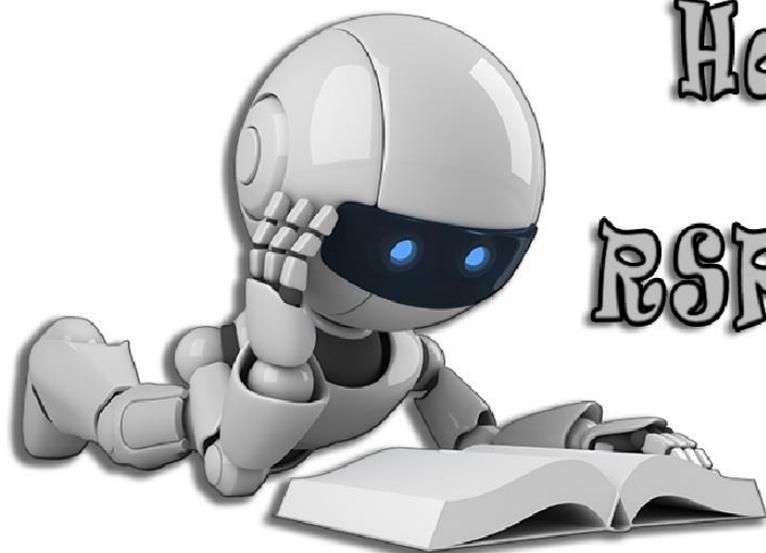


Croatia - Project Syllabus



Handbook 4 RSP readers

X. gimnazija „Ivan Supek“, Zagreb,
Croatia

Co-funded by the
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Liceo Scientifico Statale Seguenza
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Aquilonis d.o.o.



Handbook for reluctant, struggling and poor readers
(project no. - 2016-1-HR01-KA201-022159)
Co-funded by the Erasmus+ Programme of the European Union

1. Syllabus for RSP readers



"No one who is struggling with reading literacy should be left to fight alone"

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Letter to the teacher

Are children born with natural repulsion to read? In no case. Small children are thrilled with books and are very happy to focus on them. When and where does the problem arise? Why do children lose interest in the book? What is the key moment? When does this book-loving child turn to someone who avoids it? We need to convince our students that reading is the skills that everyone can adopt, not the innate talent. All those involved in the children's education process often ask themselves the following question: Why do not they read it? Pupils are struggling with reading for various reasons, but in spite of this, it is specific that the intellectual abilities of students who oppose reading are average to above average. There are many explanations for the progressive separation of adolescents who are facing reading difficulties. Some of these separations can be attributed to developmental factors that accompany young people in the period between childhood and adulthood. Students may also lack the necessary skills and reading strategies to allow them access to texts that might otherwise interest them. Understanding the text, critical evaluation of texts, and the use of textbooks to teach the contents of all learning subjects become much more important in the middle than in elementary schools. The kind of reading literacy required is different at the level of skills profile, from one area to the other. For this reason, extensive knowledge of effective reading lessons is not only relevant to language teachers, but they all belong to the required professional qualifications of all teachers. In the following chapters, we are addressing you, dear colleagues, providing suggestions for texts and work methods that can be used to include reluctant, struggling and poor readers in re-discovering reading lessons. We will try to offer you the answer from a simple observation of a truly complex challenge: Understanding and countering the readers' reluctance.

Letter to students

Dear students,

When you claim not to read because you can not find the right book to read, which factors determine whether a particular book is "right"? Are all the books equally interesting to all students? How do adults help students find and read what is interesting to them? With these issues in mind, we welcome your participation in this program that will focus on your needs with the aim of improving your reading skills by helping you to overcome the lack of confidence in your own skills and lack of

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motivation. Once you realize that you have your own role in the education process, feel dedication and self-determination, it is less likely that you will continue to give up and likely be willing to continue to develop your skills even when you encounter difficulties. In order to achieve a common goal, we offer this program as a compilation of attractive textual materials that will meet your interests. Reading materials are your choice and our desire to work together and try to increase your reading interest and engagement, self-confidence and satisfaction with new reading competences.

1.1 Purpose of the program

Literacy is considered a key part of every man's right to education. The right to literacy in this program translates into the right to support - no person with literacy problems should struggle alone with this problem. Keeping in mind that the struggling readers form a diverse group, and a unique teaching strategy is not universally applicable, this program offers them a mixture of teaching strategies, appropriate levels of competence, in the way that they can benefit from it. This program focuses on teaching practices in public high schools and is based on the idea that the deficits of RSP readers require well-targeted, long-term teachers, school institutions, other competent institutions and educational policy makers. Its ultimate purpose is of a developmental character and in that sense, it is open to amendments and modifications, for which you are welcome. Our intention was to provide potential users with suggestions of textual materials and innovative methods that have been targeted to the development of student reading competences.

1.2 Programme description

This program focuses primarily on students aged 15 to 18, especially those who have been identified as RSP readers during our project activities. The program contains 21 teaching units, each based on the second reading source. Teaching units are innovative and motivating, for both students and their teachers (confirmed by project pilot activities). The selection of literary texts is based on the student's choice and is in line with the Selection Criteria document. Most of the teaching units, besides educational, also include different sociological, social, current-historical (migration themes) and cultural aspects of life in order to improve critical thinking in RSP readers. Work Methodologies, developed within the Project and proposed by this program, put innovative and unusual activities before and after reading in the center of attention, with a special emphasis on the pleasure during the reading process.

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Recognizing the need to prepare clear instructions and support in implementing strategies for better reading, together with psychological support for better motivation and readers' confidence, the offered combination of teaching strategies is adjusted to the RSP student-reader's ability. Metacognitive strategies, which provide students with tools for understanding and analyzing written texts, suggest the implementation of activities to raise motivation, practical experience and appropriate methods. The proposed activities will enable student interaction, stimulate their creativity, and ultimately help identify basic concepts of motivational texts. Students will develop and improve their understanding skills using metacognitive strategies before, during and after reading. Reading by RSP population often hampers obstacles that they cannot bypass themselves. They need help of competent persons, especially the help of professional teachers. However, very few secondary school teachers interviewed within the project activities possessed enough knowledge about the "diagnosis" of RSP readers and ways to increase reading literacy systematically. This worrying fact points to one of the major causes of ineffective reading lessons. Having this in mind, we have designed the program for high school teachers to provide guidelines for a new and different approach to reading lessons. Our wish is to give them inspiration and motivate them in everyday work with RSP readers.

