



# SCHOOL STAFF TRAINING MODULES



This project has been funded with support from the European Commission. This website reflects the views of the partners, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



## Introduction for school-staff trainer

If you are reading this document, we assume that you would like to train a school's staff members in whole-school reading promotion. The *Lifelong Readers Training Modules* are designed to help you do that. The general concept is to have a series of three workshops with all staff members, on school premises and at time periods that work for the school's programme (the 2<sup>nd</sup> workshop could be conducted on-line). These workshops will lead to the designing, production and implementation of a **Reading Promotion Plan** for the entire school unit. Research shows that educators are more engaged in training when they see the practicality of it and know that something valuable will come out of it for their teaching practice and their students' learning.

A lifelong learner is first and foremost a lifelong reader. Lifelong Readers (LiRe) aims to provide school librarians, teachers, and school leaders with guidance and tools for encouraging children of ages 6-12 to develop lifelong reading habits. In specific, **the Lifelong Readers (LiRe) project aims:**

1. To convince stakeholders about the need to devote more time and effort to reading promotion and to place reading for pleasure at the centre of their policies, approaches and practices.
2. To provide stakeholders with guidance, training, and an array of tools for reading promotion in the primary school.
3. To initiate change by implementing reading promotion programmes in all participating countries.

To achieve these aims, the LiRe team has built a **reading promotion framework** which features:

1. Summary descriptions of successful reading promotion programs;
2. Principles, strategies and approaches for promoting the joy of reading, building reading communities, and sustaining reading cultures;
3. An extensive collection of reading promotion actions;
4. An annotated catalogue of relevant resources;
5. Reading promotion and reading habits evaluation tools.

All of the above can be openly accessed, and utilized for school-staff training, at the project's site: [www.lifelongreaders.org](http://www.lifelongreaders.org).

In the following pages, you may find the structure and content of the three proposed workshops:

- In **Workshop 1**, trainees explore the characteristics of effective reading promotion actions and programmes and familiarize themselves with the approach and content of the Lifelong Readers Framework, through engaging and interactive activities. Staff members complete the Reading Promotion Evaluation Tool/Audit, evaluating where their school stands in terms of reading promotion and review samples of reading promotion plans and actions. They are also expected to begin forming a reading community, and to become motivated to produce their own Reading Promotion Plan for the whole school unit. School staff completes a Workshop Evaluation sheet.
- In **Workshop 2**, staff members continue to interact around and familiarize themselves with quality children's books. They analyse the results of a Reading Habits Evaluation they will have administered with their students. Through this discussion, they assess their school's needs and agree on the objectives to be pursued through their Reading Promotion Plan. They propose reading promotion actions they like best and explain why, agreeing on what they would like to implement in their school. The leading team formulates a 1st draft of the plan. School staff completes a Workshop Evaluation sheet.
- In **Workshop 3**, staff members work in groups to revise and finalize their school's reading promotion plan. A timeline is agreed and responsibilities are assumed. Staff members work in smaller groups in order to organise the parts of the plan they have assumed responsibility for. Issues that have to do with resource, time, and personnel management are brought forward and discussed. The manner in which the whole effort will be monitored and evaluated is also agreed. School staff completes a Workshop Evaluation sheet.

The logic behind this design is quite straightforward, as it supports the following simple process:

- 1.** Introduce staff members to the LiRe Framework and its approach
- 2.** Help them explore effective reading promotion and become familiar with quality children's books
- 3.** Have them assess where they and their students stand in terms of reading promotion and reading habits
- 4.** Help them identify needs and set objectives
- 5.** Facilitate their collective effort to design and implement a whole school reading promotion plan

In the zipped folder that comes with this document, you may also find useful texts, such as: a presentation of the LiRe project and a second presentation of the LiRe Guidelines; a Reading Promotion Evaluation and a Reading Habits Evaluation Tool; a sample Reading Promotion Plan and an empty template for one; sample Descriptions of Successful Reading Promotion Programmes and sample Descriptions of Reading Promotion Actions/Activities. As mentioned above, a lot more may be accessed on-line (e.g. 102 reading promotion activities, sorted into such categories such as: "Familiarizing children with library use," "Using ICT for Reading Promotion," "Involving Parents," etc.

