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Conceptual Framework for Pre-service Teacher
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Designing for Learner and Learning Diversity: A Conceptual Framework for Pre-service Teacher Education

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Abstract: Successful engagement with linguistic, cultural and technological diversity is fundamental for learning and teaching in a twenty-first century knowledge society and globalised economy. In the field of pre-service teacher education in Australia, learning diversity is manifested in and through not only the life trajectories of adults-as-learners, but also the organisational conditions under which they choose to become teachers. This paper examines the dimensions of difference impacting on the design of a university course in literacy and numeracy for people intending to teach in diverse education sectors (primary, secondary, vocational and technical); and systems (public and private schools, colleges, workplace and industry training sites). These adults come from diverse socio-economic and cultural backgrounds, with varying educational, work and life experiences. A theoretically informed conceptual framework is then developed to position learners and learning diversity at the centre of course design. The utility of this conceptualisation to engage with the complex connections of meaning about literacy and numeracy among diverse learning communities is also explored. Significant implications for capacity building of pre-service teachers as future knowledge workers are then proposed.

Keywords: Learner and Learning Diversity, Literacy and Numeracy, Pre-service Teacher Education

Introduction

Today's teachers must deal with rapidly changing discipline and pedagogical knowledge; with increasing student diversity; and with new information and communication technologies. These changes demand unprecedented professionalism, and a complex range of knowledge and skills. (Australian Council of Deans of Education, 2005, p. 10)

THIS PAPER INVESTIGATES the ways in which a university course can be designed for a diversity of learners and their diverse ways of learning. It develops a conceptual framework for pre-service teacher education in the context of literacy and numeracy teaching across the curriculum in senior secondary schools, further education and technical colleges. Conceptually, the framework is based on the premise that successful engagement with linguistic, cultural and technological diversity is fundamental for learning and teaching in a twenty-first century knowledge society and globalised economy. At a pedagogical level, what sorts of thinking are useful when designing for adult learners and learning diversity in a teacher education course?

The question is addressed in three parts. First, the notion of engaging learner and learning diversity is explored through two key concepts: multiliteracies (Cope & Kalantzis, 2000) and transformative learning (Cranton, 2002). These concepts form a theoretical framework for course design. Second, the con-

textual framework for learning is examined. This includes both the diversity of adults who become learners and the diversity of learning mentors, modes and sites through which and in which they learn. Third, the challenges and opportunities that this presents for a pedagogy that can embrace such diversity are identified through evidence from the course profile, website and study guide.

Theoretical Work: Engaging Learner and Learning Diversity

Two concepts are used to develop a theoretical framework for engaging learner and learning diversity:

1. multiliteracies (Cope & Kalantzis, 2000); and
2. transformative learning (Cranton, 2002).

Together they provide a framework for teacher education that encompasses: (a) the literacies of sites, systems, sectors and students; and (b) the evolving technologies and the changing social worlds of learning and work in socio-economically and culturally diverse communities.

Multiliteracies

There is more than one 'literacy' and it encompasses the concept of 'numeracy'. This highlights the effects of change as 'new literacies' are learned and used in our daily lives in the twenty-first century. Implicit in this claim is the concept of 'multiliteracies' which some people consider to be a more useful concept

to describe the complex connections of meaning that are generated through varying combinations of spoken, visual and written language and multi-modal communication systems. Literacies are enacted in our personal lives, in our workplace and in our ongoing learning through life. In other words, 'literacies' is a term that is being used to encompass the multiple combinations of language, literacy and numeracy which people use in the worlds of the home and family, workplaces and schools in the twenty-first century.

