STRUCTURE OF THE PROFILES

The Profiles represent accomplished adult literacy teachers' professional skills, knowledge and behaviours within a two dimensional grid. The first dimension is professional knowledge in terms of dispositions, understandings and skills. The second is professional orientation to education in a context where adults from many different linguistic, cultural and educational backgrounds are developing literacy competence for multiple purposes determined by them.

The Profiles describe the complex roles adult literacy teachers assume when providing an inclusive teaching and learning environment that maximises opportunities for adults to realise their individual potential and the goals they have for their learning.

There are 27 Profiles in all. Of these, 9 can be taken as core, and are bolded in the table inside.

USE OF THE PROFILES

The Profiles can be used to advocate for adult literacy as a distinctive field and to establish the importance of having accomplished adult literacy teachers within an educational setting and the broader community.

The Profiles can inform the professional development of specialised adult literacy teachers and contribute to building and maintaining the quality of the professional courses teachers undertake.

CONTACT

Contact details for the ACAL committee and state adult literacy and numeracy councils are available on the ACAL website www.acal.edu.au. ACAL can also be contacted at info@acal.edu.au.

WHAT IS ACAL?

The Australian Council for Adult Literacy promotes adult literacy and numeracy policy and practice.

- we provide leadership in Australian debate on adult literacy and numeracy practices and policy

- we build understanding of adult literacy and numeracy issues

- we advocate on behalf of equitable adult literacy and numeracy provision for all Australians

- we build links between people, organisations and systems; the participants and stakeholders in the adult literacy and numeracy field

- we work with other organisations on issues of mutual concern.

HOW DOES ACAL WORK?

ACAL coordinates representation of the adult literacy and numeracy fields at the national and international levels, in conjunction with each of the state and territory adult literacy and numeracy councils which make up the membership of ACAL.

Representatives of these associations form the ACAL Executive Council. The four officer bearers are elected annually by the Council from its membership.

WHAT DOES ACAL DO?

The Australian Council for Adult Literacy promotes adult literacy and numeracy policy and practice.

- we provide leadership in Australian debate on adult literacy and numeracy practices and policy

- we build understanding of adult literacy and numeracy issues

- we advocate on behalf of equitable adult literacy and numeracy provision for all Australians

- we build links between people, organisations and systems; the participants and stakeholders in the adult literacy and numeracy field and

- we work with other organisations on issues of mutual concern.

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PROFILES FOR ADULT LITERACY TEACHERS

The Australian Council for Adult Literacy (ACAL) is the national professional body representing teachers of literacy to adults in Australia. ACAL has initiated the development of a set of Profiles for adult literacy practitioners in Australia.

The Profiles reflect the professionalism required of adult literacy practitioners and the complex nature of literacy teaching. They accompany and build on generalist teaching competencies.

The Profiles are set out in a table on the inside of this brochure, and can also be found at the ACAL website.

www.acal.edu.au

	DISPOSITIONS	UNDERSTANDINGS	SKILLS
	What do accomplished Adult Literacy teachers need to be?	What do accomplished Adult Literacy teachers need to 'know'?	What do accomplished Adult Literacy teachers need to 'do'?
	Accomplished Adult Literacy teachers	*Accomplished* Adult Literacy teachers	*Accomplished* Adult Literacy teachers
Orientation to diverse language practice	• value and respect the diverse socio-linguistic practices learners bring to learning • **recognise the part played by language practice in establishing and maintaining social and cultural identity** • fully recognise that language practice is implicated in the learners' first experience of education and literacy learning • recognise the collective nature of many numeracy practices in everyday life in the workplace and the community	• **identify the features and understand the implications of educational systems that contribute to failed literacy learning** • are familiar with and can critique existing provisions, policies, theories and curriculum and assessment frameworks • understand how learners' experiences, knowledge and prior learning shape their present learning and development • critique the role of language and literacy practices in society, and how they shape and are shaped by social change	• **provide systematic and sustained evidence to learners of their capacity to learn successfully** • identify issues or concerns in current and previous provisions to provide explanations to learners for possible past failure • respond to and incorporate learners' experiences and aspirations by developing appropriate teaching and learning activities
Orientation to adult education	• recognise that adults bring a wealth of skills and knowledge to formal learning • **recognise that adults learn best when the learning is purposeful and related to the individual's goals and motivation for learning** • recognise the value of interpersonal relationships in the learning environment • value the knowledge and skills gained by adults through informal, non-formal and formal education	• know how to recognise and describe existing cognitive and literacy capacities and skills brought by adult learners to the learning environment • **know how to design learning experiences that utilise the texts and discourses that learners need to accomplish their everyday and educational goals** • know how to structure interactive learning activities that promote trust and generate self-confidence in learners	• assist learners to identify achievable outcomes for the development of their literacy skills • **incorporate the learners' ideas for the delivery of courses and activities to teach and assess the skills that are relevant to each learner's purposes for learning** • appropriately recognise and celebrate the skills that learners are demonstrating as a means of engendering well-founded confidence in learning • ensure that the learning experience both extends and challenges the learners to new knowledge and skills
Orientation to Adult Literacy Teaching Practice	• **are prepared to learn from learners and reflect on the means of incorporating learner feedback into program design and delivery** • value diverse and relevant theories, and how they inform methodologies, resources, technologies and teaching activities • recognise the importance of making opportunities to provide valid, positive feedback to learners on all aspects of their learning	• understand the complexity of the relationship between forms of spoken language and written systems • **know how to teach reading and writing skills to people who present with minimal, superficial or partial existing skills** • know how to adapt teaching to the particular needs of learners and the skills they have already mastered or partially learnt • stay current in relevant pedagogical research to inform their teaching	• **scaffold learners' literacy learning through appropriate teaching interaction, negotiation, teaching strategies, activities, materials and assessment** • utilise texts and contexts that are familiar and significant to learners to develop the literacy skills they need to develop autonomy and power • ensure that learners recognise their achievements and provide timely and appropriate recognition of skills.