

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**

<b>1. General description of the situation regarding professionalisation of basic skills teachers</b>	
<p>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.</p> <p>Quality standards for providers, trainers and tuition as well as a qualification framework for trainers, build a solid basis for literacy providers.</p>	
<b>2. National professionalisation policy / program</b>	
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,-
<b>3. Current situation for literacy trainers / practitioners</b>	
<p>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.</p> <p>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.</p> <p>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</p>	

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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