

# INTRODUCTION

## TRAINER MANUAL DESIGN AND LAYOUT

Welcome to Scotland Reads Paired Reading Partners and the local authority training manual for trainers. The manual has been designed to provide a thorough yet user-friendly foundation for the training of tutors in paired reading techniques. All resources needed to ensure that training is systematic and progressive have been provided with this package, including film footage and PowerPoint presentations to enhance your training sessions. Training can be delivered by a Local Authority Co-ordinator or an In-school Co-ordinator.

This Paired Reading Partners training follows on from the highly successful Scotland Reads training package for volunteers. It has been designed for use with a variety of paired reading tutors, such as classroom assistants, sixth year pupils and parent helpers. The training guidelines are flexible and can be adapted to suit different requirements.

It is also possible for older pupils to be trained in using paired reading with younger pupils, for example Primary Sevens with Primary Fours. Some guidance on adapting the material for this and other situations is given in the Appendix.

The training has been divided into three sections:

**Session One**  
**Session Two**  
**Session Three**

The first two sessions contain the vital components for using paired reading in schools. The third session gives tutors the opportunity to assess their progress and to develop their skills further at some point during their input.

In addition to the main training handbook that you are starting to read now, the manual comprises:

A DVD where the PowerPoint for each session and useful film footage can be located. The contents of the manual have also been put on the DVD to allow you to download material as you need it. You will use some resources regularly and will need to make copies of them – you can take copies from the DVD or from the pages in the manual.

Each session has been assigned its own illustration for ease of navigation. The illustrations are based on popular genres that children like to read.



**Session 1**



**Session 2**



**Session 3**

You will sometimes come across the following icons to help you



### **CAUTION**

Advice is given about areas where you should proceed with caution and think about suitability of resources and strategies for individual tutors and pupils.



### **HANDY HINTS**

Here you will find useful tips and ideas.

## **LANGUAGE USED**

Throughout the manual certain terms have been used when describing resources. They are:

### **TEXTS**

Sometimes the word 'text' has been used instead of 'book'. When referring to texts, we are referring to a wide range of reading resources. These resources might include websites, blogs and graphic novels.

### **READING MATERIALS**

This term is used in a similar way to 'texts'. For example, when looking at selecting reading materials, tutors are encouraged to look at a variety of texts and not just conventional books.

## **POWERPOINT USE**


Each of the three sessions has a designated PowerPoint presentation. These presentations have been put together to assist you in the delivery of your sessions – you will have something to refer to other than the material in the manual's handbook. You can make adaptations to the slides; the first slide in each presentation allows you to incorporate your authority's details and logo. You can also add information to the 'Next steps' slides found at the end of each presentation.

Please note that the PowerPoint slides sum up the main teaching points. You will need to talk through the slides, augmenting the existing words with those of your own. If, for example, you plan to use a slide to talk about selecting reading material, then you will find more relevant detail in the 'Selecting reading material' section of the handbook.

## **LEARNING STYLES**

Your tutors will have different learning styles; with this in mind, the training has been designed to cater for the needs of kinaesthetic, visual and auditory learners. There are plenty of opportunities given for active participation in learning, and visual aids such as film clips are interspersed throughout.

However, the course itself is fairly intense, and as a trainer you can use your own judgement as to how tutors progress through it. Some tutors may need more consolidation of certain points; it is likely that just as the tutors will have different learning styles, they will also differ in their capacity to absorb and retain information.



Tutors will be told that a key element of paired reading is the use of praise; practise what you preach by praising the tutors and keeping the training sessions relaxed and non-threatening. A climate where questions can be asked without fear of ridicule and where answers are not seen as foolish or ‘wrong’ should be fostered. Some of the tutors may be quite shy and will take some time to get to know and trust you and their fellow tutors.

If you find that some are flagging during any of the sessions, then you can incorporate another warm-up into the session or use brain-gym or brain break activities. It might help to bear in mind that the tutors are not trainee teachers, and their interactions with the pupils will be different from those of teachers with pupils.

## **TRAINING GUIDELINES**

These give you a step-by-step guide to the delivery of each of the three sessions. Success criteria are given to help focus on the outcome of the teaching and learning. An overview of each session is also provided. Activities are explained clearly, and the necessary resources are highlighted alongside an approximate guide to time allocation.

## **RESEARCH BASE**

This training manual has been devised using a variety of information, including volunteer, pupil and teacher experiences and the training used during the 2004–05 pilot of Scotland Reads. The volunteers from the pilot were trained by Keith Topping, Professor of Educational and Social Research at Dundee University. Professor Topping is renowned for his work on peer learning and other forms of non-professional tutoring in core skills. The paired reading techniques that formed the basis of volunteer training in the pilot have been adhered to in this manual.

Enjoy your training sessions and your involvement in Scotland Reads Paired Reading Partners!