



***Package of educational materials***

Recommendations and Instructions for the implementation of innovative solutions  
in developing personal and social competencies  
and vocational English

Recommendations and Instructions for the implementation of innovative solutions were prepared as part of the *Transfer, adaptation and implementation of innovative solutions in developing students' skills in schools of construction in the area of vocational foreign language, personal and social competencies, within the framework of cooperation network* project. The project is co-financed by the European Social Fund as part of the Operational Programme Knowledge Education Development for 2014-2020. Measure 4.3. Transnational cooperation, implemented from 2 January 2017 to 30 November 2018

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*Package of educational materials* dedicated to teachers in schools of construction

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## 1. Introduction

Regulation of the Minister of National Education of 31 March 2017 on the core curriculum of vocational education, Journal of Laws, item 860, provides that the purpose of vocational education in Poland is to prepare students to live in the modern world, work and actively participate in the changing labour market. The aims of education are consistent with the classification of vocational education occupations and indicate the areas of education to which particular occupations are assigned, grouped in terms of common learning outcomes required to perform professional tasks. Construction is one of these areas. In turn, the learning outcomes common to all occupations include: 1) occupational health and safety; 2) undertaking and conducting business activity; 3) vocational foreign language; 4) personal and social competencies; 5) small team work organisation (exclusive to occupations taught at the level of vocational technical high school)<sup>1</sup>.

Bearing in mind the above, Małopolskie Centrum Doskonalenia Nauczycieli - MCDN in partnership with the School of Construction No. 1 in Krakow - ZSB No. 1 in Krakow, Polish Chamber of Commerce and Industry - PIPHB and a transnational partner: Europa-Studienseminar in Giessen (European seminar for vocational schools in Giessen, Germany), has undertaken cooperation in the implementation of the *Transfer, adaptation and implementation of innovative solutions in developing students' skills in schools of construction in the area of vocational foreign language, personal and social competencies, within the framework of cooperation network* project, co-financed by the European Social Fund as part of the Operational Programme Knowledge Education Development for 2014-2020.

This *package of educational materials* dedicated to the implementation of innovative solutions in the area of the development of students' personal and social competencies and their knowledge of vocational English in schools of construction, is the result of this project that you can use and modify. This *package* has been developed on the basis of experience and good practices of the transnational partner of the project adapted to the realities of the Polish schools of construction, with a view to increase the ability of students of schools of construction to find employment and effectively enter and operate on the national and European labour market.

The solutions suggested by the transnational partner from Europa-Studienseminar in Giessen include teaching the profession within the dual system, i.e. training organised by employers on the one hand and theoretical and general education either in school or outside of school on the other hand. It is

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<sup>1</sup> Regulation of the Minister of National Education of 31 March 2017 on the core curriculum of vocational education, Journal of Laws, item 860

estimated that in Germany, the majority of young people graduating from compulsory school choose the dual system as a further educational path. Most often cooperation with the employer does not end with graduation, but is also continued when the graduate receives a job offer from the same employer.

The implementation of the dual education system in Germany involves institutions at the federal level (Ministry of Education and Research), federal states, chambers of commerce, industry and trade, employers and students who try to find employers in their chosen profession. Learning the profession at the employer's facilities is associated with signing a contract of employment and receiving remuneration. The education ends with obtaining formal vocational qualifications, while during the course of learning attention is paid to the adaptation of qualifications, and thus also knowledge and skills, to the needs of a specific employer.

**The package of educational materials consists of the following 3 parts:**

**Part I** - Recommendations and Instruction for the implementation of an innovative solutions in the area of developing personal and social competencies as well as vocational English of students of schools of construction

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## 2. Recommendations for the implementation of innovative solutions in the area of developing personal and social competencies of students of schools of construction - recommendations for adapting teaching methods

The development of personal and social competencies of young people is important in the modern world as they increase their chances of finding their place on the labour market.