Previous understandings of 'literacy' are being challenged as 'new literacies' are necessary to navigate through, and make meaning in, a complex, changing world. During the rapidly changing communication landscape of digital technologies in the mid-1990s, Cope, Kalantzis (2000) and their colleagues developed a concept that they called 'multiliteracies' (Kalantzis, Cope & Fehring, 2002; Kalantzis, Cope & Harvey, 2003). Their conceptualisation of multiliteracies emerges from the belief that:

Learning will increasingly be about creating a kind of person, with kinds of dispositions and orientations to the world and not just persons who are in command of a body of knowledge. These persons will be able to navigate change and diversity, learn-as-they-go, solve problems, collaborate and be flexible and creative. Promoting these qualities requires change to assessment and curriculum regimes. (Cope & Kalantzis, 2000, p. 23)

This link to curriculum is significant. It positions diversity at the centre of curriculum design and delivery (including assessment).

In his book on *Teaching Multiliteracies Across the Curriculum*, Unsworth (2001) uses the term 'multiliteracies' in relation to teaching and learning in the various content areas of a school curriculum. He talks about the 'changing dimensions of school literacies' that reflect the changing contexts of text and images in classroom practices. His general intent is to highlight the different discipline-specific literacy demands that constitute the 'literacies' of the school's syllabus-based learning.

Stewart-Dore (2003) proposed a framework for developing multiliteracies to engage with the worlds of schools, workplaces and people's private lives. She has called this framework the 'Developing Multiliteracies Model' and it has four phases: (i) accessing knowledge – by engaging in/with learning; (ii) interrogating meanings – by comprehending critically; (iii) selecting and organising information – through connecting understandings; and (iv) presenting knowledge functionally and critically – thereby synthesising learning.

Multiliteracies offers an approach to knowledge acquisition, retention and enhancement that encompasses both learner and learning diversity. It provides a pedagogy of:

- Situated practice (using the different knowledges, interests and experiences students bring to their teacher education program, in both university and school/college communities of practice);
- Overt instruction (explicitly teaching the underlying patterns in meaning and communication i.e. describing the ways in which theories, models, frameworks and strategies for literacy and numeracy teaching & learning operate among various learning sites and in different content areas);
- Critically framing knowledge (locating and explaining its purpose in particular contexts; reflecting on and testing out own and others' points of view); and
- Transforming practice by using results of overt teaching & critical framing to create new meanings and understandings [about literacy/numeracy in diverse content areas].

(Kalantzis, Cope & Fehring, 2002, p. 2)

This multiliteracies pedagogy is inclusive of linguistic, social and cultural diversities and multimodal technologies. In addition, it is framed as a transformative pedagogy leading to new meanings and understandings.

Perspective Transformation

A conceptual configuration of context, learner/s and process is fundamental to considerations of curriculum design and development, especially for adults.

Some adults are training for jobs that did not exist five years ago, many are changing jobs often, and a growing number are experimenting with alternative job structures ... how an adult processes information from the sociocultural context and even what an adult attends to in the environment, is wrapped up with the developmental concerns of the moment. (Merriam & Caffarella, 1999, p. 398)

Cranton's (2002) work on perspective transformation has extended this idea into the area of formal learning undertaken through institutions. Her conceptualisation builds upon, elaborates and extends earlier notions of Mezirow (1991), with his focus on perspective transformation as personal psychological change; and Friere (1973) who argued that learning should

be a transformative process for emancipation and social change.

Transformative learning has seven facets:

- Activating event (dramatic or incremental; realised or unrealised)
- Articulating assumptions
- Critical self-reflection
- Openness to alternatives
- Discourse
- Revision of assumptions & perspectives
- Acting on revisions

(Cranton, 2002)

Individually and collectively, these facets are used to shape the pedagogy of a course designed to transform adults' assumptions about teaching literacy and numeracy across the curriculum in their respective content (i.e. discipline/trade) areas. Pedagogical possibilities are also influenced by the diverse professional, organisational, and personal differences encountered in teacher education.

Designing for Diverse Dimensions of Difference

Designing for diversity in a formally assessed and accredited university course begins with identifying the dimensions of difference that frame the ways in which complex connections of meaning are to be generated and shared. In this section, two dimensions of difference are explored: organizational and personal. A challenge for course design in this context is to work with these dimensions of difference.