1.3 Objectives

Identifying the needs of reluctant, struggling and poor readers, along with trying to improve their reading skills, help them strengthen their self confidence and faith in their capabilities, as well as supporting them in overcoming the lack of personal motivation, is a complex and challenging task. Changing the personal concept of RSP readers by immersing them into texts is the main goal of the activities proposed by this program.

The programme will stimulate and develop RSP readers' capabilities in the following areas:

- ✚ improvement of communication skills, interpretation, analysis and evaluation skills,
- ✚ advancing and applying metacognitive skills,
- ✚ understanding and responding to literary texts of different forms from different countries and cultures,

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- ✚ estimating various approaches by which writers realize the technique of writing literary works for achieving targeted effects on readers,
- ✚ surveys on reading contributions in understanding key areas of human interest,
- ✚ surveys of contributions to reading aesthetic, imaginative and intellectual growth and development of an individual,
- ✚ exploring new worlds with imagination,
- ✚ pleasure in reading experience,
- ✚ enjoyment in aesthetic values of language,
- ✚ developing awareness of new ways of perceiving the world,
- ✚ strengthening the ability to recognize and express emotions and feelings,
- ✚ enhancing student's self-esteem by discovering the ability to respond to the requirements,
- ✚ motivation to read in leisure time and out of the given school themes,
- ✚ empathy development through the enjoyment of the voice and thought of the main protagonists,
- ✚ developing a critical thinking.

It will also help them to overcome obstacles in the following areas:

- ✚ text decoding,
- ✚ fluid and customizable reading,
- ✚ understanding of the read general and / or specific content,
- ✚ interpretation and evaluation of content,
- ✚ language,
- ✚ textual elements,
- ✚ metacognitive skills required for reading and / or learning,
- ✚ critical approach to reading and reflection,
- ✚ creation and use of communication contexts for the future implementation of reading activities in the circle of their families, among peers (collaborative learning) in school environment and leisure,
- ✚ motivation to improve reading skills and / or reading usage to improve learning,
- ✚ building a strong self-esteem as a reader,
- ✚ activating and changing views during reading (aesthetic versus eferent reader experience, Rosenblatt)

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1.4 Outcomes

The engaging reading process possesses the potential of direct impact on readers' perspectives and attitudes, but also on emotions such as enjoyment and interest that can ultimately be considered a positive reading outcome. In addition, active reading also refers to the reaction process itself to the text content. This cognitive and social aspect of participation focuses on the nature of the understanding process as an integral part of effective reading. The reader can understand the text message and give it a personal answer. Such involvement is always the case when students are allowed to elaborate their personal answers and views on a particular text in cooperation with peers and teachers. Such practice has a positive impact on the motivation of reading, enabling students to take advantage of their autonomy and the ability to think with ultimate impact on the development of self-regulation capacity.

Successful readers will acquire the skills of lifelong learning and ability:

- ✚ detailed knowledge of the content and forms of literary texts from different countries and cultures,
- ✚ applying strategies of understanding during reading activities, which will make it more aware and strategic,
- ✚ submissions of competent personal answers on the subject of the literary works that they have studied,
- ✚ creating and sharing their opinion on the text backed up by relevant arguments,
- ✚ analyzing texts by taking different perspectives,
- ✚ comparing with the texts they read before, as well as their real life,
- ✚ expressing their feelings when reading and sharing it with their peers, parents, teachers,
- ✚ a developed understanding of literal and implicit meaning, relevant context and deeper topics and attitudes expressed in literary works,
- ✚ research of broader and universal questions suggested through literary works,
- ✚ reading, interpreting and evaluating the literary texts of different countries and cultures,
- ✚ developed empathy and a better understanding of themselves and the world around them,

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- ✚ an understanding of multicultural themes and phenomena beyond the Western European literary and civilization circle,
- ✚ a clear critical / analytical understanding of the author's intentions and attitudes expressed in the literary text,
- ✚ engagement on the author's ideas and the way of dealing with themes with influence on the formation of broader contexts,
- ✚ ability to submit a competent personal response on the way the language works in the texts.

1.5 Valuation and self-evaluation

In practice, there is still a widespread emphasis on the results and performance of the students in the tests and important experiences are considered the ones that lead to improved test results. The pressure of the examination leads to the teachers being responsible for curriculum content coverage so they focus on that task instead on the student learning experiences with the curriculum. It is also the consequence of a fast pace of teaching where the content is highly structured with a focus on teaching rather than learning, whereby teachers decide on the goals of teaching in advance. If teaching objectives require students to solve certain problems, and exams check for information retrieval, students will not try to achieve more goals because they do not seem to appreciate it. While moving attention from external testing to monitoring and evaluating learning, it is important to focus on what students are doing instead of what teachers are doing and redirect focus from the product to the performance and learning process.

An important determinant of successful reading lessons include its monitoring and evaluation where the emphasis is placed on three types of evaluation as the most appropriate for RSP readers:

1. **Formative valuation** implies a constant questioning and seeking of effective solutions, as a common act of pupils and teachers, which lead to positive action. In this process, it is necessary to proceed from what the student knows and can because success as a motivation is very important to the RSP student-reader and allows him/her to build a positive image of him/herself. In a *formative valuation*, the goal is to improve the student's success in finding work-related difficulties or errors in order to provide hints for improvement, which has elements and a kind of diagnostic evaluation. In the formative evaluation, the contents and processes of future learning and teaching

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plans are proposed and shaped. It is a learning evaluation and it provides feedback to students and teachers about current performances, achievements, strengths and weaknesses in a form that clearly points out what a student or teacher needs to do to improve, maximize, or extend learning and achievement. The purpose of the formative evaluation is the actual feedback, i.e. how far did the student get in his intentions, and how big was the gap between the desired and the accomplished, the reasons why and what is the gap between the actual and the ideal performance like. Feedback given to the student, about any segment of his/her work, supports his/her learning, including clear and directly stated reasons for certain grade, constructive and relevant advice, attitudes of the teacher offering help and positive tone, encouraging students to self-evaluation and conversation. It also includes a specific description of the room for improvement and takes account of timely feedback. Appropriate feedback helps students to move forward, plan, adapt, reflect on their learning and thus practice self-regulation in a real and balanced way. Hattie and Yates (2013) argue that feedback is effective if students know how successful they look if their goal is to reduce discrepancies between where they are now and where they should be and focus on providing information to students about the next step. It is important to establish a positive and friendly atmosphere of active learning, based on mutual respect and trust. Formative valuation should be an integrated part of the reading lesson in order to change the practice in the sense that students and teachers look at evaluation as a source of help and insight instead of the opportunity to assign rewards and punishments. In order to evaluate the students properly, Grabinger and Dunlap (1995) cite two components of assessment: skills specification and prescribed support. If the teacher cannot support a certain skill, it cannot be equally evaluated. For this reason, one of the basic tasks of a teacher is to specify the skills and performance of students that can be supported in order to increase the student's abilities, taking into account the area of approximate development. As a good starting point, the skills of project management, research skills, organizational skills and visual skills (textual, audio, visual), exposure skills and reflection skills are emphasized. Feedback on the assesment is an integral part of the learning process and provides useful information for planning future learning activities. It also includes teacher's observation, interviews, questionnaires, focus groups, and analysis of documents and student papers.

