

Professional development of adult basic skills teachers in partner countries

Country: Czech Republic

MACRO LEVEL:

<p>1. What do you think are the top five challenges in your country around the training of adult basic skills teachers?</p>	<p>1. The key issue is to carry out a proper research that will reveal the actual situation. When the facts about poor basic skills among Czech adult population are fully recognised, the next step is a national strategy</p> <p>2. The national strategy which should establish the system of BS training for adults (e.g. within long life learning system)</p> <p>3. The quality of BS training should be of crucial importance, that's why the methodology ought to be systematically supported</p> <p>4. Promotion of BS among population – people should not be stigmatized when admitting that they do not have sufficient BS</p> <p>5. Candidates for teacher trainers should be chosen from those who can reflect specific aspects of teaching adult as well as teaching basic skills.</p>
<p>2. Do you have the support of your government? Is there a national policy?</p>	<p>Although from time to time there is a recommendation from Ministry of Education that tries to support development of key skills or competences, there is no significant pressure on any institution to do so systematically. The national policy is focused on key skills at primary and secondary schools. However, the PIAAC research, which is being carried out, can make the difference when the results are out so ideally the adults who did not or could not acquire BS at schools would get appropriate chance.</p>

<p>3. Is there a statutory entitlement to adult basic education?</p>	<p>Basic Skills are more or less embodied into key competences and are a big issue at schools – the whole educational system is now being reformed, after primary and secondary level, the reform of tertiary education is going to be launched. Some aspects of BS are already included in the National Qualification Frame though.</p>
<p>4. What are the employment prospects for trainee teachers? What conditions would they work in?</p>	<p>Employment conditions / volunteering / how attractive is the role?</p> <p>Volunteering is still relatively rare in the Czech Republic. The most of training which is done is either commercial (usually paid by employer) or provided free (EU funds)</p> <p>Motivation of lecturers differs. Some just want to pass their experience and knowledge, for others teaching adults is another step of their career or it can sometimes be a well paid job.</p> <p>Development of basic skills can enrich the whole branch of teaching adults and it can stimulate demand for good teachers.</p>
<p>5. Are basic skills seen as separate subjects or one single subject?</p>	<p>Reading, writing, numeracy, ICT, second language etc.</p> <p>In the curricula framework basic skills are embodied into even bigger group of 8 key competences and it is not clear whether basic skills will be seen as separate subject or will not be divided within the national strategy.</p>
<p>6. Is there a national requirement for teachers of adults to have a qualification to teach adults? (separate from school teaching qualifications?)</p>	<p>No, however, the courses which are accredited by Ministry of Education require certain proficiency of teachers / lecturers (formal education, experience)</p>
<p>7. Is there a requirement for teachers to have a subject specific qualification?</p>	<p>Literacy/numeracy etc</p> <p>No, it is up to the organization providing training to decide whether a teacher has a sufficient experience and proficiency to do the job. On the other hand the more experienced and educated the teacher is, the better the odds of getting accreditation are.</p>
<p>8. What are the qualifications?</p>	<p>Usually the lecturers who teach BS are teachers from various</p>

	<p>types of schools. Some are experts who passed teaching skills courses (in theory they could study pedagogics at university). The teaching skills courses are not centralized; they can be accredited by Ministry of Education or there is the ISO certification</p>
9. How long does it take to qualify as a adult basic skills teacher?	<p>The basic teacher training takes 120 hours. It is meant for experts who want to teach. There is also an accredited course (100 hours) for lecturers and it is again focused on the development of their presentation skills not their knowledge and proficiency.</p>
10. What levels are required from adult basic skills teachers?	<p>Use EQF – usually level 6</p>
11. What are the entry requirements for trainee teachers?	<p>What do trainee teachers need to know to be accepted on a training course (qualifications, subject knowledge, prior teaching qualifications, Accreditation of Prior Learning?)</p> <p>As there is no system of BS training, trainee teachers are usually teachers who are able to see the demand for BS (which is usually the part of the subject they teach) and they are also able to teach adults.</p> <p>For example our colleague who teaches ICT basic skills (although it is not called like that) studied pedagogical faculty and used to work at primary school for 10 years. While teaching there, she had some further education (CPD courses) and started to share her examples of good practice with other teachers. Later on she passed the lecturer course and started to teach adults and teachers.</p>
12. Are the entry requirements based on national standards?	<p>The system of national standards has not been made yet, so no specific qualification is required.</p>
13. Is there a distinction made between ITT / CPD?	<p>Please explain</p> <p>ITT in the Czech Republic is the education provided by</p>

	<p>secondary schools and universities. Graduates get qualification to work with children and teenagers. Although the needs of students and adults can be very similar, the whole approach to students and adults is different.</p> <p>CPD aims at the development of professional skills and knowledge in particular branches. The system of CPD varies in accordance to specifics of each branch.</p>
14. Who delivers the training for adult basic skills teachers?	<p>Universities? Private trainers?</p> <p>Both. There can also be a non-profit organizations, and institutions founded by regional authorities.</p>
15. Who are the teacher trainers?	<p>Are there any qualifications?</p> <p>They are usually teachers with certain experience.</p>
16. Assumption of learners / contexts that the trainees will teach?	<p>Trainees have to be very flexible and prepared for individual needs of the people they will work with (for example some clients may expect from ICT basic skills training just ability to work with particular programs such as MS Word while others may require more complex training)</p>
17. Who pays for the training?	<p>Typically employers pay for the training. There are many courses paid by EU funds though.</p>
18. Do you also have non-formal/unaccredited professional development/training?	<p>Give examples / links</p> <p>Yes, there are courses focused on particular aspects of BS. These courses can be provided by any educational institution in the Czech Republic.</p>
19. Recruitment? Marketing of courses? Incentives?	<p>Give examples / links</p> <p>The marketing is up to every educational institution. There is no systematic support of BS development so promotional strategies may differ.</p>

Issues to be treated during partner meetings

1. What is the nature of assessment on courses? How is training assessed?	Practical teaching observations?
2. What is the balance / connection between theory and practice?	
3. What is the curriculum design?	Length, shape, delivery? Flexible delivery? Use of ICT?
4. What is the content of the curriculum?	What do teachers need to know? What is generic and what is specific to different subjects / contexts?
5. What is included within adult basic skills?	
6. Teacher training methodology – how do trainers train teachers?	Give some examples
7. Should we train generic basic skills teachers and/or prepare teachers for specific contexts (workplace, family learning, prison etc.)?	How to contextualise?