With reference to the core curriculum of vocational education, it is noted that "the purpose of vocational education is to prepare students to live in the modern world, work and actively participate in the changing labour market".

The tasks of the school and other entities providing vocational education and the manner of their implementation are conditioned by the changes taking place in the economic and social environment, which are influenced in particular by the concept of knowledge-based economy, globalisation of economic and social processes, growing share of international trade, geographical and occupational mobility, new techniques and technologies, as well as increased expectations of employers with regards to the knowledge and skills of employees.

In the process of vocational training it is important to integrate and correlate general and vocational education, including the improvement of key competencies acquired in the process of general education, taking into account the lower stages of education. An appropriate level of general knowledge linked to professional knowledge contributes to raising the level of professional skills of vocational school graduates and thus provides them with a chance to meet the challenges of a changing labour market<sup>2</sup>."

Knowledge and skills as well as personal and social competencies acquired by the student in the process of vocational education are described as learning outcomes common to all professions.

As part of the personal and social competencies (KPS), student:

- 1) is polite and ethical;
- 2) is creative and consistent in the execution of tasks;
- 3) is able to plan actions and manage time;
- 4) is able to predict the consequences of the actions taken;
- 5) is ready to bear responsibility for the actions taken;
- 6) is open to changes;

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<sup>2</sup> Ibidem

- 7) uses stress management techniques;
- 8) updates knowledge and improves professional skills;
- 9) maintains professional confidentiality;
- 10) negotiates terms of agreements;
- 11) is communicative;
- 12) uses methods and techniques for solving problems;
- 13) cooperates in a team<sup>3</sup>

Teachers and employers point out that Polish students have problems with tasks in which they must demonstrate independence, ability to draw conclusions and find new solutions. The graduates of vocational schools are in a particularly difficult situation. The experience they have with searching for their first job is crucial from the point of view of building their professional career; it can shape their attitude to work and future behaviour on the market. In order to help the graduates enter the labour market and not to delay their adult life, independence and economic stability, a separate module of developing personal and social competencies must be added to the list of vocational education modules.

The recipients of the project are students of schools of construction, training in occupations that particularly require social competencies such as, learning and developing problem-solving skills; identifying causal relationships; searching, selecting and using information from various sources; self-improving and being able to response to changes flexibly; communicating; cooperating in groups; organising and managing work as well as taking responsibility for its results.

The lesson scenarios developed during the project include suggestions for adapting teaching methods and developing personal and social competencies. The five thematic blocks provided include tasks and exercises aimed at learning, exchange of experience, improving skills and competencies such as: group cooperation, communication with others, readiness to help others, respect for others, responsibility for own actions and actions of others, goal setting and decision making, self-confidence, critical and creative thinking, conflict resolution and conducting negotiation as well as dealing with emotions. The tasks and exercises aimed at developing personal and social competencies, which are done during the classes, relate to problem situations specific to the construction industry. Such exercises are crucial for the professional lives of future graduates of schools of construction, as they teach them how to cope with different situations in the labour

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<sup>3</sup> Ibidem

market, shape their attitude to work and show them how to deal with problems and difficulties in a creative manner.

Each of the five thematic blocks contains four lessons (a total of 20 teaching hours) with a description of specific objectives, methods, forms and course of the lesson. All classes are conducted in small groups with such methods as: group discussion, analysing and solving problems with the use of brainstorming, role-playing, solving problem tasks, mind maps, SWOT analysis and methods adapted from the project partner such as the Marshmallow Challenge, Walt Disney and AIDA methods as well as surveys of self-assessment of acquired skills. The attachments with the description of individual tasks performed during classes are integral part of the lesson scenarios.

The first block is titled *Construction organisation plan*. The specific objectives it aims to fulfil correspond to personal and social competencies. These are:

- being polite and ethical.
- action planning and time management;
- predicting the consequences of the actions taken and accepting the responsibility for them;
- openness to change;
- negotiating terms of agreements;
- communicating with others;
- problem solving;
- cooperation in a team.

