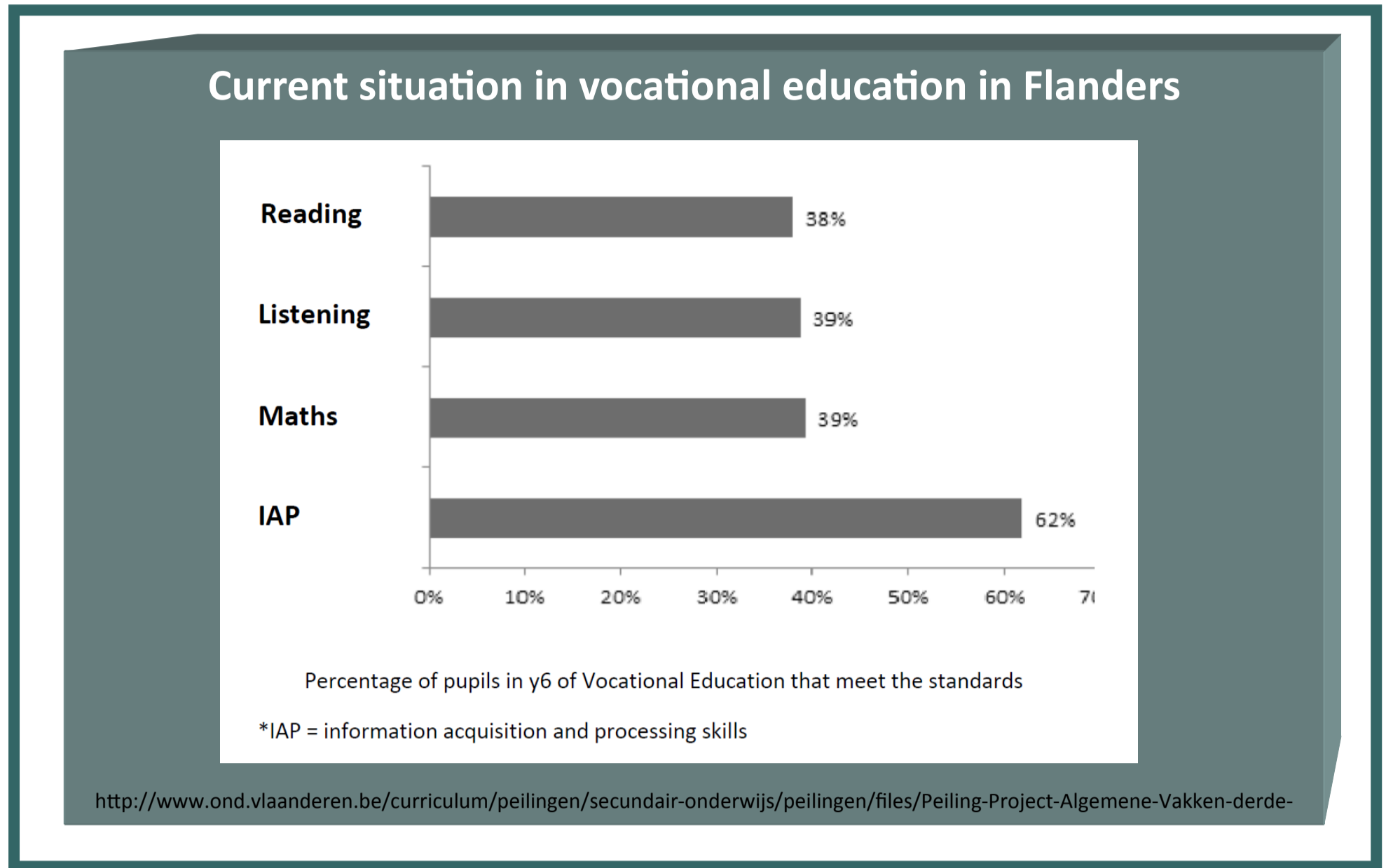


Frameworks and background

Functional literacy
'the ability to use reading, writing and numeracy skills for effective functioning and development of the individual and the community' (Unesco)