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2. Authentic valuation

The growing trend of closer approximation of real-life evaluation, using real evidence of actual situations instead of substitute performance indicators such as tests. *Authentic valuation* refers to the assessment of the real world, what people actually do instead of using simple answers to questions. What makes authentic evaluation is that everyone knows what students can really do in real life with the knowledge, skills and competences they have achieved. Authentic valuation is used for the actual tasks that students need to include during class rather than using thoughtful tasks or test sheets compiled for evaluation purposes. Authentic tasks imply a wide range of performances: oral presentations, collections of written and other products, problem solving, recordings / footage of experiments, debates, researches, individual and group projects, observation of teachers and the portfolio of student work and learning. This type of evaluation requires a high level of teacher competence. It is difficult to develop and it is a great challenge for teachers because they are mostly accustomed to relying on externally developed assessments. The *Portfolio*¹ stands out as an ideal form of authentic evaluation, where teaching and evaluation are in consensus.

3. Self-evaluation

One of the important goals of modern education and training for self-assessment students is in line with the development of a complete personality, including all the potentials and individual characteristics of each individual student (Anđelković and Stanisavljević-Petrović, 2011). Self-assessment enables students to make decisions independently and assume responsibility for achieving success and encourages them to better organize and plan their work. The role of teachers in supporting pupils in this process is important, motivating them and pointing to the independent and continuous monitoring of their own success and progress. Self-regulation feedback highlights the ways students plan, control, direct and regulate actions to increase self-esteem skills

¹ A collection of student activities that point to student achievements over a longer period and within a different contexts, and helps teachers monitor individual student progress by showing the initial state and further development of knowledge and skills and clearly shows student's achievements. The student portfolio can be in the form of diaries, folders or web pages (electronic or e-portfolio). The Digital Portfolio is a multimedia collection of student's work that provides evidence of student's knowledge and skills. It can contain different types of works: projects, reports, essays, assignments, reflexive writing, self-assessment, exam materials, homework, class works.

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and self-confidence in engaging in tasks. Such feedback is the most powerful for improving students' learning.

Summative Evaluation

Negative consequences of summative assessments and tests with RSP readers:

- ✚ reducing their self-confidence, which further reduces their work and self-image about themselves,
- ✚ a shift towards performance goals instead of learning goals, associated with less active and superficial learning strategies,
- ✚ creating an anxiety test that affects students differently,
- ✚ assessment of pupils value, from their perspectives and perspectives of others, based on test achievements instead of wider personal achievements,
- ✚ limiting their learning learning opportunities by focusing on what is being tested and on methods that favor certain learning approaches.

Table 1. Traditional methods of assessment versus activity-based estimation method²

Traditional Methods of Assessment	Activity-Based Assessment Methods
Periodically summative in order to determine what the students know and do not know at a given time point.	Formative part of the teaching process.
Decontinued tasks or tasks based on class.	Evaluated authentic tasks are applied in practice and are relevant to real life.
They encourage memorizing the correct answers.	They encourage divergent thinking in designing possible answers.
The goal is to measure the acquisition of knowledge.	The goal is to improve the development of significant skills.
The curriculum directs the assessment.	The assessment directs the curriculum.
Emphasis on developing the amount of knowledge.	Emphasis on securing skills in real life tasks.

² Retrieved and adapted from McGrath i MacEwan, 2011, 270

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Provides a onetime record of student's understanding.	Complex authentic tasks that students need to explore over a long period of time.
It emphasizes competition.	Authentic tasks provide the possibility of collaboration.
Aim on simple skills or tasks in a concrete, unambiguous form.	Prepare students for the ambiguities and exceptions that can be found in the context of real life.
Similar answers are expected from students.	Authentic tasks allow a variety of outcomes.
Reflection is not always required.	Reflection, self-assessment and performance interpretation are fully integrated into the tasks.

1.6 Syllabus for RSP readers - methodology

Selected literary texts with relevant methodologies and materials for teaching can be found at:

<http://handbook4rsreaders.org/hr/projektne-rezultati/2-prirucnik/izabrane-price.html>

1.7 Strategies and Methods

When choosing the method of work, we took into consideration and emphasized the following: the significance of the student's previous knowledge, beliefs, concepts (perceptions) and misapprehensions; paying attention to student's metacognitive and self-regulating skills and knowledge; negotiating and exchanging opinions through discussions and different forms of cooperation; the use of many different views / representations of concepts and information; teaching methods that take into account the situational nature of learning and thus integrate the acquisition and application of knowledge and the need to develop methods of assessment that are based on learning processes; authentic tasks; individual orientation of students who encourage metacognitive skills.

Relevant reading strategies that we apply have been categorized into three groups:

- (1) Before reading: includes clarification of reading goals, quick or segmented reading of texts for the acquisition of general information and activation of prior knowledge.
- (2) During reading: includes the definition of the main ideas, the conclusion, the

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anticipation and the follow-up of understanding. (3) After reading: includes a summary, drawing conclusions, self-explanatory questions for understanding and reviewing the level of understanding of the text.

In the reading activity phase, the following are used:

Model construction: Learning = individual sense creation

- ✚ Students are involved in active participation, examination and research.
- ✚ Students are involved in activities to develop understanding and create personal meaning through reflection.
- ✚ Student's work is the proof of conceptual understanding, not just recalling of/remembering.
- ✚ Students apply knowledge in contexts of real life.
- ✚ Students are facing a challenging curriculum designed to develop a deeper understanding.

The teacher uses different student experiences to create effective learning. He/she requests from students to think about reading, explaining how to solve problems, think about their reading difficulties.