## Workshop 1

**Duration:** 3 hours

### Objectives:

School staff is expected to

1. Explore the characteristics of effective reading promotion actions and programmes
2. Familiarize themselves with the approach and content of the Lifelong Readers Framework
3. Review samples of reading promotion plans and actions
4. Begin to form a reading community and familiarize themselves with quality children's books
5. Become motivated to produce their own Reading Promotion Plan
6. Complete and discuss the Reading Promotion Evaluation Tool/Audit
7. Identify needs, set tentative objectives and review the Reading Habits Evaluation Tool

### Preparation for the meeting:

1. The school designates its literacy leader/s or the "Lifelong Readers coordinator/s" and a separate meeting is arranged between them and the trainer.
2. Staff members are asked to preview background information and good practice examples prior to the meeting (on the LiRe website [www.lifelongreaders.org](http://www.lifelongreaders.org)).
3. Staff members are also asked to complete the Reading Promotion Evaluation Tool beforehand, and send it to the persons responsible for the training.
4. Results are fed into an Excel sheet. Trainers cooperate with the school's literacy leader/s or the school's "Lifelong Readers coordinator/s" to preview staff responses to the Reading Promotion Evaluation Tool, draw conclusions and plan for discussion questions.

### Activities:

1. Trainer asks school staff to take 5' to jot down answers to the following questions: "What/When/Where/Why do you read?" Discussion follows about reading for enjoyment and the "incompatibilities" between schooling and enjoyment.

2. School staff members then talk about their experiences in reading promotion, listing conclusions they may have reached through these experiences. Discussion follows.
3. The trainer gives a 15' presentation of the Lifelong Readers project and the importance of promoting reading for pleasure at a whole-school level. S/he explains to staff members that this series of workshops will help them design and implement a Reading Promotion Plan for the entire school unit.
4. Staff members then complete Quality Statements about the following subjects: "What does a reading promoting teacher/librarian do?" "When you enter the door of a reading promoting school/classroom/library, what do you see, feel, hear?" Staff members discuss their responses in groups of 2-3 and then announce conclusions.
5. A whole-group discussion follows around "What makes a reading promotion programme or action effective?" "What results are we expecting to get when we implement such a programme?" LiRe Research Report and Guidelines are introduced in the discussion. Staff members are also asked to talk about examples of good practice they have previewed on the website (Case Studies of Successful Reading Promotion Programmes; Suggested Reading Promotion Activities/Actions) which are also projected on a screen (samples included in the "Useful Docs" zipped folder).
6. After this discussion, a learning walk around the school (classrooms, library, corridors, reception, etc.) could take place, to have a look at how reading is promoted in different school areas/classrooms/age groups, etc.
7. Trainer then asks the general question "Where is your school standing in terms of reading promotion?"
8. The trainer and/or the school's literacy leader/s present the results of the Reading Promotion Evaluation Tool and coordinate a discussion, which leads to a needs assessment and an initial agreement on the school's reading promotion objectives. It is explained, however, that an evaluation of the children's reading habits, engagement, needs, and preferences needs to take place before the objectives are finalized.
9. The trainer and/or the school's literacy leader/s introduce the Reading Habits Evaluation tool and agree with school staff the manner in which it will be administered to pupils. The tool is to be administered between the 1<sup>st</sup> and 2<sup>nd</sup> meetings.
10. Staff members agree to get children from their class/school to recommend interesting children's books. The staff members read these books and choose one to present in the next meeting. A list of guidelines for successful "Booktalks" is distributed (included in the "Useful Docs" folder).

## Workshop 2

*[This WS could take place on-line, via an appropriate platform]*

**Duration:** 3 hours

### **Objectives:**

School staff is expected to

1. Interact around and familiarize themselves with quality children's books.
2. Discuss and analyse the results of the Reading Habits Evaluation.
3. Agree on the final objectives to be pursued through their Reading Promotion Plan.
4. Preview a sample Reading Plan
5. Propose reading promotion actions they like best and explain why.
6. Agree more or less on what they would like to implement in their school.