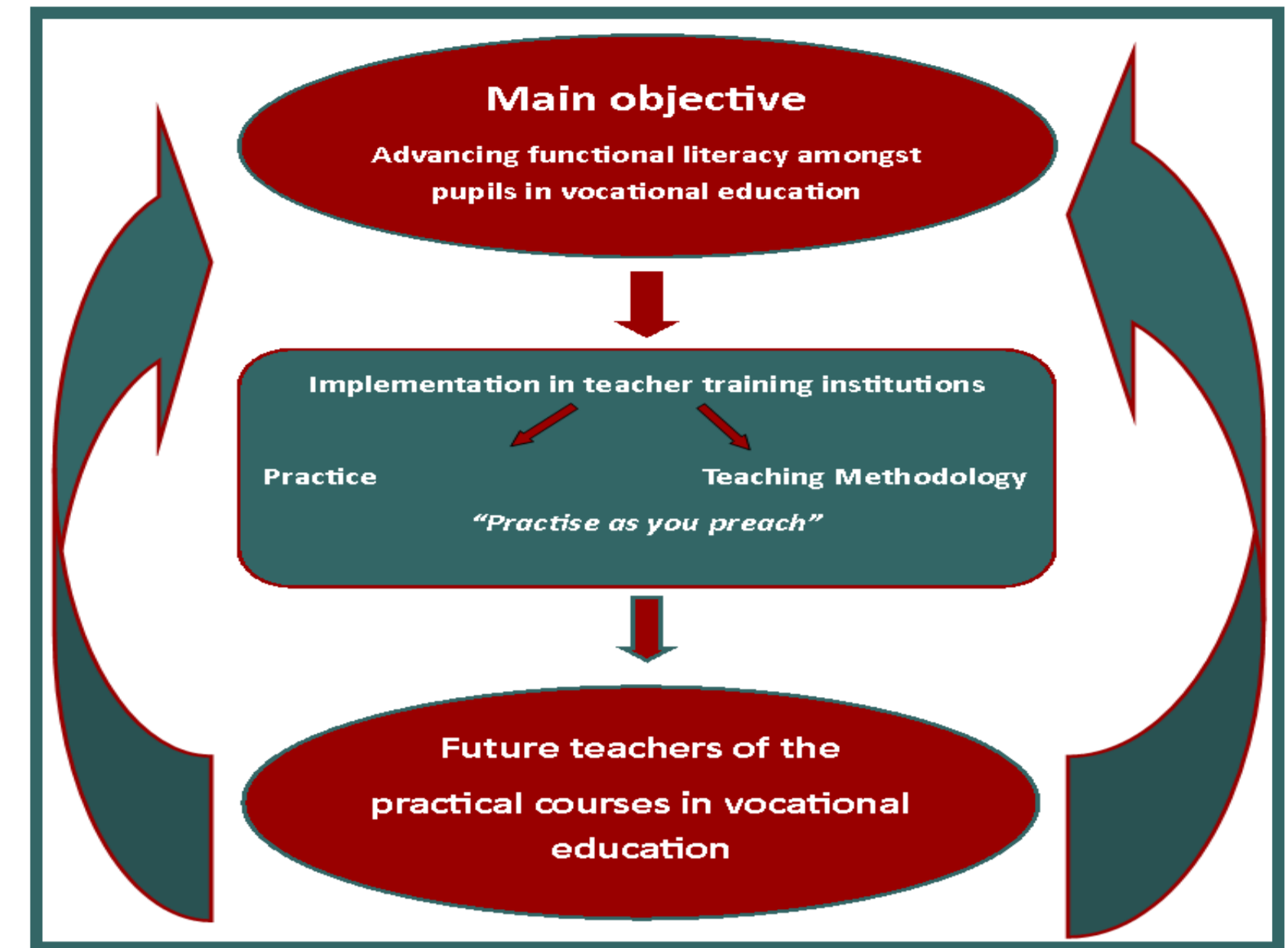
L-FORCE IN PRACTICE

ADVANCING FUNCTIONAL LITERACY IN VOCATIONAL EDUCATION



Objectives

Main objective
Advancing the stimulation of literacy skills in the practical courses of vocational education by training their future teachers in the principles of functional literacy.



Theoretical Frameworks

Attention for literacy skills in vocational education is mainly situated in the general courses. This project, however, focuses on the **practical courses** as the ideal place for advancing pupils' literacy skills. Therefore, we based ourselves on the following theoretical frameworks that stress the **embedding of the learning of skills within functional contexts, the enhancement of transfer potential and the integration of content objectives and language objectives.**

Teaching for Transfer : Project Zero Group (a.o. David Perkins) Content and Language Integrated Learning (mother tongue): (a.o. Maaike Hajer, Theun Meestringa, Marianne Verhallen, Tiba Bolle)

PZ

Project Methodology

IMPLEMENTATION
IN TEACHER TRAINERS' PRACTICE

IMPLEMENTATION
IN STUDENTS' PRACTICE AND TEACHING METHODOLOGY

BASELINE MEASUREMENT
LEVEL OF PRACTICE AND LEVEL OF BELIEFS

Rather in language courses, because if you start paying attention to literacy skills in the practical sessions, the focus on practice will disappear

I think it means you should start paying attention to how pupils write down things, I mean making sure that everything is spelled correctly.

There is no time for anything like this in the practical courses.

1. PROFESSIONAL LEARNING COMMUNITY

LEARNING FROM PEERS
Dialogue between teacher trainers of the practical courses and literacy experts
"Practise as you preach": teacher trainers implementing the new methods for literacy education on the level of their own practice before embedding them in the theoretical courses
Intervention amongst peers in the PLC

3. RESEARCH COMPONENT

LEVELS
Impact of the intervention on the level of beliefs
Impact of the intervention on the level of practice *

(* Note: in contrast to the results of the endpoint measurement on the level of beliefs, the preliminary results of the endpoint measurement on the level of practice do not show a significant growth. Final results on the level of practice are, however, not available yet.)

ENDPOINT MEASUREMENT
LEVEL OF BELIEFS

Are you familiar with the concept of literacy education?

ENDPOINT MEASUREMENT
LEVEL OF BELIEFS

If, for instance, they want to work in a nursing home, they have to be able to read the doctors' prescriptions to know if their patients need special treatment.

Maybe most of us will think that it is the Language teacher's job to work on literacy, but eventually you need these skills in all courses.

CHECKLIST
EVALUATING L-FORCE IN PRACTICE

DIGITAL MANUAL
G-KRACHTIGELES PRAKTIJK.ASSOCIATIE.KULEUVEN.BE

2. DEVELOPING LEARNING MATERIALS

WITHIN THE PLC
Theoretical frameworks, good practices (on paper and on video), 'before and after' cases, student assignments
Focus on practical courses and on collaboration between the practical and general courses in vocational education

4. COLLEGIAL COACHING

TRAIN THE TRAINERS
Teacher trainers of the PLC coach their colleagues in the principles and methodology of L-Force in Practice
Embedment in language policies of teacher trainers institutions

TRAIN THE TRAINERS
PLC MEMBERS COACHING THEIR COLLEAGUES

LANGUAGE POLICY
IMPLEMENTATION IN TEACHER TRAINING INSTITUTIONS

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