

Professional development of adult basic skills teachers in partner countries

Country: Scotland

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>The top five challenges in Scotland are:</p> <ul style="list-style-type: none"> • No requirement for teaching qualifications • Developing a professional development framework which meets the needs of a diverse range of professionals drawn from the voluntary, community learning and development, college, training and higher education sectors. • The current part-time, temporary status of many tutors. • The lack of a pool of experienced adult literacies tutor trainers with relevant knowledge of teaching strategies • Development of appropriate funding mechanisms
<p>2. Do you have the support of your government? Is there a national policy?</p>	<p>Yes, we operate within a new national Scottish Government Agency; Education Scotland. There is a national policy Adult Literacies in Scotland 2020 (Strategic Guidance) which sits within an overall Literacy Action Plan.</p>
<p>3. Is there a statutory entitlement to adult basic education?</p>	<p>No</p>
<p>4. What are the employment prospects for trainee teachers? What conditions would they work in?</p>	<p>The employment prospects for trainee teachers are not good. They tend to be employed on temporary contracts which offer very few hours.</p>
<p>5. Are basic skills seen as separate subjects or one single subject?</p>	<p>Literacy and Numeracy are intertwined as Adult Literacies. ICT tends to be embedded within Adult</p>

	Literacies.
6. Is there a national requirement for teachers of adults to have a qualification to teach adults (separate from school teaching qualifications)?	No
7. Is there a requirement for teachers to have a subject specific qualification?	No
8. What are the qualifications?	N/A The following qualifications are available: <ul style="list-style-type: none"> • Professional Development Award: Tutoring Adult Literacies • PGDE (Adult Literacies)
9. How long does it take to qualify as an adult basic skills teacher?	N/A
10. What levels are required from adult basic skills teachers?	N/A
11. What are the entry requirements for trainee teachers? What do trainee teachers need to know to be accepted on a training course (qualifications, subject knowledge, prior teaching qualifications, Accreditation of Prior Learning)?	2 years experience or the PDA: Introduction to Tutoring in Adult Literacies Learning
12. Are the entry requirements based on national standards?	No
13. Is there a distinction made between ITT / CPD?	This distinction is currently being developed within a new Professional Development Framework
14. Who delivers the training for adult basic skills teachers?	The training is by Scottish Qualification Authority centres offering Professional Development Awards in Adult Literacies Tutoring and by Universities offering the PGDE (Adult Literacies)
15. Who are the teacher trainers?	They are university and college lecturers and community learning and Development /voluntary sector/training provider's staff.

16. Assumption of learners / contexts that the trainees will teach?	The contexts vary greatly from community setting to supporting literacies in higher education settings
17. Who pays for the training?	The training is paid by individuals/ local authorities/employers.
18. Do you also have non-formal/unaccredited professional development/training?	Yes this is often development at a local level in the 32 local authority led Adult Literacy and Numeracy Partnerships. National support is also offered through national events and conferences, websites, networks and specialist courses.
19. Recruitment? Marketing of courses? Incentives?	Recruitment occurs at both local and national levels and advertised via Adult Literacies Key Contacts meetings and newsletters.