

STRUCTURE OF THE PROFILES

The Profiles represent accomplished adult numeracy 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 numeracy competence for multiple purposes determined by them.

The Profiles describe the complex roles adult numeracy 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 numeracy as a distinctive field and to establish the importance of having accomplished adult numeracy teachers within an educational setting and the broader community.

The Profiles can inform the professional development of specialised adult numeracy 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?

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PROFILES FOR ADULT NUMERACY TEACHERS

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

The Profiles reflect the professionalism required of adult numeracy practitioners and the complex nature of numeracy 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 What do accomplished Adult Numeracy teachers need to be? <i>Accomplished Adult Numeracy teachers</i>	UNDERSTANDINGS What do accomplished Adult Numeracy teachers need to 'know'? <i>Accomplished Adult Numeracy teachers</i>	SKILLS What do accomplished Adult Numeracy teachers need to 'do'? <i>Accomplished Adult Numeracy teachers</i>
Orientation to diverse mathematical practices	<ul style="list-style-type: none"> value and respect the socially, culturally and technological diverse mathematical practices learners bring to learning recognise the part played by mathematical practices in establishing and maintaining social and cultural identity appreciate the role of affect in numeracy learning, and the impact of mathematics anxiety and phobia on many learners recognise the collective nature of many numeracy practices in everyday life in the workplace and the community 	<ul style="list-style-type: none"> identify the features and understand the implications of educational systems that contribute to failed and/or resistance to numeracy 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 mathematics and statistics in society, and how they shape and are shaped by social change 	<ul style="list-style-type: none"> 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 identify mathematical 'invariants' across different numeracy practices to facilitate transfer of learning across contexts
Orientation to adult education	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> know how to recognise and describe existing cognitive and numeracy knowledge and skills brought by adult learners to the learning environment know how to design learning experiences that utilise the physical, digital and symbolic tools and resources 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 	<ul style="list-style-type: none"> assist learners to identify achievable outcomes for the development of their numeracy 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 Numeracy Teaching Practice	<ul style="list-style-type: none"> 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 are prepared and have strategies to extend their own mathematical knowledge that can inform their teaching 	<ul style="list-style-type: none"> understand the complexity of the relationship between language, culture and mathematics learning know how to teach numeracy 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 	<ul style="list-style-type: none"> scaffold learners' numeracy learning through appropriate teaching interaction, negotiation, teaching strategies, activities, materials and assessment utilise problems, tasks and contexts that are familiar and significant to learners to develop the numeracy skills they need to develop autonomy and power ensure that learners recognise their achievements and provide timely and appropriate recognition of skills