucial. Taking in account this paradigm the training program is structured in four modules (which will be explained later on). One module consists of a variable number of topics (in the following called bricks) and these bricks consist at least one session but mostly of more than one session. This detailed structure has been chosen in order to give teacher trainers the possibility to either use the whole training program or adapt those parts needed for their specific target group. Although also single sessions can be chosen by the trainers, there is a recommendation to stick to the bricks, because they are planned and designed as coherent parts. Further discussions about possibilities how to adapt the training program will be offered in the Training Manual (IO7). The module can contain present as well as blended learning settings. It also includes the possibility of self-organized learning. Sessions brought out in the latter way are nevertheless part of the calculation of overall sessions. That means, self-organized learning parts

are not designed for outsourcing work load. The maximal workload of the whole in-service teacher training has – as mentioned above – an amount of 40 sessions of 45 min. plus four hours for reflection during the experimental phase.

The Training Programme contains a number of modules, always focusing on both, Language Acquisition and Democratic Citizenship Education. Of course, some modules are more focusing on the first, others on the latter. But the connection of both dimensions, which can be seen as the core of the whole LADECI idea, is at the centre of all modules. The modules are not limited to the first workshop (knowledge building) but stretched over the whole time of the in-service teacher training, which means they are bridging the experimental phase.

The Training Programme is linked to *classroom material*, that can be given to and used by teachers, a *teaching guideline* offering advice on how to plan and conduct and a *trainers' manual*. The latter is designed as additional resource for teacher trainers, supporting them when planning a concrete teacher training.

MODULE 3: Promoting Textual Competencies and Strategies

Core	• *Using activities to promote the orientation in complex texts* • *Using activities to develop transversal skills to understand and to product different types of texts*			
T1 **Reading Comprehension**	**Main Competency**	**Materials**	**Guidelines**	**Tips**
	To improve reading comprehension skills	Papers; Pens	Through various activities students learn: To make predictions about the content of the text that they will read; to identify and to discuss on specific characteristics of different text types; to reflect on the most important concepts present in the text analysed.	For an optimal management of the activity, in relation to the time and the materials, we propose below some suggestions. During the activity, based on a democratic and a humanistic approach, the teacher can dispose the students in a circle. As for the first phase (the brainstorming activity), teachers can vary the activities by using different types of *stimuli*: cartoons, pictures, picture books; short films, video, according to the topic and the type of text chosen. In relation to the second phase, according to the main didactic objectives and to the types of text presented, teachers can propose different types of reading activities: teachers can ask to the class to read the text individually in silence or aloud. They can also propose first a listening activity (for instance with a poetic text), then a reading exercise. During the III° phase, teachers suggest various activities; for instance, first they can propose questions related to a global comprehension of the text, then more analytical questions. Activities can be related also to the analyses of the specific characteristics of the text. Teachers can decide to vary the correction, according to their aims. In the case of the activity here presented (III°, IV°, V° phases), the action of teachers is limited to the minimum necessary, leaving to the students a lot of autonomy in their learning process.

T2 Written Production	Main Competency	Materials	Guidelines	Tips
	To improve written production skills	Papers; pens	Students learn to recognize and to produce texts with different characteristics by writing two different types of texts that speak about the same topic.	During the activity, based on a democratic and a humanistic approach, the teacher can dispose the students in a circle. As for the type of text the students are asked to transform in the IV° phase (in the example an e-mail to a friend), teachers choose one already known or studied by their learners. In this way students can also compare the differences between the two texts.

Guidelines

	Competencies	Guideline of the session	Additional Readings
Session 1 (ca. 45')	To develop the orientation in complex texts To promote strategies that promote the reading comprehension in relation to different types of texts	Activities step by step: I° - 5 min. *In plenum*. Before presenting the text chosen, the teacher starts with a brainstorming activity. II° - 5 min. *Individually*. The teacher asks the students to read the text. III° - 20. min. *In plenum*. The teacher can propose reading activities aimed at verifying what has been understood and providing explanations regarding more general concepts. (File 2)	***EPOSTL:*** *https://www.ecml.at/tabid/277/PublicationID/16/Default.aspx* ***CEFR:*** *https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016802fc0b1* *Dieci tesi per l'educazione linguistica democratica, GISCEL:* *http://giscel.it/?q=content/dieci-tesi-leducazione-linguistica-democratica* *Sabatini, F. "A valency grammar of Italian: Full-text summary for cross linguistic comparison":*

		IV° – 5 min. *In pairs.* During this phase, the students correct their exercises in pairs. V° – 10 min. *In plenum.* The students correct their exercises with the teacher and with all the members of the class.	*http://www.vivit.org/sites/default/files/Scaricabili/INGLESE_maggio_2013.pdf*
Session 2 (ca. 45')	To recognize the main characteristics of different types of texts To promote strategies that promote the written production in relation to different types of texts	Activities step by step: I° – 5 min. *Individually.* The teacher presents to the class a new type of text (for instance, a newspaper article). He asks the students to read it individually. II° – 5 min. *In plenum.* The teacher starts a brainstorming activity, asking the students to try to identify the textual characteristics of the text presented. III° – 10 min. *In plenum.* The teacher analyses with the learners the characteristics of the new type of text. IV° - 15 min. *Individually.* The teacher presents to the class a type of text that they already know (for instance, an e-mail to a friend). Then he/she asks to transform this text into a new one with the textual characteristics of the text type analysed during the previous phases (in this case the newspaper article). V° - 10 min. *In plenum.* The students are asked to share the difficulties encountered during the development of the task with the teacher and the other schoolmates.	***EPOSTL:*** *https://www.ecml.at/tabid/277/PublicationID/16/Default.aspx* ***CEFR:*** *https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016802fc0b1* *Dieci tesi per l'educazione linguistica democratica, GISCEL:* *http://giscel.it/?q=content/dieci-tesi-leducazione-linguistica-democratica* *Sabatini, F. "A valency grammar of Italian: Full-text summary for cross linguistic comparison":* *http://www.viv-it.org/sites/default/files/Scaricabili/INGLESE_maggio_2013.pdf*

Materials: Promoting Textual Competencies and Strategies

Session 1

Reading Comprehension

File 1- The teacher asks students to do the following tasks:

I° - The teacher writes the title on the blackboard: *Let's just have a look at the title. What is the text about in your opinion?*

After giving the text: *Let's look at the paratext and at the organization of the text. Are you still of the same opinion?* (5 min. *In plenum*.)

II° - *Now read the text alone* (5 min. *Individually*.)

III° - *Now answer to these questions* (20. min. *In plenum.*)

IV° – *Share your text with your schoolmate. What difficulties have you encountered?* (5 min. In pairs.)

V° – *Let's talk about how you develop your task* (10 min. In plenum.)

File 2: Some examples of questions of global comprehension:

I°-   *Who are the main characters of the story?*

II°-   *Where does this story take place?*

III°- *When does this story take place?*

Session 2

Written Production

File 1- The teacher asks students to do the following tasks:

I° – *Read the text* (5 min. *Individually*.)

II° – *Which type of text is this in your opinion? What are the characteristics of this text? What do you notice?* (5 min. *In plenum.*)

III° – The teacher analyses with the learners the characteristics of the new type of text (10 min. *In plenum.*)

IV° - After giving the second text (in this case the e-mail): *Now read this text. Then write it again like it was a newspaper article* (15 min. *Individually.*)

V° - *Share your text with your schoolmates. What difficulties have you encountered?* (10 min. *In plenum.*)

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