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Competences of Teacher Trainers

In this list competences education are formulated for teacher trainers in training courses for professional teachers in basic skills education. This list of competences is corresponding with the list of competences for professionals and non-professionals, developed in the SEA-project.

Most of the competences are formulated on a meta level of the competence that has to be acquired by the teacher himself. The competences of the teacher trainer are formulated as "having insight and knowledge in" and "being able to transfer this insight and knowledge to". Specific competences for teacher trainers are added to the list, sometimes in combination with a related competence formulated on a meta-level. For example: when a competence on meta level is "can train teachers in basic skills education to formulate realistic and achievable learning goals in basic skills education" , the specific competence for teacher trainers is "can work with realistic and achievable learning goals in teacher training courses".

The meta-level competences are the a-numbers, the specific competences for teacher trainers are the b-numbers.

In line with the other lists of professionals and non-professionals the competences for teacher trainers are all ideally necessary.

Corresponding number with competences for professionals and non-professionals	Competences of teacher trainers, training professional teachers in basic skills education
	A. GENERAL PEDAGOGY / ANDRAGOGY AND DIDACTICS
A-1a	Has insight and knowledge in creating a learning environment based on principles of adult pedagogy/andragogy for the lower educated and use teaching methods consistent with adult pedagogy and is able to transfer this insight and knowledge to teachers in basic skills education.
A-1b	Can create a learning environment based on principles of adult pedagogy/andragogy and uses methods consistent with adult pedagogy in teacher training courses.
A-2	Has insight and knowledge about anthropological, sociological, psychological and pedagogical/andragogical aspects that influence learning of adults and can transfer this insight and knowledge to teachers in basic skills education.
A-3	Has insight and knowledge about methods and instruments to strengthen self-confidence of basic skills learners and can transfer this knowledge to teachers in basic skills education.
A-4	Has insight and knowledge about methods and instruments to strengthen basic skills learners ability to learn and can transfer this knowledge to teachers in basic skills education.
A-5	Encourages a critical, questioning learning attitude.
A-6	Has insight and knowledge in psychological and physical obstacles to learning such as dyslexia, dyscalculia, PTSD and physical obstacles and about treatment of such obstacles and is able to transfer this insight and knowledge to teachers in basic skills education.
A-7	Has insight and knowledge about tools to facilitate and promote the participation in society of learners in basic skills education and can transfer this knowledge to teachers in basic skills education.

A-8	Has insight and knowledge about the factors relating to the second language learners situation in their new home country which may affect the content and progress of their studies and can transfer this insight and knowledge to teachers in basic skills education who work with second language learners.
A-9a	Can train teachers in basic skills education to formulate realistic and achievable learning goals in basic skills education.
A-9b	Can work with realistic and achievable learning goals in teacher training courses.
A-10	Has insight and knowledge about teaching methods and materials suitable for adults in basic skills education and can transfer this knowledge to teachers in basic skills education.
A-11a	Has insight and knowledge in methods that facilitate the active participation of learners in basic skills education and allows them to contribute with their own personal experience and competences in everyday life. Can transfer this insight and knowledge to teachers in basic skills education.
A-11b	Facilitates active participation of students in teacher training courses for teachers in basic skills training and allows them to contribute with their own experiences and competences, developed as well as in work as in their everyday life.
A-12a	Has insight and knowledge about the role of motivation in learning processes and how to arrange a continuous dialogue with learners in basic skills education about what motivates them and can transfer this insight and knowledge to teachers in basic skills education.
A-12b	Can have a continuous dialogue with students in courses for teachers in basic skills education about what motivates them.
A-13	Has insight and knowledge how to facilitate second language learner's use of mother tongue skills as a support in learning the target language and can transfer this insight and knowledge to teachers in basic skills education.
A-14a	Has insight and knowledge about materials that challenges the learners in basic skills education and can transfer this insight and knowledge to teachers in basic skills education.
A-14b	Can choose materials for teacher training courses for teachers in basic skills education that challenges the teachers.