Tasks and exercises are preceded by the signing of a team work contract, jointly agreed by the teacher and students and accepted by both parties. During the execution of tasks students can identify their role in the team and experiment with it. In order to develop personal and social skills, an innovative method of teamwork called Marshmallow Challenge, used by the project's partner, was adapted. The lessons during which the tasks are performed are divided into five stages: information, task planning, making decisions about assigning people to specific roles and selecting a leader, completing tasks and verification of results. Such structure was selected upon suggestion of the transnational partner of the project. After completing the task, the students receive a questionnaire about the feelings they had during the group work entitled *Self-reflection of the work*

*process* - also adapted from the transnational partner. Learning outcomes in this area are assessed on the basis of feedback received from the teacher and other students as well as self-reflection.

The second block is entitled *Job interview*. The most important objectives, corresponding to personal and social competencies, to be fulfilled during this block are:

- being polite and ethical;
- predicting the consequences of the actions taken;
- accepting the responsibility for the actions taken;
- openness to change;
- communicating with others;
- cooperation in a team.

Tasks and exercises are preceded by the theoretical introduction of the teacher aimed at systemising the knowledge and concepts related to the provided content. The development of personal and social skills takes place in the form of games, group discussions, brainstorming, SWOT analysis and self-assessment worksheets. Students solve problems typical for the construction industry. It is a solution adapted from the transnational partner of the project and implemented by the Polish side. This form of classes provides students with the opportunity to develop the ability to express their own views freely, to develop an appropriate sense of self-worth thanks to feedback from others, understand and accept others, improve team work skills and experience satisfaction from direct verbal communication. As in the previous block, the assessment of learning outcomes is made through feedback obtained from other students and the teacher.

The third block entitled *Running an advertising campaign*, is aimed at developing such competencies as:

- being polite and ethical;
- creativity in the execution of tasks;
- openness to change;
- maintaining professional confidentiality;
- problem solving;

- cooperation in a team.

Among the work methods adapted from the transnational partner of the project, two innovative methods deserve special attention: the Walt Disney method and the AIDA method. Both methods, in their original versions, come from marketing. The Walt Disney method enables finding effective, creative solutions. The essence of this method is to transform the most far-fetched fantasies into a real, constructible and innovative product. The AIDA method is one of the techniques used to present a product or service and draw customers' attention. It describes the stages a customer is going through in the purchasing process: from paying attention to a given product to making a purchase decision. The use of these methods will allow you to diversify lessons, introduce an element of novelty and can contribute to the increase of students' motivation and will prepare them for real situations in the labour market.

The fourth block: *Contract negotiations* contains tasks related directly to real situations occurring in the labour market. The objectives to be fulfilled in this block correspond to personal and social competencies such as:

- creativity and consistency in the execution of tasks;
- predicting the consequences of the actions taken and accepting the responsibility for them;
- openness to change;
- negotiating terms of agreements;
- communicating with others;
- application of methods and techniques to solve problems;
- cooperation in a team.

The tasks are supplemented with the teacher's theoretical introduction systemising the knowledge and concepts related to conducting negotiations, solving problems and communicating with others in order to achieve one's goals. Developing students' competencies in these areas, in particular by role-playing the situations that can happen in real professional life is extremely important due to dynamic changes occurring on the labour market and the requirements that future graduates of vocational schools are expected to meet. The project partner's method for designing tasks and exercises developing personal and social competencies on the basis of typical problems in a given profession is extremely important. The results of tasks and exercises as well as feedback describing the student's

attitude give an answer to the question whether the desired learning outcomes in terms of personal and social competencies have been achieved.

The last, fifth block - *Conflict on the construction site and coping with stress*, thanks to its tasks and exercises, enables the development of such competencies as:

- creativity and consistency in the execution of tasks;
- predicting the consequences of the actions taken and accepting the responsibility for them;
- coping with stress;
- communicating with others;
- problem solving;
- cooperation in a team.

