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for adult literacy and numeracy

# **Adult basic skills teacher training in England**

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# Four decades of development (and a quiz...)

- Changing patterns of initial teacher education
- Teacher qualifications and formal requirements
- Continuing professional development
- Subject-specific knowledge



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## In the 1970s...

- Growth of adult basic skills programmes in England
- Development of professional development activity to share expertise and learn from each other
- Emergence of training to equip new practitioners



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## In the 1980s...

- Growing levels of professionalism
- Variety of qualifications and expectations
- Subject-specific teacher qualifications, some up to masters level, but not recognised by government as qualified teachers
- Separate, recognised post-16 Teaching Certificate for teachers of all subjects



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## In the 1990s...

- Emergence of national system for vocational qualifications, competence-based
- Subject teaching qualifications from 1980s discontinued
- Replaced by standardised suite of lower level, shorter qualifications (often only 30 hours)
- Matching set for Literacy/Numeracy/ESOL



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## The Skills for Life era

- New government regulations
- All post-16 teachers to have teaching qualifications (took effect in 2001)
- Teachers of adult literacy, numeracy and ESOL to have subject specific qualifications (introduced in 2002-3)
- Full professional qualifications, approx one year fulltime or 2 years part time study



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## **2007 review of teacher qualifications**

- Review of national teaching standards
- Integration of literacy/numeracy/ESOL subject specifications
- DTLLS, CTLLS and PTLLS
- New integrated qualifications for teachers of English (literacy) and Mathematics (numeracy)



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## Literacy teacher education

- Includes more than generic skills in teaching adults: learning how to to work with adults who have not previously succeeded in decoding text, for example.
- Trains people to develop the means of communication by which all the other subjects are taught (speaking/listening/reading/writing).
- Needs subject-specific pedagogical content – simply being a literate adult does not make someone a professional literacy teacher.





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## To quote the NRDC 2006 review of research on teacher education

“Literacy/numeracy/ESOL teachers need to be taught as they are expected to teach by taking part in practical professional development activities which help them ‘see’ the subject from their learners point of view”



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