In the stages before and after the reading, the following is used:

Model of Co-Construction: Learning = Creating Knowledge with Others

- ✚ Students work together to improve their knowledge.
- ✚ Students help each other to learn through the conversation.
- ✚ Learning objectives are emerging and developing during the examination / research.
- ✚ Students create products for each other and for others.
- ✚ Students approach sources outside the class community.
- ✚ Pupils consider the best ways to support community learning.
- ✚ The students demonstrate an understanding of how group processes improve their learning.
- ✚ Social class structures promote interdependence. Students show public / social responsibility, including classroom management.

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✚ Evaluation tasks are common products that show increased complexity and rich network of ideas.

1.8 Teachers' Preparation - Guidelines for Work

To work with students belonging to RSP readers group, the following is suggested:

1. At the beginning of the first grade of secondary school, check the reading skills, examine how much students are motivated to read and how much they want to read (talk, poll, etc.).
2. Always go for students' affinity and topics they are interested in. Respect their thinking and encourage them to suggest activities that hold reading incentives.
3. Collect information about what the students are interested in, what they like and what they want to read.
4. Offer a wide range of texts beyond the curriculum and provide help with the selection of texts.
5. Offer contemporary texts as the initial stimulus and motivation to read mandatory texts.
6. Talk to students about the difficulties they encounter while reading and how individual approaches can be applied.
7. Work on shorter texts of various types and contemporary themes.
8. Given the need for adolescents to negotiate, it is wise to incorporate texts who develop and nurture critical literacy.
9. In the process of teaching, create correlations, i.e. interconnect the additional material (video, film, etc.) with what is being read.
10. Introduce more activities aimed at raising awareness of reading and its importance in education and life.
11. Take small steps to teach students metacognitive strategies.
12. Record activities and difficulties that hinder students from reading.
13. Observe and encourage the development and progress of students.
14. Continually give students feedback on their progress in accordance with the action plan tailored to individuals.
15. Focus on self-tuning, prepare, direct and guide students towards self-evaluation.
16. Tests may serve as examples to prepare questions for reading comprehension.
17. Use imagination and creativity to prepare reading texts.

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18. Adjust the texts set by the national curriculum to the needs of students and what they are interested in.
19. Organize reading workshops.
20. Include people who are a role model for students when it comes to reading (teachers, parents, public figures, and classmates).
21. Encourage reading aloud.
22. Students can do their job successfully in raising a reading criteria scale, through collaborative or peer learning.
23. Organize work in smaller groups (4-5).
24. Offer informal forms of work on texts, e.g. comics, art and kinetic activities.
25. Teaching hours are organized outside the classroom, even outside the school.
26. Refresh the school libraries for titles directed to RSP readers.
27. Involve students in the work of libraries when purchasing literature.
28. Keep in mind that it is crucial to present the book in an attractive way. Adolescents will not do something that is not “cool”.
29. Apply a variety of innovative methods whenever possible.
30. Help the student create his/her own image of him/herself as a good reader.
31. Move the boundaries, disrupt misapprehensions and prejudices, bridge obstacles - social, cultural, economic (for example, prejudices about migrant students).
32. Increase the exchange of professional knowledge, skills and information.
33. Develop close co-operation with parents as people who can act positively and influence that students read in free time.

2. Self-Evaluation of Students and Teachers

For the successful assessment, evaluation and self-evaluation of students and teachers we propose the following questionnaires:

1. **Initial Questionnaire**³ is available on http://handbook4rsreaders.org/files/Reading-habits-questionnaire_f.pdf

³ Used to carry out a project survey to examine the reader's habits of RSP readers group. The survey was conducted in November and December 2016.

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2. Questionnaire for student's self-assessment

QUESTIONNAIRE FOR RELUCTANT, STRUGGLING AND POOR READERS

1. Age: _____

2. Sex: (circle)

a) M

b) F

3. School you are attending: (circle)

a) elementary school

b) gymnasium

4. Overall success at the end of the previous school year: _____

5. Are you involved in extracurricular activities at school? (circle)

a) YES

b) NO

If yes, which one?

6. Are you involved in activities outside the school (clubs, associations) ? (circle)

a) YES

b) NO

If yes, which one(s)?

7. On a scale from 1 to 5 (1 - disagree, 2 - mostly disagree, 3 – neither disagree nor agree, 4 - mostly agree, 5 - agree), please determine the level of agreement /

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disagreements with the claims set out below. For each sentence, circle a number that matches your answer.

At the class:

1. I formulate (think, set up) my own learning objectives. 1 2 3 4 5
2. I think about my own ideas and their meaning. 1 2 3 4 5
3. I develop my own style (way) of learning. 1 2 3 4 5
4. I estimate how much time I will spend on the given activity. 1 2 3 4 5
5. I take responsibility for my own learning. 1 2 3 4 5
6. I evaluate (estimate, assess, determine, monitor, measure) my progress and achievements. 1 2 3 4 5
7. I argue (explain) and document (record) my progress and achievements. 1 2 3 4 5
8. I pay attention to the ideas of other students. 1 2 3 4 5
9. I ask other students to explain their ideas. 1 2 3 4 5
10. We explain and share ideas among each others. 1 2 3 4 5
11. I try to understand the meaning of the ideas of other students. 1 2 3 4 5
12. I talk to other students about different ways to solve the problem. 1 2 3 4 5
13. Students decide on issues of mutual interest (eg about excursions, excursions, projects, the look of the classroom ...). 1 2 3 4 5
14. Develop decision-making and teamwork skills. 1 2 3 4 5

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- | | |
|--|-----------|
| 15. Students choose the theme of project activities. | 1 2 3 4 5 |
| 16. Assessments are a common decision of teachers and students where anyone can make their own comment or inquiry. | 1 2 3 4 5 |
| 17. Teachers encourage me to think about what I have learned before. | 1 2 3 4 5 |
| 18. Teachers encourage me to wonder if what I have learned in the past is important for further learning. | 1 2 3 4 5 |
| 19. I link previous knowledge with life and solving problems. | 1 2 3 4 5 |
| 20 I have the opportunity to learn what I'm interested in. | 1 2 3 4 5 |
| 21. Teachers know and respect the living conditions and circumstances of a particular student. | 1 2 3 4 5 |
| 22. Teachers include students in planning the school's teaching and life. | 1 2 3 4 5 |
| 23. Teachers help students discover independently how to learn the best. | 1 2 3 4 5 |
| 24. A starting points are the wishes and interests of the students. | 1 2 3 4 5 |
| 25. The class ends with the student's interest in further work and learning. | 1 2 3 4 5 |
| 26. Teachers ask students about their experiences / previous knowledge in the learning process. | 1 2 3 4 5 |
| 27. Teachers respect individual students' differences. | 1 2 3 4 5 |
| 28. I think about my learning. | 1 2 3 4 5 |
| 29. I explain how I solve problems. | 1 2 3 4 5 |
| 30. I'm discussing my learning difficulties. | 1 2 3 4 5 |
| 31. I try new ways of learning. | 1 2 3 4 5 |
| 32. I discuss how I learn. | 1 2 3 4 5 |