To achieve the purpose of vocational education, which is to prepare students to live in the modern world, work and actively participate in the changing labour market, the students must also be able to cope with stress and situations that can lead to it. As in the previous thematic blocks, the exercises and tasks simulate real situations on the labour market. Learning outcomes in this area are assessed on the basis of feedback received from the teacher and other students, as well as self-reflection.

#### Conclusions:

1. The prepared lesson scenarios that develop personal and social competencies were adapted to the objectives and requirements of the project.
2. The scenarios seamlessly combine the adapted solutions of the German side and the innovative Polish solutions.
3. The scenarios include exercises and tasks that develop selected personal and social skills necessary for professional development in a specific industry i.e. construction.

#### Recommendations:

1. Implement the innovative methods and exercises that develop personal and social competencies as suggested by the transnational partner of the project.
2. Conduct classes that develop personal and social competencies in accordance with the operational objectives adopted in the scenarios.

3. Make the lesson scenarios more flexible in accordance with a given group's specificity and experience.
4. Monitor whether students are achieving the adopted objectives in the development of personal and social competencies and modify exercises and tasks depending on the needs of the participants of the classes.
5. Ensure that the students receive feedback after completing each task. Most of the competencies that are trained and obtained during the exercises are very difficult to assess, as it is difficult to compare and evaluate competencies such as people's openness, creativity, coping with stress, decision making, etc. These competencies may, however, be observed.
6. It is important that the student's participation in classes is reflected in a measurable way, for example, a certificate of completion of a lesson block in the case of extra-curricular activities.
7. Due to the key role played by the person conducting classes in the development of personal and social competencies, the teachers must be carefully selected. It is paramount that the selected teachers have these competencies themselves; special attention must be paid to their openness and self-confidence.
8. Conducting classes in the development of personal and social competencies also has a significant impact on teachers, as it develops their psychological skills, which are necessary in working with students and which enable building positive relationships.

It is predicted that the application of the above recommendations will favourably affect the development and improvement of personal and social competencies of students: stimulating their creativity, independence and responsibility as well as their cooperation skills through the use of innovative methods and tools that are a good way to communicate, supplement and consolidate theoretical knowledge and to develop and improve personal and social competencies. Thanks to the use of tools adapted to the assessment of acquired competencies, the students' awareness of their strengths and weaknesses in the area of personal and social competencies, necessary on the labour market, will also increase. Currently, the classes devoted to the development of personal and social competencies in vocational education are not provided in an integrated/block way. Different classes contain elements of competence development, but they are an addition to acquiring other skills. The proposed approach to the development of personal and social competencies will bring much better results than the "scattered" approach that we are currently dealing with.

### 3. Recommendations for the implementation of innovative solutions in developing students' skills in schools of construction in the area of vocational English - recommendations for adapting teaching methods

The educational materials developed as a result of the project contains a suggestion to adapt the methods of teaching vocational English used by the transnational partner. The transfer of the solutions takes into account the Polish formal and legal conditions, including the Regulation of the Minister of National Education of 31 March 2017 on the core curriculum of vocational education, Journal of Laws, item 860, as well as integration with content related to personal and social competencies, so important in the modern Polish education system. Some of these skills, such as negotiation, communication or teamwork skills, are easier to highlight when teaching a modern foreign language - also vocational. Others, such as updating knowledge and improving professional skills or action planning and time management, require a greater reference to the occupation the students are trained in. Such a deep correlation is favoured by the solutions presented in this paper.

Learning outcomes common to all professions with regard to vocational foreign language specify that the student:

- 1) uses the language means (lexical grammatical, spelling and phonetic) allowing him/her to complete professional tasks;
- 2) interprets statements regarding the performance of typical professional activities, expressed slowly and clearly, in a standard language version;
- 3) analyses and interprets short written texts regarding the performance of typical professional activities;
- 4) formulates short and understandable statements and written texts enabling communication in the work environment;
- 5) uses sources of information provided in a foreign language<sup>4</sup>.

