

EU Project: Professionalization of Literacy and Basic Education – Basic Modules for Teacher Training: TRAIN

PROFESSIONAL DEVELOPMENT IN THE FIELD OF LITERACY AND BASIC EDUCATION

Country report Wales Summary

1. General description of the situation regarding professionalisation of basic skills teachers

Wales pays a lot of attention to the professionalization of literacy teachers. The “Learning Country “ is not only a slogan but teachers are given all means to work effectively on literacy and basic education. 40 million pounds for 3 years, an amount which is on top of all the mainstream funding, is allocated for basic Skills Strategy. The Level 3 Basic Skills accredited course for teachers and supporters in the post 16 sector is a very good effort towards the professionalization of literacy teachers.

A survey by the basic skills agency in Wales showed that many adult basic skills tutors have relatively low levels of qualifications. This allied to a generally poor career structure in this area, is a significant constrain in improving the quality of programmes. The necessity for professionalization of literacy teachers is obvious having in mind the diversity and the complexity of the target population, the adult learners.

Voluntary organisations working on literacy need more attention and more resources in order to have better results working on basic education.

At Wales Universities literacy teachers have inservice training. There is ground for improvements.

The implementation of an integrated strategic development into all relevant programmes will improve cooperation among all actors involved in the training initiatives. Local authorities, employees, employers organisations, Universities voluntary sector, youth organisations etc are some of the institutions

2. National professionalisation policy / program

Description	
Priorities / Aims / goals	The main aim is to get as many people to Level 1 in both literacy and numeracy and to reduce the number of adults with poor basic education. Training for teachers will continue with the establishment of a National Support Project for Training and Continuous Professional Development. Also priority is to reduce the number of children leaving primary education struggling with basic skills. Also to prepare all young children for learning before they begin school.
Target group(s)	Adults with low education, drop outs, workers with low lwwl education.
time span	The programmes have various duration. There are short courses for in service training, there are long term courses -1 year duration
financial resources	The Government of Wales is securing financial resources for a sound training levels for literacy and basic education teachers.

3. Current situation for literacy trainers / practitioners

The government is trying to secure high levels of training initiatives and to secure that many adults will enrol in literacy classes. There is at the moment shortage of provision in some areas.

Most literacy teachers have basic knowledge and skills to work at satisfactory levels with persons with low education . Most have initial training on methodological issues and many have in service training. There are some who are teachers and have no any training to work with adults.

There are many institutions involved in literacy and basic education and the training of the tutors is complex. .There are plans to establish a national support system for training and continuous professional development for literacy teachers.

4. Description of Best Practice / literacy teacher course

Name	Level 3 certificate in delivering basic education
target groups	Teachers-tutors on literacy and basic education.
duration	1 year
qualification/ level	Certificate
Goal	To give teachers all necessary information to work with the adult learner.
content (broadly)	<ul style="list-style-type: none"> -Adult learners and motivation-Analyse the current theories of Adult learning and teaching.Recognise what motivates adult learners to want to return or to continue to learn - Barriers to learning and how adults learn-Explore de-motivations and barriers to learning.Examine how adults learn. - Inclusive learning in a basic skills context-Identify own prejudices with regard to equality and diversity and how this influences delivery.Define inclusive learning and its role within Basic Skills teaching. -Styles of learning and resources-Identify learner needs and match with teaching strategies and suitable learning environments - Stages of assessment-Identify the role of assessment in the learning cycle.Demonstrate and understanding of the stages of assessment.Identify and evaluate appropriate assessment tools - Elements of an effective learning programme-Identify the principles of the learning cycle. - Planning and delivering learning. –Consider appropriate strategies for facilitating learning.Plan effective session. -Developing speaking and listening-use appropriate strategies for developing speaking and listening skills. - The reading process and the assessment of reading -Strategies for developing reading skills. - The terminology of phonics and phonetic knowledge. -Assessing and developing spelling.

5. Competences – Framework

For Wales the following are essential competences :

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| <p>a. Interpersonal skills</p> <ul style="list-style-type: none"> -ability to build relationships - To have empathy and compassion -Personal attitudes and values. <p>b. Administrative-organisational skills</p> <ul style="list-style-type: none"> - Leadership qualities - Team building - Communication skills | <p>c. Methodological skills</p> <ul style="list-style-type: none"> -Group dynamics - Ability to teach structure <p>d. How adults learn</p> <ul style="list-style-type: none"> -What motivates adult to learn <p>e. Techniques in working with adults</p> <ul style="list-style-type: none"> -Guidance techniques - Moderation - Prepare workshops |
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