Monika Tröster

Results of Country Specific Reports on Scientific Research in Adult Literacy

SEA –
Specialisation for European Teachers of Basic Skills for Adults
2nd Project Meeting
AÇEV
3rd and 4th April 2014, Istanbul/Turkey

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Content

- **Introduction**
- **Professional development of basic skills teachers**
- **Competences for teachers of adult basic skills**
- **Overview: Country specific examples**
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The EU High Level Report on Literacy states that

"...it is clear that high-quality teachers and teaching lead to better learning outcomes, including literacy performance."

National Research and Development Centre
for adult literacy and numeracy

Research review

A literature review of research on
teacher education in adult literacy,
numeracy and ESOL

Tom Morton, Centre for Language Education
Research, University of Leeds
Terry McGuire, University of Limerick
Mike Baynham, Centre for Language Education
Research, University of Leeds

December 2006

NRDC 2006 (Morton et.al)
Review on teacher education
programmes:
BELIEFS
FRAMEWORKS
KNOWLEDGE BASE
SUBJECT KNOWLEDGE
THEORY AND PRACTICE
STAGES OF LEARNING TO TEACH
ACTIVE LEARNNG
TYPE OF ACTIVITY AND CONTEXT

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BELIEFS

Teacher education programmes should provide opportunities for teachers to explore their own beliefs and values relating to what and how they teach in the context of teaching adult literacy, language or numeracy.

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FRAMEWORKS

Teacher education programmes should provide access to conceptual frameworks which will allow trainees to articulate their own perspectives on learning and teaching, and to reflect critically on the wider institutional, policy, social and cultural issues that enable or constrain their practice.

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KNOWLEDGE BASE

Teacher education programmes should be based on what is known about how adults learn, both in terms of the pedagogies that participants will use with their own learners, and in terms of their own lifelong learning as adult educators.

SUBJECT KNOWLEDGE

Teacher education programmes should address the need for trainees to have rich, flexible networks of subject matter knowledge, but should not assume that raising the level of subject matter in syllabuses on its own will have a direct effect on practice.

THEORY AND PRACTICE

Teacher education programmes should move away from an 'application of scientific knowledge' approach. They need to take into account the strong influence of context on learning, and should avoid assuming that knowledge is first 'learned' in one context before being used in another

STAGES OF LEARNING TO TEACH

Teacher education programmes should be designed with an understanding that gaining expertise in teaching is a process, and teachers have to pass through various stages. Teacher learning should be seen as a career-long process.

ACTIVE LEARNING

Teachers should 'be taught as they are expected to teach' by taking part in practical professional development activities which not only support their acquisition of relevant subject matter knowledge, but help them to 'see' the subject from their learners' point of view.

TYPE OF ACTIVITY AND CONTEXT

Teacher education programmes should expose teachers to a wide range of types of professional development activity.

Professional basic skills teachers need to develop competence in teaching in less formal arenas than a traditional classroom

TRAIN

Professionalization of Literacy and Basic Education –
Basic Modules for Teacher Training (2006-2008)
specify five categories of competences:

- professional competence
- skills and abilities
- methodical expertise
- soft skills
- personal competence

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CHARTER

TUTOR TRAINING FOR THE SELF-DETERMINATION OF LITERACY LEARNERS

eur-alpha

EUR-Alpha –
European Network for Adult
Literacy and Numeracy

Guidelines concerning
- roles
- attitudes
- and methodologies
(2012)

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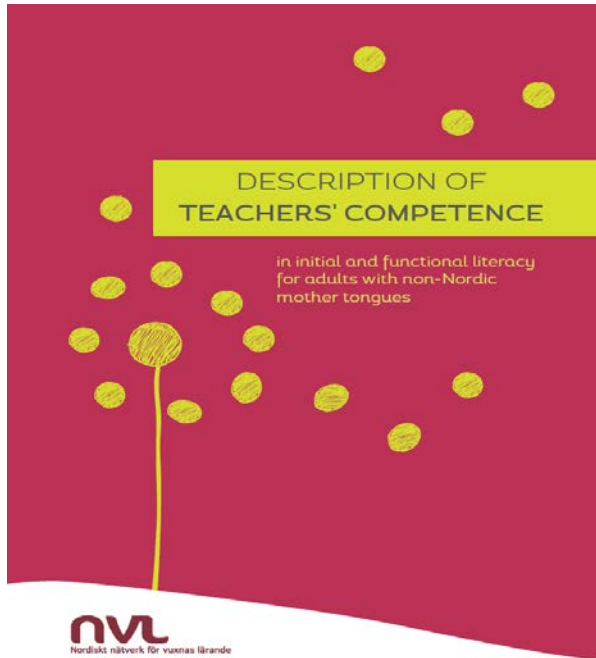
**Alfarådet
The Nordic Adult
Literacy Network
(2013)**

**Description of Teachers'
Competence**
Each area is subdivided into:
• knowledge
• skills and actions

Competences for teachers of adult basic skills

1. **Literacy in a Global, Local and Individual Perspective.**
Theoretical and didactic aspects and approaches

2. **Adult Formal Learning in a Creative and Critical Learning Environment**
Based on teachers' reflective practice and learners' learning goals