During vocational foreign language classes, it is possible to develop the vast majority of personal and social competencies, at the same time support the student's motivation to learn the language, as well as develop the student's self-assessment skills in relation to acquired language competencies.

The core curriculum of vocational education refers to the following occupations in the construction industry:

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<sup>4</sup> Regulation of the Minister of National Education of 31 March 2017 on the core curriculum of vocational education, Journal of Laws, item 860

- a) operator of machinery and equipment for earth and road works, road construction technician,
- b) industrial insulator/sheet metal worker, industrial insulation fitter,
- c) chimney-sweep, development and finishing works in construction worker, construction insulation fitter, roofer, carpenter, concrete placer–steel fixer, stone mason, stove-fitter, bricklayer-plasterer, assembler of building constructions, renovation of architectural elements technician, construction technician, railway and engineering objects technician, piping system fitter, railway track fitter, road construction technician, finishing works in construction technician,
- d) chimney-sweep, stove-fitter,
- e) sanitary networks and installations fitter, sanitary engineering technician, gas engineering technician,
- f) water engineering fitter, water engineering technician,
- g) renewable energy equipment and systems technician, energy engineering technician,
- h) renovation of architectural elements technician,
- i) railroads and railway bridges construction technician,
- j) road construction technician,
- k) construction technician,
- l) geodesy technician,
- m) refrigeration and air conditioning technician,
- n) finishing works in construction technician<sup>5</sup>.

In practice, there may be students training in different professions in the same class, which may be conducive to project work and Task-Based Language Learning method i.e. learning foreign language by performing tasks such as those related to future professional work.

The proposed material contains 13 lesson scenarios along with student self-assessment worksheets and tests which enable evaluation of the students' knowledge and skills. Three of the presented scenarios include the block teaching concept adapted from the transnational partner. The presented educational materials include operational objectives, description of forms and methods of work along with comments, as well as suggestions for the course of classes along with exercises and worksheets. The objectives in the scenarios include the development of personal and social competencies and the adaptation of concepts suggested by the transnational partner, i.e. block teaching (understood as an organisational solution - combining several lessons into one longer block), Task-Based Language Learning or Think-Pair Share and Gallery walk methods.

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<sup>5</sup> Ibidem

One of the specific solutions presented by the transnational partner is the lack of bell signalling the beginning and end of the lesson. This makes it easier to combine several lessons into one longer block. This solution is conducive to Task-Based Language Learning (TBLT). This method, unlike the traditional PPP (presentation, practice, production) model, consists of the following stages:

- Pre-task activity – introduction to the topic and task, revision/introduction of vocabulary necessary to perform the main task;
- Task cycle: Task -> Planning -> Report – performing the task in pairs or small groups by planning, preparing and presenting a written or oral report in front of the entire group;
- Language Focus and Feedback – discussion on problems that students encountered during the work.

This method strongly motivates students who do not focus on linguistic correctness but on the completion of the task. As a result, the need to create an understandable message becomes more important than the demotivating, but often present, language blockade. TBLT works exceptionally well in classes referring to real-life situations, e.g. to a professional context. Combining individual lessons into modules (blocks), as mentioned above, is the preferred solution.

And so, the purpose of the scenarios presented by the transnational partner was to train conducting a telephone conversation with a client. In the first stage of the lesson (pre-task), students create a list of situations requiring a telephone conversation in English, and then review or learn vocabulary used in a telephone conversation with clients.

The second stage (task cycle) is performed in pairs or small groups. It starts with the selection of one of the situations; the students who will conduct the telephone conversation receive worksheets, and then they role-play the conversation. This stage ends with the presentation of conversations.

The third stage (language focus and feedback) consists of feedback from students and teachers.

The transnational partner also presented a solution used to review the vocabulary. It is a combination of the mind map and the Think-Pair-Share method. In the first phase, students individually recall the vocabulary. Then they pair up and compare their lists of words/phrases in order to work out a work map together. This method has also found application in these materials.