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- | | |
|---|-----------|
| 33. I discuss how I think while I'm learning. | 1 2 3 4 5 |
| 34. I am discussing different ways of learning. | 1 2 3 4 5 |
| 35. I discuss how well am I learning. | 1 2 3 4 5 |
| 36. I think about how to become a better student and to improve / improve my learning. | 1 2 3 4 5 |
| 37. I take into account my thoughts and feelings, taking into account mindfulness and thoughts. | 1 2 3 4 5 |
| 38. A positive correlation and shared responsibility are promoted. | 1 2 3 4 5 |
| 39. I apply knowledge in contexts of real life. | 1 2 3 4 5 |
| 40. Learning objectives are linked to the methods of evaluation (grades). | 1 2 3 4 5 |
| 41. I seek the most effective ways of supporting community learning (partnership). | 1 2 3 4 5 |

With grades 1 to 5 (1 - disagree, 2 - mostly disagree, 3 – neither disagree nor agree, 4 - mostly agree, 5 - agree), please, assess the level of agreement / disagreement with the following statements regarding the learning environment in your school:

In my classroom / school:

- | | |
|---|-----------|
| 1. The classroom has a look and atmosphere of the living space (e.g. flowers, aquarium, pictures / photos, personal collections, carpets, armchairs, curtains, etc.). | 1 2 3 4 5 |
| 2. The space is enriched with the student work. | 1 2 3 4 5 |

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- | | |
|---|-----------|
| 3. There is enough space to move around. | 1 2 3 4 5 |
| 4. Places for special forms of student work are provided. | 1 2 3 4 5 |
| 5. The atmosphere is challenging and tempting. | 1 2 3 4 5 |
| 6. The learning environment is nice and cosy. | 1 2 3 4 5 |
| 7. The environment helps students to be reflective / encouraged to think. | 1 2 3 4 5 |
| 8. It is at my disposal all that is needed for independent learning and work. | 1 2 3 4 5 |
| 9. My participation in learning is supported. | 1 2 3 4 5 |
| 10. A warm and positive atmosphere is supported and developed. | 1 2 3 4 5 |
| 11. The development of creative work strategies and creativity is encouraged. | 1 2 3 4 5 |
| 12. Multisensor experiences: different senses (vision, hearing, touch, flair) and combining words, images, sounds, gestures, movements (multimodality of the environment) are encouraged. | 1 2 3 4 5 |
| 13. Students' experiences and interests are taken into account. | 1 2 3 4 5 |
| 14. Different modes of expression and different styles (ways) of learning are possible and encouraged. | 1 2 3 4 5 |

With grades 1 to 5 (1 - disagree, 2 - mostly disagree, 3 - neither disagree, nor agree, 4 - mostly agree, 5 - agree), please assess the level of agreement / disagreement with the following learning-related allegations:

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At the class:

- | | |
|--|-----------|
| 1. It starts with the basic and initial (previous) knowledge of the student. | 1 2 3 4 5 |
| 2. Applying knowledge is focused on critical, creative and practical thinking. | 1 2 3 4 5 |
| 3. Integration is applied (linking ideas, people, living areas). | 1 2 3 4 5 |
| 4. We learn about ourselves and others (the human dimension is taken into account). | 1 2 3 4 5 |
| 5. Careful attention is paid to improve the learning (developing new feelings, interests, values). | 1 2 3 4 5 |
| 6. Learning on how to learn, how to organize your learning (learning to learn) is promoted. | 1 2 3 4 5 |
| 7. Learning is taught by doing (practical exercises and exercises). | 1 2 3 4 5 |
| 8. The students are personally involved in learning (cognitive and emotional in the learning event). | 1 2 3 4 5 |
| 9. Learning is self-initiated (initiated by students). | 1 2 3 4 5 |
| 10. Learning is experiential, pervasive and creative. | 1 2 3 4 5 |
| 11. Students participate in the judgment of the quality of learning. | 1 2 3 4 5 |

Please rate with grades 1 to 5 (1 - never, 2 - rarely, 3 - sometimes 4 - frequently, 5 - always) how frequent the strategies, methods, procedures and forms of work listed below are used in your school:

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In my class, the following strategies, methods, procedures, forms of teaching work are encouraged:

1. Learning by discovery and exploration 1 2 3 4 5
(e.g. problem teaching, creative tasks, project teaching, simulation).
2. Creative learning techniques (e.g. 1 2 3 4 5
ideas storming, expression through creative media (music, pictures), open end activities, six hats).
3. Active writing and essays/paper works 1 2 3 4 5
(e.g. writing, daily and weekly learning plan, learning diary, portfolio of students' papers and learning).
4. Case studies (analysis of concrete 1 2 3 4 5
examples from practice).
5. Individual work (standalone work). 1 2 3 4 5
6. Work in pairs. 1 2 3 4 5
7. Work in groups. 1 2 3 4 5
8. Integrative teaching and learning 1 2 3 4 5
(linking different subjects and topics to the whole).
9. Practical methods (e.g. method of 1 2 3 4 5
practical work, performance experiments).
10. Visual methods (e.g. demonstration 1 2 3 4 5
method, drawing, method of making and interpreting the mental maps).
11. The method of programmed learning 1 2 3 4 5
/ teaching (gradual progression in learning, from easier to a more difficult level).

