



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: England Summary

1. General description of the situation regarding professionalisation of basic skills teachers	
<p>England has national adult literacy strategy known widely as Skills for Life Strategy since 2001; integral part of it has been Skills for life teacher education strategy. The strategy was created as a top government plan on the basis of the national report on adult literacy from 1997, carried out as a part of International Adult literacy Survey (IALS). The report stated that 22% of population of working age in Great Britain performed at a level 1 on the prose scale, 30% at a level 2, 31% at a level 3 and 17% at level 4/5. Roughly 20% of population at a level 1 represent around 7 million people with poor literacy and numeracy skills, including around half a million or more who struggle with English because it is not their first language High investments were devoted especially to a high quality training and support for teachers and in the tools they need to do their job – consistent national standards, a common core curriculum, relevant materials and new National Tests as benchmarks for all literacy and numeracy achievement.</p>	
2. National professionalisation policy / program	
Description	<p>The history of adult literacy and numeracy education in England in the past 30 years has seen a gradual move away from the philosophy of the literacy campaign in the 1970s which ,challenged the boundaries of adult education by insisting on outreach and a diversity of settings (and drew on the practices and resources of voluntary organizations...’ (Hamilton 1996). The move has been away from the more liberal and radical traditions in adult education towards ,new realism”, or vocationalism, which has shifted the focus away from any sense of social purpose in adult education to an image conceived on in primarily institutional and functional terms’</p> <p>Those for whom teaching/ tutoring/ training is their major role, will be required to progress to a further qualification appropriate to role. New qualifications have been developed based on the Qualifications and Credit Framework (QCF) model i.e. credit based with core and optional units at different levels, so that qualifications can be built flexibly and in a way that can meet the range of needs in the sector.</p>
Priorities / Aims / goals	<p>Recent developments and reforms have focused on upskilling and professionalizing the existing teaching workforce and ensuring adequate and continuing supply of competent literacy, numeracy and ESOL teachers. In 2004 DfES introduced a wider reform of teachers education, Equipping our teachers for the future: Reforming Initial Teacher Training for the Learning</p>

	and Skills Sector', with a simultaneous review of teaching standards and subject specification. From September 2007, all new entrants to teaching in the sector will be required to complete a new award which will prepare them to teach. This is a small introductory course which will give a threshold status to teach. It will be mandatory for any new teacher who teaches publicly funded provision.
Target group(s)	Primary: experienced adult educators but also primary and secondary school teachers, volunteers. Secondary: counsellors and other experts in the fields that are working with low educated adults.
financial resources	Since the launch of the national skills for life strategy in 2001 there has been a significant increase in funding into adult literacy and numeracy services. This increased level of support and funding has brought some changes in the structures around which provision is delivered. All literacy and numeracy skills education has been provided free of charge to the learner, no matter who provides it, where it is provided, or in what form.

3. Current situation for literacy trainers / practitioners

As a result of Skills for Life strategy from 2000 all teachers in the post-16 sector have been required to gain teaching qualifications, with minimum standards of literacy and numeracy, whilst specialist teachers of literacy and numeracy are required to achieve subject specific teaching qualifications. New qualifications were introduced in England from September 2002 for teachers of adult literacy and numeracy. These programmes are at what was then referred to as Level 4 of the National Qualifications Framework (NQF) and were based on the subject specifications for teachers of adult literacy and numeracy developed by the DfES, working with the Further Education National Training Organisation (FENTO). A third subject specification for teachers of ESOL was introduced from 2003. For ITE, these were offered jointly with a teaching certificate, based on the generic FENTO Standards for teaching and supporting learning in further education (FE).

4. Description of Best Practice / literacy teacher course

Working together with teachers and learners for new literacy programme(s)	An example is the Skills for Life Improvement Programme (http://www.sflip.org.uk/improvementprogramme.aspx). It builds on previous initiatives, making best use of people, systems and materials to help deliver the Skills for Life Strategy in the future. It is an innovative programme designed to support creative change in a wide range of self-improving organisations. Improving the quality of the learner's experience, progression and achievement is central to the Programme. It draws on research findings from the National Research and Development Centre to excite interest in evidence based innovation. It makes real and practical links into other major national reform and development initiatives, like the National Teaching and Learning Change Programme and Train to Gain. And it provides expert support for the effective use of a wide range of existing materials and resources.
Annual literacy teachers workshop on organisational issues and evaluation of work in literacy field	There are opportunities for teachers to meet together for example within the Skills for Life Improvement Programme which is offering a series of participative events for leaders, managers, Skills for Life and vocational practitioners and regional stakeholders across the country. There are also representatives from organisations involved in the programme and an opportunity to: share and transfer good practice emerging from the development activities they are involved in explore tried and tested methods for self-improvement.

5. Competences – Framework

An attempt was made to detail subject the values, knowledge, understanding and professional practice expected by those specialist teachers. They are set up within 6 domains:

Professional values and practice: English (Literacy and ESOL) teachers in the lifelong learning sector value: All learners, their progress and development, their learning goals and aspirations and the experience they bring to their learning, Learning, its potential to benefit people emotionally, intellectually, socially and economically, and its contribution to community sustainability, Equality, diversity and inclusion in relation to learners, the workforce, and the community, Reflection and evaluation of their own practice and their continuing professional development as teachers, Collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners. English (Literacy and ESOL) teachers in the lifelong learning sector are committed to: The application of agreed codes of practice and the maintenance of a safe environment, Improving the quality of their practice English.

Learning and teaching: : (Literacy and ESOL) teachers in the lifelong learning sector are committed to: Maintaining an inclusive, equitable and motivating learning environment, Applying and developing own professional skills to enable learners to achieve their goals. Communicating effectively and appropriately with learners to enhance learning, Collaboration with colleagues to support the needs of learners, Using a range of learning resources to support learners.

Specialist learning and teaching: English (Literacy and ESOL) teachers in the lifelong learning sector are committed to: Understanding and keeping up to date with current knowledge in respect of own specialist area. Enthusing and motivating learners in own specialist area, Fulfilling the statutory responsibilities associated with own specialist area of teaching, Developing good practice in teaching own specialist area.

Planning for learning: Teachers in the lifelong learning sector are committed to: Planning to promote equality, support diversity and to meet the aims and learning needs of learners, Learner participation in the planning of learning, Evaluation of own effectiveness in planning learning.

Assessment for learning: English (Literacy and ESOL) teachers in the lifelong learning sector are committed to: Designing and using assessment as a tool for learning and progression, Assessing the work of learners in a fair and equitable manner. Learner involvement and shared responsibility in the assessment process, Using feedback as a tool for learning and progression, Working within the systems and quality requirements of the organisation in relation to assessment and monitoring of learner progress.

Access and progression: English (Literacy and ESOL) teachers in the lifelong learning sector are committed to: Encouraging learners to seek initial and further learning opportunities and to use services within the organisation, Providing support for learners within the boundaries of the teacher role, Maintaining own professional knowledge in order to provide information on opportunities for progression in own specialist area, A multi-agency approach to supporting development and progression opportunities, language and literacy assessment process.

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