### **Preparation for the meeting:**

1. The Reading Habits Evaluation tool is administered to pupils. Results are summarized by the trainer and/or the school's literacy leader/s and circulated to school staff. They are expected to preview them before the 2<sup>nd</sup> meeting, where they will be discussed and analysed.
2. Staff members get children from their class/school to recommend interesting children's books. The staff members read these books and choose one to present in the next meeting.
3. Between Workshop 1 and Workshop 2, staff members come up with titles/slogans for the initiative, to be discussed during the second workshop.
4. Staff members are asked to preview more reading promotion actions on the LiRe website ([www.lifelongreaders.org](http://www.lifelongreaders.org)) selecting the ones they consider best for their school/classroom context.

### **Activities:**

1. The proposed titles/slogans for the Initiative are discussed and staff members agree on the ones to be used.
2. School staff present and discuss ("Booktalk") the children's books they have read (on-line or face-to-face). Depending on their preferences, they may also agree to form book clubs that can meet either at school or at other informal settings during the afternoon.
3. The trainer comments on the books presented and also introduces good-quality children's books from several genres and categories. Discussion follows.

- 4.** The Reading Habits Evaluation results are discussed (on- or off- line). Based on this discussion and the conclusions of WS1, school staff members agree on the final objectives to be pursued through the School's Reading Promotion Plan.
- 5.** Staff members give feedback to one another about LiRe actions/materials they like best and why. "What would they like to implement in their school?"
- 6.** They then review and discuss in groups a sample action plan and an empty template.
- 7.** School's literacy leaders commit to formulate a 1<sup>st</sup> draft of the Reading Promotion Plan (they provide no details, but describe the content; WS3 will mostly deal with management and implementation issues).
- 8.** School staff members agree to review the draft plan and propose improvements before the 3rd meeting. They also agree to visit a library or bookshop before the 3<sup>rd</sup> meeting, in order to choose an exciting children's book they will present to the rest of the staff.

## Workshop 3

**Duration:** 3 hours

### Objectives:

School staff is expected to

1. Finalize their reading promotion plan
2. Assume their different roles and responsibilities
3. Discuss possible challenges
4. Agree on resources, timeline, success indicators, etc.

### Preparation for the meeting:

1. School's literacy leaders formulate a 1<sup>st</sup> draft of the Reading Promotion Plan (no details, but describe the content; WS3 will mostly deal with the management and implementation issues).
2. School staff members review the draft plan and propose improvements before the 3rd meeting.
3. Staff members visit a library or bookshop before the 3rd meeting, in order to choose an exciting children's book they will present to the rest of the staff.

### Activities:

1. In this final meeting, participants produce a final version of a reading promotion programme for their school.
2. Staff members present to the rest of the staff an exciting children's book they have chosen after a visit to a library or bookshop.
3. Literacy leaders present the revised content of the plan (based on the suggestions they have received from staff members). After discussion, the content is finalized.
4. Groups of staff members assume responsibility for specific parts of the plan (i.e. specific actions, activities, events).
5. Staff members work in groups in order to organise the parts of the plan they have assumed responsibility for. Issues that have to do with resources, time, and personnel management are brought forward and discussed.
6. The following are agreed for each action/activity on the plan:
  - Objective(s) addressed by action/activity
  - Action needed
  - Time Scale and Interim Review Period

- Resources
  - Success Criteria
  - Member(s) of Staff Responsible
7. Groups present their thoughts and interact to finalize dates and implementation details.
  8. The manner in which the whole effort will be monitored and evaluated is agreed.

## Contents of “Useful Docs” Folder

1. *LiRe Project Overview Presentation*
2. *LiRe Research & Guidelines Presentation*
3. *Reading Promotion Evaluation Tool*
4. *Reading Habits Evaluation Tool*
5. *Successful Reading Promotion Programme Sample*
6. *Successful Reading Promotion Programme Sample*
7. *Successful Reading Promotion Programme Sample*
8. *Successful Reading Promotion Programme Sample*
9. *Successful Reading Promotion Programme Sample*
10. *Sample Description of Reading Promotion Action Library*
11. *Sample Description of Reading Promotion Action Parents*
12. *Sample Description of Reading Promotion Action Boys*
13. *Sample Description of Reading Promotion Action ICT*
14. *Sample Description of Reading Promotion Action Multilingual*
15. *Sample Description of Reading Promotion Action Disadvantaged Pupils*
16. *Booktalk Guidelines*
17. *Sample Reading Promotion Plan*
18. *Template for Reading Promotion Plan*