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- | | |
|---|-----------|
| 12. The method of exemplary learning (work based on a good example). | 1 2 3 4 5 |
| 13. The strategy of experiencing and expressing the experience (reception of artwork, interpretation and reproduction, creation). | 1 2 3 4 5 |
| 14. Learning through movements (e.g. kinesthetic style of learning, creative dance). | 1 2 3 4 5 |
| 15. Mentoring work strategy (enhanced independent work of students under the guidance and supervision of teachers). | 1 2 3 4 5 |
| 16. Teamwork strategy, collaborative / cooperative learning. | 1 2 3 4 5 |
| 17. Peer teaching (e.g. students teach each other, tutoring). | 1 2 3 4 5 |
| 18. Out-of-school, field work (classes outside the classroom, excursions, excursions). | 1 2 3 4 5 |
| 19. The method of moral education: moral learning (acceptable and unacceptable behavior). | 1 2 3 4 5 |
| 20 Learning supported by computer. | 1 2 3 4 5 |

With grades 1 through 5 (1 - not represented, 2 - mostly not represented, 3 - neither represented nor not represented, 4 - mostly represented, 5 - represented), please estimate the level of representation of the mentioned teaching outcomes:

The school classes are represented by:

- | | |
|---|-----------|
| 1. transferring or mediating knowledge (knowledge transmission) | 1 2 3 4 5 |
|---|-----------|

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- | | |
|--|-----------|
| 2. Encouraging and monitoring the learning process | 1 2 3 4 5 |
| 3. Managed Activities (activities led by teachers) | 1 2 3 4 5 |
| 4. free activities (activities conducted by students) | 1 2 3 4 5 |
| 5. productive activities (meaningful learning) | 1 2 3 4 5 |
| 6. Simple activities (quickly resolved, light) | 1 2 3 4 5 |
| 7. complex activities (it takes more time and effort to resolve) | 1 2 3 4 5 |
| 8. verbal learning (learning through oral presentation, conversation) | 1 2 3 4 5 |
| 9. Practical learning (applying knowledge on a concrete example) | 1 2 3 4 5 |
| 10. convergent opinion (logical conclusion, search for the correct solution) | 1 2 3 4 5 |
| 11. divergent thinking (creating new ideas, enjoying the search process - the more accurate solutions) | 1 2 3 4 5 |
| 12. Different teaching aids | 1 2 3 4 5 |
| 13. Teacher's activity | 1 2 3 4 5 |
| 14. Student's activity | 1 2 3 4 5 |

With grades 1 to 5 (1 - disagree, 2 - mostly disagree, 3 – neither disagree nor agree, 4 - mostly agree, 5 - agree), please assess the level of agreement / disagreement with the following statements on obstacles to active learning:

The obstacles to active learning on teaching classes are:

- | | |
|--|-----------|
| 1. the existing structure and culture of the school (how the school is organized and what kind of relationships are within it) | 1 2 3 4 5 |
|--|-----------|

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- | | |
|---|-----------|
| 2. Teachers' insecurity | 1 2 3 4 5 |
| 3. Unpreparedness of the students | 1 2 3 4 5 |
| 4. Insufficient school equipment | 1 2 3 4 5 |
| 5. Lack of time (content coverage) | 1 2 3 4 5 |
| 6. It requires too much time and effort | 1 2 3 4 5 |
| 7. Class size (number of students in class, size of classroom) | 1 2 3 4 5 |
| 8. Non-observance of class rules | 1 2 3 4 5 |
| 9. Lack of knowledge, skills and competences of teachers in this area | 1 2 3 4 5 |
| 10. Other active learning obstacles not mentioned: | 1 2 3 4 5 |
-
-
-

Evaluate the development of the following skills, abilities and competencies of your teachers on an assessment scale from 1 to 5 (1 - underdeveloped, 2 - mostly underdeveloped, 3 - neither underdeveloped nor developed, 4 - mostly developed, 5 - developed)

My teachers possess knowledge, skills and abilities (competences):

- | | |
|--|-----------|
| 1. in the field of the methodology of teaching curriculum building (planning, designing and testing of teaching / content) | 1 2 3 4 5 |
| 2. in the area of organization and management of the educational process (teaching classes) | 1 2 3 4 5 |
| 3. in the field of determining students' achievement at school (students' assessment) | 1 2 3 4 5 |
| 4. in the area of classroom atmosphere creating (giving support to students, taking account of student's work) | 1 2 3 4 5 |

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overload, relationships within the class,
student's success)

5. in the area of parental partnerships
with parents (co-operation with parents) 1 2 3 4 5

6. Pedagogical-psychological
competences (focusing on age,
abilities, opportunities, desires and
needs of students) 1 2 3 4 5

7. Didactic-methodical competences
(aimed at better organization of
teaching and learning) 1 2 3 4 5

8. Professional competences (the
teacher can explain and know the
contents of the subject) 1 2 3 4 5

9. Personal competences (teacher is
available, honest, just, interesting,
positive) 1 2 3 4 5

10. Competences of facilitation
(guiding, directing, supporting and
encouraging learning) 1 2 3 4 5

11. competences in the field of work
with others (cooperate with other
teachers and are willing to help and
share their knowledge) 1 2 3 4 5

12. Competences for knowledge,
technology and information (they are
well-versed in teaching, they can use
technology) 1 2 3 4 5

13. Competences for working in
community and for community
(contributing to the preparation of
students for their role of responsible
citizens, encouraging understanding
and appreciation of other religions and

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cultures, working with parents of
parents and with the local community)

14. The competences of lifelong education and the elimination of obstacles to the application of active learning

1 2 3 4 5

3. Self-assessment questionnaire for teachers⁴

QUESTIONNAIRE FOR TEACHERS

1. Age: (circle)

a) up to 35 years b) 36 to 45 years c) more than 46 years

2. Gender: (circle)

a) M b) F

3. School you work in: (circle)

c) Elementary school b) Gymnasium

4. Out of the listed below, circle the educational area (according to NOK) and the subject you teach:

a) Linguistic-communication area subject: _____

b) Mathematical subject subject: _____

c) Natural sciences subject: _____

d) Technical and informative subject matter: _____

⁴ Questionnaires are retrieved and adapted from the PhD dissertation; Gazibara, Senka, Aktivno učenje kao didaktičkometodička paradigma suvremene nastave.