Gallery walk is another, adapted method. This activating method helps students to transform their theoretical knowledge into practice and interaction, and at the same time it develops critical thinking. Its result is a kind of synergy, because each student becomes responsible for the results of teamwork, at the same time getting help from other members of the group. In the course of the lesson, students are allowed to move from one workstation to another to find a solution to the

problem. In the final stage, each group presents the results of their work to discuss them and correct mistakes.

So-called backwards planning is another teaching method. It consists in choosing one general objective (final result) for several consecutive lessons, each of which has its own, less extensive detailed objective. Achieving the objectives of individual lessons will mean a multi-aspect achievement of the general objective. In this way, one large task is divided into subtasks, which may favour the development of individual skills consistent with the core curriculum. This method is also a kind of professional practice - going through subsequent stages of work needed to achieve the ultimate objective. Since the general objective (final result) is to design a garage for an English-speaking client who plans to move to Poland, the individual lessons (and lesson tasks) will focus on: a) making initial assumptions on the basis of an e-mail in English and preparing a list of questions to get additional information about the commissioned works (*analyses and interprets short written texts regarding the performance of typical professional activities*), b) preparing and conducting a telephone conversation in order to obtain answers to the questions that will enable clarification of the initial assumptions and then making necessary changes to the initial concept (*interprets statements regarding the performance of typical professional activities, expressed slowly and clearly, in a standard language version*), c) designing a garage layout and its description in English (*uses sources of information provided in a foreign language*), d) preparing an e-mail to the client with the garage layout and description in English along with a description of the encountered problem (*formulates short and understandable statements and written texts enabling communication in the work environment*). Individual stages of work (lessons) will depend on the analysis of the needs of a specific team (*uses the language means to complete professional tasks*). In addition to the abovementioned vocational foreign language skills, individual personal and social competencies mentioned in the core curriculum will also be developed. Creativity and consistency in the execution of tasks, action planning, predicting the consequences of the actions taken, communicating with others, cooperation in a team seem to be the most obvious competencies in this respect, but the appropriate selection of tasks, forms and methods will also help develop other personal and social competencies.

### Conclusions:

1. The scenarios seamlessly combine the adapted solutions of the German side and the Polish solutions.

2. The scenarios include exercises developing selected language skills as well as personal and social competencies necessary for professional development in the selected professional area i.e. construction.
3. The presented educational materials support the implementation of the self-assessment method and facilitate assuming responsibility for the teaching - learning process.
4. Interaction and activating methods have been emphasised, which correlates with current educational trends and recommendations in Poland.

#### Recommendations:

1. Implement the methods and exercises suggested by the transnational partner adapted by the Polish side in the lesson scenarios.
2. Enable conducting classes with the use of block teaching, backwards planning and project method, while also including exercises that correspond to tasks suggested by employers.
3. Establish cooperation with teachers of vocational subjects, employers and/or apprenticeship tutors in order to correlate the content of individual tasks and projects with the future work of students.
4. Use work in pairs and groups to simulate tasks in the workplace.
5. Monitor whether students are achieving the adopted objectives and modify exercises and tasks depending on the needs of the participants of the classes.
6. Encourage self-assessment.
7. Ensure students receive feedback.

It is predicted that the application of the above recommendations will favourably affect the development of language skills and will increase the students' linguistic knowledge, which will enable the execution of professional tasks, as well as encourage students to use sources of information provided in a foreign language. Students' self-confidence will also increase, which will be conducive to increased motivation to learn and overcome the language barrier. The adaptation of the methods of the transnational partner will help the students to focus on the tasks, which will increase their exposure to vocational foreign language.

#### 4. Instructions for the implementation of innovative solutions in the area of personal and social competencies as well as vocational English of students of schools of construction

#### Justification of actions:

Adaptation of the solution, which aims to improve personal and social competencies and vocational foreign language skills is consistent with the plans for modernisation of vocational education in Poland.

