



EU Project TRAIN Questionnaire on Competences of Literacy Teachers in Europe

Please indicate for each competence, ability or knowledge whether you find it for a literacy teacher in your country important to have or not. Please tick the respective box, thank you.

	Very important	Important	Less important	Not important
1 Skills and Abilities				
1.1 Ability to approach the learners with suitable offers in order to establish an initial contact and hold a first studying conversation with them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Ability to track down and find out learning approaches in student counselling conversation, to find find topic-related application possibilities as well as to make appointments about learning contents and to work work out steps to be fixed with the learners. L <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> L 1.3
1.3 Ability to teach reading, writing and arithmetic as well as other elementary educational contents with person-centred methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Ability to recognize blockades and learning resistances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Ability to reflect blockades and learning resistances together with the participant and to advise him as well as to search for alternative learning strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Professional Competence				
2.1. Experience in the adult education area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Experience with low educated adults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3. Experience in preparing lessons plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Ability to initiate common learning processes with heterogeneous learner groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Ability to recognize, to use and to steer diversity among learner groups in order to strengthen the particular learner and to improve the mutual acceptance of the learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Knowledge of and the ability to use learner-oriented counselling models.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



2.7 Knowledge of intercultural strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8 Ability to create, implement, evaluate and develop further person centred teaching-/ learning strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Methodical Expertise				
3.1 Knowledge of different approaches and methods of literary language acquisition and perception support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Knowledge and the ability to make use of person-centred or biography-oriented methods for the promotion of basic education relevant contents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Ability to accompany learning processes with a student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Ability to offer assistance to learners which is adequate to the participant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Ability to organize a learning environment that is relevant and supporting for the learners needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6 Ability to name and describe a variety of learning styles adult learners might wish to use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7 Knowledge of and ability to make use of participant-adequate project work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.8 Knowledge of and ability to make use of self-directed studying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.9 Knowledge of and ability to make use of PC, learning software and the Internet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Soft Skills				
4.1 Capability of establishing a studying climate based on respect, appreciation and partnership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Capability of understanding the problem definitions and difficulties of the participants and advising them solution-oriented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Personal Competence				
5.1 Ability to reflect and change positively the personal concepts, strategies, cultural stereotypes as well as the attitudes regarding teaching and learning by means of self reflection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for taking your time to answer the questions!

Your TRAIN Project Team

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.