



Development of the professional adult educator's competences



Nordic seminar on teacher training

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The adult teacher – who is it?



- The folk enlightener
- The general education teacher
- The teacher in vocational education
- The immigrant teacher
- The special education teacher
- The teacher in professional programs
- The educator of HRD
- The teacher in further education
- The university lecturer

The focus is on the interplay between education and workplace



What must an adult teacher be able to do?



An european delphi-study conducted in 2010
40 competences are compared and ranked

The five most important competences are:

- Be open minded
- Create a safe learning atmosphere (not intimidating)
- Assess the learner's needs
- Group management and communication
- Enable learners to apply what they have learned



What is less important?



The five least important competencies:

- › Analyze the learner's learning style and learning capacity
- › Use a suitable body language
- › Be able to provide guidance for further education
- › Be humorous
- › Be extroverted



New perspectives in relation to workplace training



Knowing for doing

- › Be able to communicate one's subject
- › Identify the adult's need to learn
- › Create a safe learning environment
- › Make the learner able to apply what is learned



Being able to communicate one's subject



- › Subject didactics, knowledge of the subject's structure
- › Commitment and belief in the usefulness of what one teach
- › Attach knowledge to the students' experiences
- › Differentiation according to the participants' qualifications and expectations



The need for learning



- › What should be changed in practice? What must I do better?
- › What competences are necessary? What must I learn?
- › Create meaning. How can I integrate my new knowledge?



Safe learning environment



- › Tolerance - Acceptance of diversity
- › Social responsibility - Learn from others' experiences
- › Enhance self-confidence - Positive feedback and mental victories



Applying what is learned - transfer



- › To create identical elements between training and practice
- › To train transfer and avoid relapses
- › To follow the learning into practice - Is the new competence applied?
- › To ensure a transfer environment - What is needed to support use?



How must it be taught?



- › As a part of practice (the teacher as a reflective practitioner)
- › Through supervision and sharing of experiences



References:



- Bernhardson, N. & Lattke, S. (eds) (2011). *Core Competencies of Adult Learning Facilitators in Europe*. Bonn, DE. www.qf2teach.eu.
- Wahlgren, B. (2010). *Voksnes læreprocesser*. København: Akademisk Forlag.



Further knowledge



On NCK's website:

<http://ncfk.dpu.dk>



What must adult teachers know something about(1978)?



Most important

- › Knowledge of adult psychology
- › Knowledge of the adult's needs
- › Knowledge of the teacher's tasks

Least important

- › Knowledge og group dynamic
- › Knowledge of teaching methods
- › Knowledge of practice-based learning



What must the adult teacher master (1978)?



Most important

- › Communicative skills
- › Organise experience pedagogy
- › Support the individual's self-actualization

Least important

- › Being able to develop social relations
- › Being able to get involved
- › Being able to use educational technology



Theses on competence development



- › Learning must lead to change
- › Requires change in attitude and mindset
- › Requires the use of what is learned
- › Meets resistance – requires mastery
- › Requires knowledge of transfer
- › Is promoted by guidance and coaching
- › Quality is ensured by systematic evaluation
- › Is continued by the reflective practitioner
- › Adult educational training is of high structural quality
- › There is need to exchange specific qualified practice