A-15	Has insight and knowledge about the importance of showing proper respect for the adult person in basic skills education and can transfer this insight and knowledge to teachers in basic skills education.
A-16a	Has insight and knowledge in the different purposes of instruments for diagnosis and testing of learners in basic skills education for the basic skill he is teaching and can transfer this insight and knowledge to teachers in basic skills education.
A-16b	Can use tools for diagnosis and testing for students in teacher training courses for teachers in basic skills education.
A-17a	Has insight and knowledge in ict-materials and current digital tools and media, such as smartphones, tablets and interactive whiteboards and how they can be used basic skills education and can transfer this insight and knowledge to teachers in basic skills education.
A-17b	Uses current digital tools and media, such as smartphones, tablets and interactive whiteboards and can use them in teacher training courses.
A-18a	Has insight and knowledge of group dynamics in basic skills education and can transfer this insight and knowledge to teachers in basic skill education.
A-18b	Has insight and knowledge of group dynamics in teacher training courses and can use this insight and knowledge in his teacher training courses for teachers in basic skill education.
A-19a	Has insight and knowledge of influences of multiculturalism and diversity in learning processes in basic skills education and how to deal with it. Can transfer this insight and knowledge to teachers in basic skills education.
A-19b	Has insight and knowledge of influences of multiculturalism and diversity in learning processes in teacher training and can deal with it.
A-20	Has insight and knowledge on theories about learning processes and can transfer this insight and knowledge to teachers in basic skills education.
A-21a	Has insight and knowledge about methods, instruments and goals to chart and analyze the progress of learners in basic skills education and can transfer this insight and knowledge to teachers in basic skills education.
A-21b	Can chart and analyze the progress of students in teacher training courses for teachers in basic skills education.

A-22a	Has insight and knowledge in the development of curricula for basic skills education and how to divide them into modules, learning periods and learning sessions and can transfer this insight and knowledge to teachers in basic skills education.
A-22b	Can develop the curricula for teacher training courses for teachers in basic skills education and knows how to divide them into modules, learning periods and learning sessions.
A-23a	Has insight and knowledge about designing tailor-made programs based on intake, testing and diagnosis for learners in basic skills education and can transfer this insight and knowledge to teachers in basic skills education.
A-23b	Can design a tailor made program based on intake, testing and diagnosis for students in teacher training courses for teachers in basic skills education.
A-24	Has insight and knowledge about the similarities and differences between written language development for children, young people and adults in the first and second language and can transfer this knowledge to teachers in basic skills education.
B	CONTENT KNOWLEDGE FOR TEACHING BASIC SKILLS TO ADULTS
B-1	Has knowledge of and insight in national or regional standards and competence goals in: <ul style="list-style-type: none"> • Literacy • And/or numeracy • And/or digital skills and/or oral competences, and is able to transfer this insight and knowledge to teachers in basic skills education.
B-2	Has knowledge of folio and digital methods and materials available for: <ul style="list-style-type: none"> • Literacy • And/or numeracy • And/or digital skills and/or oral competences, and is able to transfer this insight and knowledge to teachers in basic skills education.
B-3	Has knowledge of instruments of diagnosis and testing available for:

	<ul style="list-style-type: none"> • Literacy • And/or numeracy • And/or digital skills <p>and/or oral competences, and is able to transfer this insight and knowledge to teachers in basic skills education.</p>
C	THE PROFESSIONAL SELF
C-1	Can plan and organize his work.
C-2	Can reflect systematically on his own practice, learning and development.
C-3	Has a critical, questioning learning attitude.
C-4	Can use commonly used digital tools and programs for professional purposes.
C-5	Is a fully autonomous lifelong learner himself.
C-6	Needs to know when to turn to other experts for professional consultation.
C-7	Can give and receive feedback and function in peer review meetings.
C-8	Has outstanding competences in the basic skills he is teaching.
C-9	Can establish and maintain good relations with students, colleagues and other professionals within the workfield.
C-10	Can establish and maintain good relations in the environment of adult education: for example with policy makers, partners, employers.
C-11	Has knowledge about legislation and policy in the field of adult education.