



Developing embedded literacy teaching skills of the Vocational Education Training-teachers as a pathway for professionalization

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Basic assumptions

- ❑ Literacy - the hardcore of learning and teaching
- ❑ Every teaching sequence uses some kind of literacy skills including the communication skills, reading, writing, numeracy or Information and Communication Technology (ICT). So, every trainer, for children or adults, uses literacy in training, implicitly or explicitly (Barton et al. 2007).

Literacy – basic competence and necessary pre-requisite for life and workplace

- Basic and functional literacy
- Literacy education – 2 major ways:
 - literacy courses (held by literacy teachers/experts)
 - embedded literacy education (enhancing literacy competences through practicing them along/during other specific courses – held by non-literacy experts trained in the topics of the literacy, but other specific discipline)

Main reasons for embedded literacy

- ❑ Literacy covers several key-competencies, including communication in mother tongue and the use of ICT;
- ❑ Literacy has a strong impact both on academic performance and on everyday actions;
- ❑ The development of literacy competencies boosts the acquisition in different subject areas;

Main reasons for embedded literacy

- ❑ Literacy development has a positive impact on cognition and metacognition;
- ❑ The development of literacy has an empowering effect on persons with or without poor literacy skills and allows them to participate effectively and actively to the social-communicational life.

CELiNE's experience

- The main aim: to develop a training curriculum and a training manual for VET trainers in order to implement embedded literacy in professional training (CELiNE, 2009a). Explicitly, we are focused on the way in which embedded literacy affects the performance at the workplace and also develops new professional skills.

- Target-groups:

The VET teacher trainers (in order to raise their awareness about the importance of embedded literacy in the New Economy and to develop their training skills)

The VET teachers (the first group of beneficiaries, for receiving training in designing embedded literacy activities and in including those activities in their regular teaching)

The VET students (end-users and main beneficiaries of this project)

Our goal is to develop the professional skills of workers by embedded literacy.

The improvement of the professional / students' literacy competencies is not an objective *per se*, but is the efficient way in which they could become more competent at their workplace as they possess better literacy skills.

(EC, 2004, CELiNE, 2009b).

CELiNE's experience

- ▣ Products developed:

The Teaching Curriculum and the Teaching Materials

(modules: *Literacy, lives and learning in the New Economy context, Literacy in working life and workplace. Mapping workplace literacy, Student focused approach of embedded literacy teaching, Teaching content embedded Literacy, Using ICT to embed literacy in vocational activities, Reflective practice*)

Resource pack for VET teachers (chapters: Motivational activities, Examples of the literacy challenges of certain vocations, How can you improve your literacy skills?, Communication skills, including both speaking and listening, The ICT challenges and rewards, Reflection on practice – critical thinking)

Steps of training VET teachers in the literacy topics

Three stage model of training content embedded literacy for the New Economy

- **Stage 1:** Developing awareness of content embedded literacy

Sub-stage 1: what is embedded literacy (pre-training preparatory or activities from module 1)

Sub-stage 2: feeling illiterate (understanding the challenges of having poor literacy skills) - module 1

Sub-stage 3: pervasiveness of literacy in the workplace (module 2)

- **Stage 2:** Training embedded literacy: modules 3, 4, 5
- **Stage 3:** Reflecting about literacy: module 6

(further information: www.celine_project.eu)

Testing training sessions

- ▣ General data about the testing sessions:
Locations: Timisoara (Romania), Ergon.KEK (Greece)
Participants: trainers of VET teachers (60 persons)
Materials: CELiNE Project's products
Feedback provided by: trainer,, trainees, observants

Training's objectives:

- ❑ Evaluation of the quality of the CELiNE' products (curriculum, training manual, booklet of activities)
- ❑ Assessment of the feasibility of the training structure of the CELiNE
- ❑ Identification and interpretation of the trainees' reactions towards the content embedded literacy approach

Progresses made by VET trainers during training session

- ❑ VET trainers can easily grasp the importance of literacy at the workplace
- ❑ All trainers reported previous experience in using embedded literacy even if it was an unconscious, unplanned activity
- ❑ All VET trainers easily mapped literacy in the workplace requirement and workplace conditions
- ❑ They recognized the effect of the lack of literacy skills on workplace performance

Difficulties encountered by VET trainers during the training session

- ❑ VET trainers had difficulties designing literacy teaching objectives
- ❑ They had a tendency to design a training session in their usual way and then trying to spot the literacy side of the activities
- ❑ Trainees level of understanding the literacy was not very high, and there was not enough time to make them understand fully what it means
- ❑ At the beginning, VET trainers didn't fully understood why they have to explicit embed literacy since in their training they are exercising the literacy skills anyway
- ❑ some of the VET trainers didn't feel comfortably sharing personal or autobiographical experiences
- ❑ the assessment procedure of the training focused more on the understanding of embedded literacy than on how good are the trainees in applying the newly acquired knowledge and skills

Is embedded literacy a step further in VET trainers professionalisation?

- ❑ VET trainers are not literacy trainers, but they could play an vital role in developing basic skills of their trainees
- ❑ Embedded teaching is a didactical competence that transcends the area of literacy, the same type of teaching may be used to train other competences (such as gender or diversity)
- ❑ The experience of success and progress in literacy skills raise the motivation of the trainees to learn VET skills

Between state and market

EMBEDDED
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Thank you!
Mulțumesc!

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