3. **Materials for Adult Learning**
Multimodal, up-to-date and challenging

4. **Teaching Oral Communicative Competence without Written Support**
to Adult Second-Language Learners

5. **Initial and Functional Literacy**
for Adult Second-Language Learners

6. **Basic Everyday Mathematics (Numeracy)**
for Adult Second-Language Learners

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Overview: Country specific examples

Classified into:
Research / Competences / Trainings / Materials

Results:

Number of all examples: 28 (3)
Including research: 7   (1)
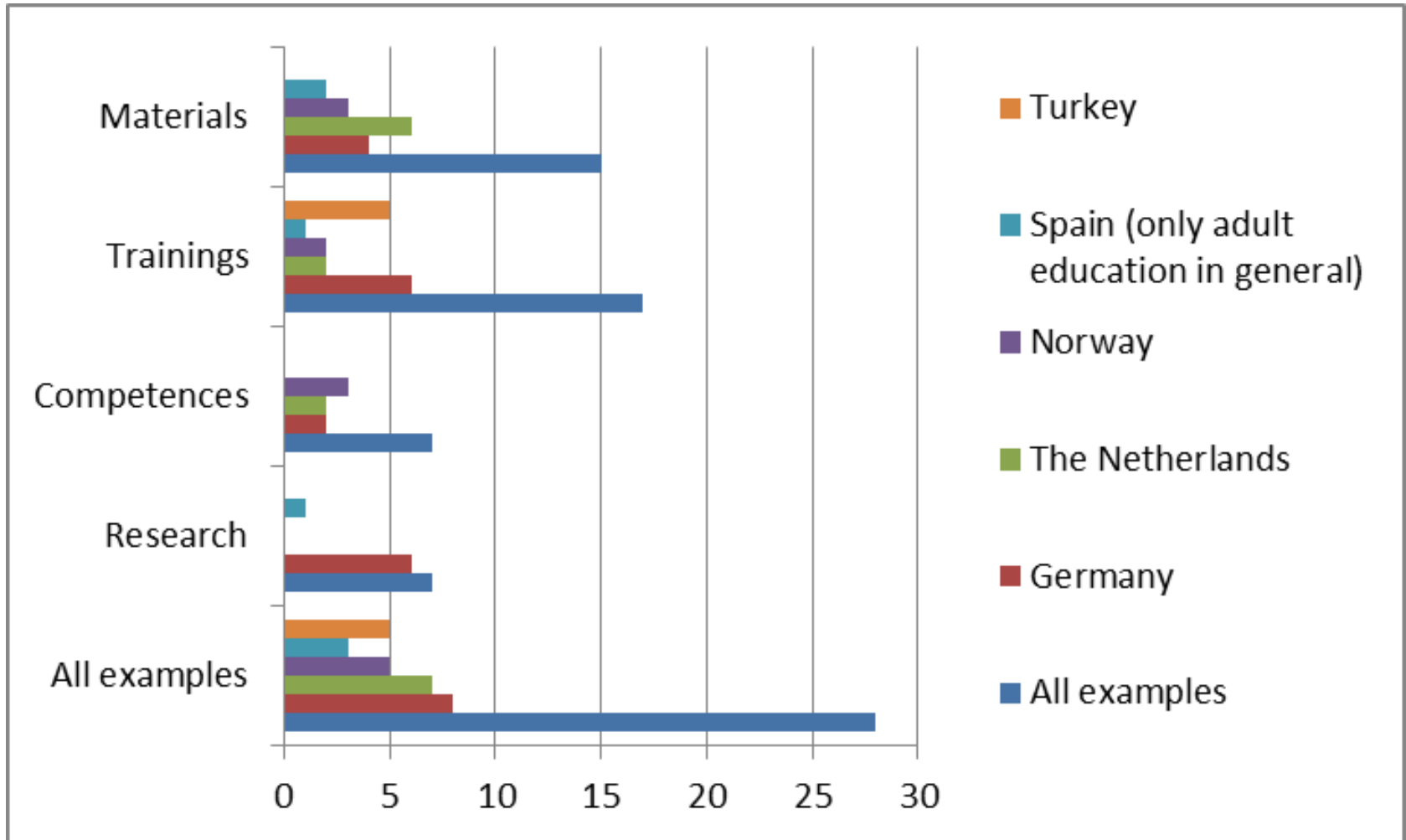**Including competences: 7**
Including trainings: 17 (1)
Including materials: 15 (2)

Remark:
All examples from Spain (3) concern only adult education in general

Results regarding the different countries:

Open questions

- **Has there been any research/evaluation on the other examples, which isn't mentioned in the description, for example was there any research to develop the curricula?**

- **Description of competence profiles – what are the similarities and what are the differences?**
  - **How have the competence descriptions been developed and how are they used?**
  - **Can we compare the definitions of the competences in the different projects/programmes and countries?**
  - **On which understanding of competences base the trainings e.g. in Turkey and Spain?**

- **What kind of research do we need in order to strengthen the professionalization of teachers/trainers in adult literacy?**

References

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Thank you for your attention!

Monika Tröster