

## The Library at School

The *Library at School* stimulates children and young people to read more. The library helps to achieve this aim at primary schools. The library supports almost half of Dutch primary schools through expert reading advisers, with inspiring (digital) books, a good (digital) reading environment and daily attention to reading pleasure. For more information, visit [debibliotheekopschool.nl](https://debibliotheekopschool.nl) or contact the organisation through [info@debibliotheekopschool.nl](mailto:info@debibliotheekopschool.nl)

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FOCUS ON READING

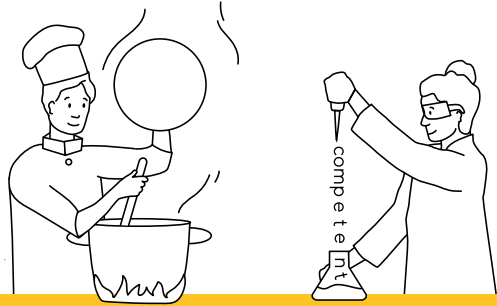
# Reading in secondary vocational education



**Text**  
Dutch Reading Foundation  
(Stichting Lezen), Amsterdam  
**Infographic**  
DPI, The Hague  
**Design**  
Judith Schoffelen & Erik olde Hanhof  
**Printing**  
APG Amsterdam  
© Publication of Dutch Reading  
Foundation (Stichting Lezen), 2022

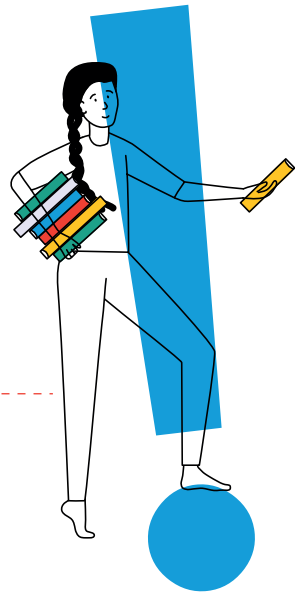
Lezen  
STICHTING LEZEN

# Reading in secondary vocational education



## 1 MAKE READING IMPORTANT

Students in secondary vocational education run the greatest risk of leaving education with a low level of literacy. Attention to reading is therefore crucial in this phase of education.

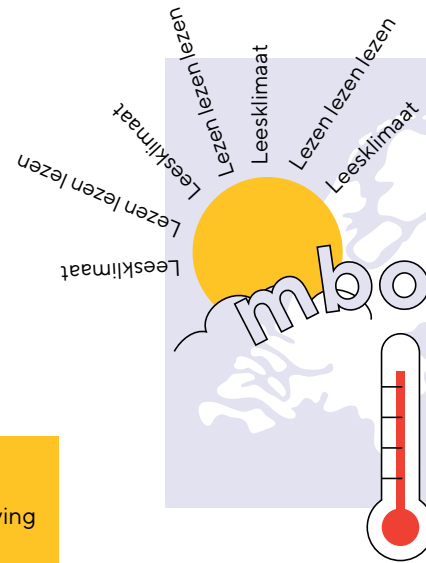


## 6 THE TEACHER AS THE PROMOTER OF READING

Enthusiastic (subject) teachers make all the difference. They fulfil the function of a guide and instil their own enthusiasm in students. If teachers make their students aware of the (personal) importance of reading proficiency, the activity becomes meaningful to them.

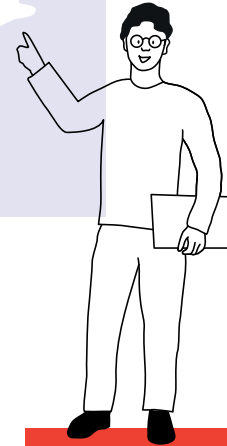
## 7 READING AS PART OF ALL SUBJECTS

Promoting reading is not only the task of the teacher of Dutch. Teachers of vocational subjects and Citizenship make a contribution that is at least equally important. By allowing students to read about their subject, reading becomes relevant and interesting to them.



## 2 READING CLIMATE IN SECONDARY VOCATIONAL EDUCATION

Good reading proficiency is important for all educational programmes. By making reading a fixed part of the curriculum of all subjects, it becomes a matter of course.



## 3 ACCESS TO BOOKS

An up-to-date and varied collection of books in the school contributes to the students' motivation to read. The public library can provide support in compiling the collection. Teachers can also help students to choose books that match their interests and level.



## 4 MOTIVATION TO READ AT THE CENTRE OF ATTENTION

The motivation to read and reading proficiency have a mutually reinforcing effect on each other. If students have a sense of autonomy (they can make their own choices), competence (they experience successes) and solidarity (they feel supported by teachers and fellow students) they will become better and more motivated readers.



## 5 TIME FOR AND ATTENTION TO FREE READING

Offering opportunities for free reading is a successful way of working on the general language development of students. By doing so, the teacher provides routine and relaxation. Reading on one's own can be varied with reading aloud and listening to audiobooks.