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e) Socio-humanistic subject matter: _____

f) Art subject area: _____

g) Physical and Health Subject: _____

5. Years of Work: (circle)

a) Up to 10 years b) 11 to 20 years c) 21 to 30 years d) 31 years and over

6. Have you been involved in professional training in the field of active learning?

a) YES b) NO

If YES, in which form of professional training did you participate? (circle one or more answers)

a) the Council of Teachers

b) expert meetings of the Education and Training Agency

c) participation in professional and scientific symposiums and conferences

d) Participation in projects related to active learning in the organization of other institutions (e.g. MZOS, EU Projects, HRZZ)

e) independently studying literature

f) something else: _____

g) I have not participated in professional training in the field of active learning

On a scale from 1 to 5 (1 - disagree, 2 - mostly disagree, 3 – neither disagree nor agree, 4 - mostly agree, 5 - agree), please estimate the level of agreement / disagreement with the claims

In reading lessons:

1. Students formulate (design, set up) their own learning objectives. 1 2 3 4 5

2. Students are thinking about their own ideas and their meaning. 1 2 3 4 5

3. Students develop their own style (learning). 1 2 3 4 5

4. Students evaluate how much time they will spend on the given activity. 1 2 3 4 5

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- | | |
|--|-----------|
| 5. Students take responsibility for their own learning. | 1 2 3 4 5 |
| 6. Students evaluate (assess, evaluate, determine, monitor, measure) their progress and achievement. | 1 2 3 4 5 |
| 7. The students argue (explain) and document (record) their own progress and achievements. | 1 2 3 4 5 |
| 8. Students pay attention to the ideas of other students. | 1 2 3 4 5 |
| 9. The students ask other students to explain their ideas. | 1 2 3 4 5 |
| 10. The students explain and share their ideas with each other. | 1 2 3 4 5 |
| 11. Students are trying to understand the meaning of the ideas of other students. | 1 2 3 4 5 |
| 12. Students talk to other students about different ways to solve the problem. | 1 2 3 4 5 |
| 13. Students decide on issues of mutual interest (e.g. about excursions, excursions, projects, the look of the classroom ...). | 1 2 3 4 5 |
| 14. Students develop decision-making and teamwork skills. | 1 2 3 4 5 |
| 15. Students choose the theme of project activities. | 1 2 3 4 5 |
| 16. Assessments are a common decision of teachers and students where anyone can make their own comment or inquiry. | 1 2 3 4 5 |
| 17. I encourage students to think about what they have learned before. | 1 2 3 4 5 |
| 18. I encourage students to wonder if what they have learned in the past is important for further learning. | 1 2 3 4 5 |

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- | | |
|--|-----------|
| 19. Students connect prior knowledge with life and problem solving. | 1 2 3 4 5 |
| 20. Students have the opportunity to learn what they are interested in. | 1 2 3 4 5 |
| 21. I know and respect the living conditions and circumstances of a particular student. | 1 2 3 4 5 |
| 22. I involve students in planning the school's teaching and life. | 1 2 3 4 5 |
| 23. I help students to find out how to learn in a best way. | 1 2 3 4 5 |
| 24. Starting points in teaching planning are wishes and interests of the students. | 1 2 3 4 5 |
| 25. The class ends with the student's interest in further work and learning. | 1 2 3 4 5 |
| 26. I ask students about their experiences / previous knowledge in the learning process. | 1 2 3 4 5 |
| 27. I respect the individual differences of the students. | 1 2 3 4 5 |
| 28. Students are thinking about their learning. | 1 2 3 4 5 |
| 29. Students explain how to solve problems. | 1 2 3 4 5 |
| 30. Students discuss their learning difficulties | 1 2 3 4 5 |
| 31. Students try out new ways of learning. | 1 2 3 4 5 |
| 32. Students discuss how to learn. | 1 2 3 4 5 |
| 33. Students discuss how they think while they learn. | 1 2 3 4 5 |
| 34. Students discuss different learning modes. | 1 2 3 4 5 |
| 35. Students discuss how well they learn. | 1 2 3 4 5 |

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36. Students are thinking about how to become better learners and to improve / enhance their learning. 1 2 3 4 5
37. Students take into account their thoughts and feelings, while respecting the thoughts and feelings of others 1 2 3 4 5
38. A positive relationships and shared responsibilities are promoted. 1 2 3 4 5
39. Students apply knowledge in contexts of real life. 1 2 3 4 5
40. Learning objectives are linked to the methods of evaluation (assessment). 1 2 3 4 5
41. Students are seeking the most effective ways of supporting community learning (partnership). 1 2 3 4 5

With grades 1 to 5 (1 - disagree, 2 - mostly disagree, 3 - neither disagree, nor agree, 4 - mostly agree, 5 - agree), please assess the level of agreement / disagreement with the following learning-related allegations:

At the class:

1. It starts with the basic and initial (previous) knowledge of the student. 1 2 3 4 5
2. Applying knowledge is focused on critical, creative and practical thinking. 1 2 3 4 5
3. Integration is applied (linking ideas, people, living areas). 1 2 3 4 5
4. We learn about ourselves and others (the human dimension is taken into account). 1 2 3 4 5
5. Careful attention is paid to improve the learning (developing new feelings, interests, values). 1 2 3 4 5

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- | | |
|--|-----------|
| 6. Learning on how to learn, how to organize your learning (learning to learn) is promoted. | 1 2 3 4 5 |
| 7. Learning is taught by doing (practical exercises and exercises). | 1 2 3 4 5 |
| 8. The students are personally involved in learning (cognitive and emotional in the learning event). | 1 2 3 4 5 |
| 9. Learning is self-initiated (initiated by students). | 1 2 3 4 5 |
| 10. Learning is experiential, pervasive and creative. | 1 2 3 4 5 |
| 11. Students participate in the judgment of the quality of learning. | 1 2 3 4 5 |

Please rate with grades 1 to 5 (1 - never, 2 - rarely, 3 - sometimes 4 - frequently, 5 - always) how frequent the strategies, methods, procedures and forms of work listed bellow are used in your school:

In my class, I encourage the following strategies, methods, procedures, forms of teaching work:

- | | |
|--|-----------|
| 1. Learning by discovery and exploration (e.g. problem teaching, creative tasks, project teaching, simulation). | 1 2 3 4 5 |
| 2. Creative learning techniques (e.g. ideas storming, expression through creative media (music, pictures), open end activities, six hats). | 1 2 3 4 5 |
| 3. Active writing and essays/paper works (e.g. writing, daily and weekly learning plan, learning diary, portfolio of students' papers and learning). | 1 2 3 4 5 |

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- | | |
|---|-----------|
| 4. Case studies (analysis of concrete examples from practice). | 1 2 3 4 5 |
| 5. Individual work (standalone work). | 1 2 3 4 5 |
| 6. Work in pairs. | 1 2 3 4 5 |
| 7. Work in groups. | 1 2 3 4 5 |
| 8. Integrative teaching and learning (linking different subjects and topics to the whole). | 1 2 3 4 5 |
| 9. Practical methods (e.g. method of practical work, performance experiments). | 1 2 3 4 5 |
| 10. Visual methods (e.g. demonstration method, drawing, method of making and interpreting the mental maps). | 1 2 3 4 5 |
| 11. The method of programmed learning / teaching (gradual progression in learning, from easier to a more difficult level). | 1 2 3 4 5 |
| 12. The method of exemplary learning (work based on a good example). | 1 2 3 4 5 |
| 13. The strategy of experiencing and expressing the experience (reception of artwork, interpretation and reproduction, creation). | 1 2 3 4 5 |
| 14. Learning through movements (e.g. kinesthetic style of learning, creative dance). | 1 2 3 4 5 |
| 15. Mentoring work strategy (enhanced independent work of students under the guidance and supervision of teachers). | 1 2 3 4 5 |
| 16. Teamwork strategy, collaborative / cooperative learning. | 1 2 3 4 5 |
| 17. Peer teaching (e.g. students teach each other, tutoring). | 1 2 3 4 5 |

