



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 of Ireland Summary

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

There are a number of third level qualification programmes available in Ireland to those working in the adult literacy sector. These programmes are subsidised by the Department of Education and Science (Irish government department responsible for education) and have been developed specifically to address the professional development needs of those working in adult literacy.

A national project team was set up by the National Adult Literacy Agency and Waterford Institute of technology (A third level education institute) in 1997 and this partnership is responsible for the design, development and delivery of these programmes nationwide.

2. National professionalisation policy / program

Description	WIT/NALA Accreditation Project
Priorities / Aims / goals	To enhance and promote good practice in literacy in an adult education context To provide professional qualifications for adult literacy practitioners working in adult education To promote a learner-centered ethos of adult literacy and adult education among all stakeholders
Target group(s)	Adults working within the adult literacy sector in Ireland. They are comprised of Adult Literacy Organisers (Managers) and Adult Literacy tutors both paid employees and volunteers.
time span	The Project began in 1997.
financial resources	The Project is fully funded by the Department of Education and Science

3. Current situation for literacy trainers / practitioners

All those working in the adult literacy sector are entitled to access the Project's programmes. The constraints for some participants are that they may not be paid while attending the programme, they may not be able to secure time to attend or that there are no programmes being offered in their region. The Project caters for up to 500 learners each year.

4. Description of Best Practice / literacy teacher course

Name	Higher Certificate in Arts in Literacy Development
target groups	Adult Literacy Practitioners
duration	2 – 3 years (its a modular flexible programme so people can opt to take a number of modules each year and build up credits towards the full qualification)
qualification/level	Level 6 on the Irish National Framework Bologna Short Cycle
Goal	To provide adult literacy practitioners with the skills, knowledge and competences required to work with literacy learners
content (broadly)	Adult Literacy Methodologies Groupwork Psychology Numeracy Family Literacy ICT in Literacy Management in Education Social Marketing Communications Curriculum Development Equality & Diversity Microteaching Philosophy of Adult Education

5. Competences – Framework

- An understanding of adults with literacy difficulties
- An intellectual appreciation of how literacy difficulties impact on an adult's participation in society
- An ability to interact with adults with literacy difficulties
- An appreciation of the social practice model of literacy and what it means for adults with literacy difficulties
- Experience in the field of adult basic education
- The ability to teach reading, writing and numeracy to adults
- Strong inter-personal skills
- An ability to employ a range of teaching methodologies when working with groups of adults
- Excellent presentation skills
- An understanding of a curriculum, learning outcomes and assessment in adult basic education

- An appreciation of learning difficulties
- An understanding of the psychology and philosophy of adult learning
- Knowledge of a range of ICT tools that can be used when working with adults with literacy difficulties
- The ability to be able to work with individual learners and groups of learners and develop a safe learning environment where learners and the tutor build up mutual trust and respect.

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