Students participating in classes will be encouraged to active work by performing tasks and exercises that refer to practical professional skills and are supplemented with new solutions adapted from the transnational partner of the project. The support that students will receive not only in the development of practical professional skills, but also in the development of personal and social competencies and vocational foreign language skills, will increase their self-confidence and thus increase their chances of finding employment and will help them function in the national and European labour market. Lack of faith in one's own chances of functioning in the labour market is a barrier that causes deepening aversion to learning and lack of progress.

#### Implementation of innovative solutions adapted from the transnational partner:

The process of implementing the solution is adapted to individual schools and classes provided for in the core curriculum of vocational education, which are implemented according to autonomous solutions of a given school and according to the schedule provided for in the School Teaching Plan.

Development and improvement of personal and social competencies as well as vocational English skills will take 20 hours and will be provided with the use of block teaching method.

#### Presentation of the course of implementation of the adapted solution in the School of Construction No. 1 in Krakow - project partner:

1. The *Package of educational materials* is presented at the teaching staff meeting.
2. Experts who are tasked with adapting the transnational partner's solution present their suggestions at the teaching staff meeting.
3. A decision on the implementation of the adapted solution is made at the meeting and a group of students that will be covered by the implementation of the solution is determined.
4. The solution is introduced into the school curriculum in accordance with the specificity of vocational education and taking into account implementation of all learning outcomes included in the core curriculum of vocational education.
5. Classes are conducted in accordance with the lesson scenarios provided in the *Package of educational materials* by teachers with qualifications required by educational law.
6. A before-and-after assessment of the acquisition of competencies by students participating in the implementation of tasks is conducted and the results are processed.

#### Presentation of suggestions for the implementation of the adapted solution in schools of construction in Poland:

1. The school headmaster hands over to the teachers of vocational subjects the *Package of educational materials* containing solutions in the area of development of personal and social competencies as well as vocational English skills.
2. It is recommended to use the material contained in the *Package* as part of the classes in personal and social competencies and a foreign language that result from the core curriculum for a 4-year and 5-year professional technical school, as well as during extracurricular activities. In the case of extracurricular activities, it is recommended to implement the material contained in the *Package* as a pedagogical innovation.
3. The *Package of educational materials* can also be used as part of extracurricular activities in first- and second-level industry schools, while in the case of first-level industry schools it is recommended

to modify or use only part of the *Package of educational materials* to take into account the language skills of students of this type of school.

4. If the *Package of educational materials* is used as part of extra-curricular activities, the teaching staff meeting adopts a resolution on its use as a pedagogical innovation and determines the groups of students that will participate in classes.

5. If the *Package of educational materials* (or a part thereof) is included in the compulsory courses in personal and social competencies and foreign language resulting from the core curriculum, it is introduced into the school curriculum in accordance with the specificity of vocational education and taking into account implementation of all learning outcomes included in the core curriculum of vocational education.

6. The classes with the lesson scenarios included in the *Package of educational materials* are conducted by teachers with qualifications required by educational law.

7. The assessment of the acquisition of competencies by students participating in the implementation of tasks is conducted mainly on the basis of feedback from participants and teachers, as well as through self-assessment worksheets and tests.

Expected results of the implementation of the solution:

The implementation of classes in the block system will facilitate cooperation between teachers of vocational subjects and English teachers, which will translate into a correlation of the content of their respective subjects, improve the teachers' skills and make the teaching process more attractive.

Cooperation of many entities, i.e. teachers of construction subjects, vocational English teachers, managers of schools of construction, employers in the construction industry, which will require continuous exchange of experience, will lead to the implementation of a coherent teaching concept, enriched with the experience of individual entities and additionally provide synergy.

Teachers and students directly involved in the activities will have a chance for personal and professional development.

Employers will improve their businesses, acquire a number of new experiences by joining in activities that increase the effectiveness of vocational education.