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- | | |
|---|-----------|
| 18. Out-of-school, field work (classes outside the classroom, excursions, excursions). | 1 2 3 4 5 |
| 19. The method of moral education: moral learning (acceptable and unacceptable behavior). | 1 2 3 4 5 |
| 20 Learning supported by computer. | 1 2 3 4 5 |

With grades 1 through 5 (1 - not represented, 2 - mostly not represented, 3 - neither represented nor not represented, 4 - mostly represented, 5 - represented), please estimate the level of representation of the mentioned teaching outcomes:

The school classes are represented by:

- | | |
|---|-----------|
| 1. transferring or mediating knowledge (knowledge transmission) | 1 2 3 4 5 |
| 2. Encouraging and monitoring the learning process | 1 2 3 4 5 |
| 3. Managed Activities (activities led by teachers) | 1 2 3 4 5 |
| 4. free activities (activities conducted by students) | 1 2 3 4 5 |
| 5. productive activities (meaningful learning) | 1 2 3 4 5 |
| 6. Simple activities (quickly resolved, light) | 1 2 3 4 5 |
| 7. complex activities (it takes more time and effort to resolve) | 1 2 3 4 5 |
| 8. verbal learning (learning through oral presentation, conversation) | 1 2 3 4 5 |
| 9. Practical learning (applying knowledge on a concrete example) | 1 2 3 4 5 |

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- | | |
|--|-----------|
| 10. convergent opinion (logical conclusion, search for the correct solution) | 1 2 3 4 5 |
| 11. divergent thinking (creating new ideas, enjoying the search process - the more accurate solutions) | 1 2 3 4 5 |
| 12. Different teaching aids | 1 2 3 4 5 |
| 13. Teacher's activity | 1 2 3 4 5 |
| 14. Student's activity | 1 2 3 4 5 |

With grades 1 to 5 (1 - disagree, 2 - mostly disagree, 3 – neither disagree nor agree, 4 - mostly agree, 5 - agree), please assess the level of agreement / disagreement with the following statements on obstacles to active learning:

The obstacles to active learning on teaching classes are:

- | | |
|--|-----------|
| 1. the existing structure and culture of the school (how the school is organized and what kind of relationships are within it) | 1 2 3 4 5 |
| 2. Teachers' insecurity | 1 2 3 4 5 |
| 3. Unpreparedness of the students | 1 2 3 4 5 |
| 4. Insufficient school equipment | 1 2 3 4 5 |
| 5. Lack of time (content coverage) | 1 2 3 4 5 |
| 6. It requires too much time and effort | 1 2 3 4 5 |
| 7. Class size (number of students in class, size of classroom) | 1 2 3 4 5 |
| 8. Non-observance of class rules | 1 2 3 4 5 |
| 9. Lack of knowledge, skills and competences of teachers in this area | 1 2 3 4 5 |
| 10. Other active learning obstacles not mentioned: | 1 2 3 4 5 |

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On the scale of 1 to 5 (1 - undeveloped, 2 - mostly underdeveloped, 3 - neither underdeveloped nor developed, 4 - mostly developed, 5 - developed), evaluate the development of your knowledge, skills and competencies:

I possess knowledge, skills and abilities (competences):

1. in the field of the methodology of teaching curriculum building (planning, designing and testing of teaching / content) 1 2 3 4 5
2. in the area of organization and management of the educational process (teaching classes) 1 2 3 4 5
3. in the field of determining students' achievement at school (students' assessment) 1 2 3 4 5
4. in the area of classroom atmosphere creating (giving support to students, taking account of student's work overload, relationships within the class, student's success) 1 2 3 4 5
5. in the area of parental partnerships with parents (co-operation with parents) 1 2 3 4 5
6. Pedagogical-psychological competences (focusing on age, abilities, opportunities, desires and needs of students) 1 2 3 4 5
7. Didactic-methodical competences (aimed at better organization of teaching and learning) 1 2 3 4 5
8. Professional competences (the teacher can explain and know the contents of the subject) 1 2 3 4 5

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- | | |
|---|-----------|
| 9. Personal competences (teacher is available, honest, just, interesting, positive) | 1 2 3 4 5 |
| 10. Competences of facilitation (guiding, directing, supporting and encouraging learning) | 1 2 3 4 5 |
| 11. competences in the field of work with others (cooperate with other teachers and are willing to help and share their knowledge) | 1 2 3 4 5 |
| 12. Competences for knowledge, technology and information (they are well-versed in teaching, they can use technology) | 1 2 3 4 5 |
| 13. Competences for working in community and for community (contributing to the preparation of students for their role of responsible citizens, encouraging understanding and appreciation of other religions and cultures, working with parents of parents and with the local community) | 1 2 3 4 5 |
| 14. The competences of lifelong education and the elimination of obstacles to the application of active learning | 1 2 3 4 5 |

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CONCLUSION

Once they gain control over their reading, the reluctant, struggling and poor readers will reliably and on their own be able to choose books that match their interests. With their own motivation, they will positively act in their surroundings, motivating others to read from pleasure. In the long run, they will nurture the reading culture by creating a stimulating reading environment, even later in their mature age. It will not only be an encouragement to read more and to read better, it will also be a support for those who have troubles with reading, to seek help whenever they need it. When the process once starts, it will have the effect of a "snowball". By expanding contacts, good reading opportunities, and good news of successful programs heard, a wider audience will be reached. This implies a dynamic process, adaptable to each new interest group, in line with its specific needs with appropriate activities. The tangible results of this process should have a broad impact on European educators. In addition, the results should also be reflected in the shift of the social and educational paradigm whenever problems of reading literacy come to the focus of the policy makers at the level of the participating countries and at the EU level.

We truly and ultimately believe that the materials produced under this project will help everyone who is confronted with this issue on a daily basis, especially those to whom they are initially dedicated to – the reluctant, struggling and poor readers.

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