

## 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 of Austria

#### Summary

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

Since 2003 two one-year teacher training courses have been held at the Austrian Institute for Adult Education. From 2006 onwards the courses were upgraded to university level a (2006-2008 and 2008-2010). Since 2007, a modular training scheme gives additional opportunity to literacy teachers to acquire and develop qualifications.  
Quality standards for providers, trainers and tuition as well as a qualification framework for trainers, build a solid basis for literacy providers.

##### 2. National professionalisation policy / program

Description	From 2000 onwards, the Austrian Ministry of Education supported the development of concepts for teacher training courses, teacher training courses at university level and a modular training scheme to develop qualifications. Hitherto, no standardised or formal teacher training had been available to deliver the specific skills for teaching adults with literacy problems.
Priorities / Aims / goals	The rationale behind these activities was to improve the quality of teaching and services provided to learners. Another aim was to improve the socio-economic situation of the practitioners as a means of assuring quality of provision.
Target group(s)	Adult educators, teachers, counsellors, social workers; programme coordinators, persons from other professions wishing to professionalise in the field
time span	2000 – 2010
financial resources	Approx. € 750.000,-

##### 3. Current situation for literacy trainers / practitioners

About 65% of the literacy trainers are employed (financed by the Labour Market Service) and they receive financial support for continued professional development, which partly takes place during their working time.

About 35% still work part-time on a freelance basis, partly financed by the Ministry of Education and the European Social Fund. Some of them receive some financial support for their continued professional development.

Building up teams of employed teachers provides opportunities for joint activities, for reflection and the exchange of experience, for the development of ideas and concepts, and leads to the enhanced

coordination of learner support. The quality standards draw special attention to these aspects.

#### 4. Description of Best Practice / literacy teacher course

Name	Training Course for Literacy Teachers ("Alphabetisierung und Basisbildung mit Erwachsenen deutscher Erstsprache").
target groups	Adult educators, teachers, counsellors, social workers; programme coordinators, persons from other professions wishing to professionalise in the field
duration	2 years
qualification/level	Academic Certificate as Literacy Teacher (university level) (Alphabetisierungspädagoge/Alphabetisierungspädagogin)
Goal	To foster personal development and the development of a professional profile, that is based on relevant aspects of literacy work with adult learners; to assure good quality of literacy provision
content (broadly)	A broad range of issues, such as - literacy in the context of today's society and background of learners; biographical approach - project management and awareness raising - learning theories, strategies, autonomous learning - counselling and diagnosis - methodology and didactics; feedback and formative assessment - mathematics and ICT in <i>skills for life</i> - political education; conflict resolution; intercultural competence

#### 5. Competences – Framework

1. **General knowledge and understanding:** a deeper understanding about the interrelationships between information, society and literacy issues; about causes and their implications as well as consequences, and their relevance to learning and teaching
2. **Professional competencies:** theoretical knowledge about the acquisition of basic skills (reading, writing, mathematics and ICT), the ability to teach with a variety of methods and adequate didactics and to organise a learning environment and prepare learner-oriented lesson plans; to foster autonomy and self-orientation, as well as acceptance and understanding of diversity
3. **Personal and social competencies:** the ability to perform critical self-reflection and analysis, the readiness to engage in continued professional development, or the ability to manage conflict and to create an atmosphere based on respect, appreciation and partnership

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