



National Research and Development Centre
for adult literacy and numeracy

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

BASKET: London
27 February 2012



National Research and Development Centre
for adult literacy and numeracy



The report includes literature on teacher education in the related subject areas of English as a second and foreign language and mathematics teaching, as well as broader relevant literature on generic post-16 teacher education. The literature reviewed refers to work on all types of professional development relevant to the needs of teachers of adult literacy, numeracy and ESOL: primarily initial teacher education (ITE) programmes, but also includes continuing professional development (CPD).

http://www.nrdc.org.uk/publications_details.asp?ID=79#



National Research and Development Centre
for adult literacy and numeracy

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.



National Research and Development Centre
for adult literacy and numeracy

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.



National Research and Development Centre
for adult literacy and numeracy

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.



National Research and Development Centre
for adult literacy and numeracy

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.



National Research and Development Centre
for adult literacy and numeracy

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.



National Research and Development Centre
for adult literacy and numeracy

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.



National Research and Development Centre
for adult literacy and numeracy

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, and licensing of newly qualified teachers should ensure an extended period of structured education and development following initial training.



National Research and Development Centre
for adult literacy and numeracy

ACTIVE LEARNING

Teacher education programmes should ensure that trainees are taught as they are expected to teach using 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.



National Research and Development Centre
for adult literacy and numeracy

MENTORS

Teacher education programmes should recognise the crucial role of mentor teachers. Courses to develop mentoring skills are important, as being an experienced teacher does not mean that one is necessarily a good mentor of novice teachers.



National Research and Development Centre
for adult literacy and numeracy

TYPE OF ACTIVITY

Teacher education programmes should expose teachers to a wide range of types of professional development activity. However, the type of professional development activity may be less important than features of the activity such as length of time, possibility of collaboration and whether or not staff from the same teaching programme are attending.



National Research and Development Centre
for adult literacy and numeracy

IMPACT

Teacher education programmes should meet the challenge of developing adequate measures of impact particularly impact on learner outcomes.



National Research and Development Centre
for adult literacy and numeracy

The cover of a research review report. It features a dark red header with the NDRDC logo and name. Below the header is a photograph of three women smiling and looking at something together. The title and authors' names are printed in white text on a light grey background. At the bottom, there are logos for the Institute of Education (IOE) and the European Union (EU) with the text 'Leading education and social research' and 'ESF UK'.

http://www.nrdc.org.uk/publications_details.asp?ID=79#