Communities of Practice in a Distributed Learning Environment

In this course, there are complex connections of meaning (Cannings & Stager, 2003; Wenger, McDermott & Snyder, 2002) that illustrate the diversity of activities, technologies, sites and partnerships involved in the communities of university and school. In designing the course, it was necessary to work with two communities of practice: the university community and the professional practice community of the school or college. The university community consisted of fellow university student, lecturers and other staff involved in the teacher preparation program. The professional practice community at the schools or colleges consisted of mentor teachers supervising professional learning experiences, the school/college students, other teachers and staff, parents and other members of the school/college community.

On the one hand, it could be argued that these two communities of practice occur naturally i.e. the

schools/colleges and university already existed as distinct communities in which and through which distinct knowledges were co-created and disseminated. On the other hand, for the purposes of course design and delivery, there is indeed an element of management organization around the construction of these two communities with respect to their particular constituencies, responsibilities and purposes for existence within society.

In the context of the university community, the notion of 'distributed learning' has emerged from the fields of online or e-learning, open and distance learning, external or distance education, multi-modal and/or flexible delivery. Cannings and Stager (2003) coined the term 'distributed learning' as a way of responding to the potential for learning using distributive resources (i.e. people and technologies). Distributed learning is "shaped by a community of practice of learners, teachers and practitioners"; and it

offers opportunities to adjust the place and time for learning; increase social interaction between learners, experts and teachers; enable learners to study subjects of their choice based on need and interest level, not merely age or geographic location. (Cannings & Stager, 2003, p. 1)

In its Higher Education Report for the 2002 to 2004 Triennium, the Commonwealth Government had already noted that the growth of such flexible distributed learning approaches, especially on-line teaching and learning, determined changes to the experiences of Australian students (Commonwealth Department of Education, Science and Training, 2002, p. 34). Understanding the complexities of a distributed learning environment involves engaging with not only the organisational parameters within which the course must operate, but also an appreciation of the adults-as-learners, including their characteristic similarities and differences.

These adult students are members of two discrete yet interrelated communities of practice: (1) their university community comprising fellow university students and lecturers involved in the teacher preparation program; and (2) their professional practice community at school/college comprising mentor teachers who supervise their professional learning experiences, their pupils, other teachers and staff of the school/college community.

A community of practice is recognized as having three dimensions:

1. its *joint enterprise* as understood and continually renegotiated by its members;
2. the *mutual engagement* that bind members together into a social entity; and

3. the *shared repertoire* of communal resources (routines, sensibilities, values, artifacts, vocabulary, behaviour styles) that members have developed over time (Wenger, 1999).

Accordingly, it must have a clear purpose that is owned by all members. This constitutes the joint enterprise of the community. It must also have mutually acceptable ways of functioning as a social entity. In addition, the community must actually achieve something over a period of time. This means that community members must share their collective resources to produce capability of some kind. In the context of the literacy and numeracy course, the capability to be produced is the capacity to teach literacy and numeracy across different disciplines with different curriculum frameworks, syllabuses and/or training packages, and among learners of varying ages, dispositions and abilities.

Organisational Dimensions of Difference

For my purposes in this paper, organisational dimensions of difference are to be found in five major areas:

1. the university determined parameters for course (and program) design and delivery;
2. accrediting and registering authorities that licence the teacher education program (of which this course is part) to produce registered teachers;
3. employing authorities (e.g. private and State schools, colleges, registered training organisations);
4. curriculum requirements of different teaching areas (linked to curriculum frameworks, syllabuses and reporting of the school sector's Queensland Studies Authority; and the National Reporting Systems levels of communicative competence for the competency based training packages of the Vocational Education and Training Sector); and
5. standards of the relevant Professional Associations (e.g. Australian Association of Mathematics Teachers, Australian Association of Literacy Educators, Association of Australian Teachers of English).

Initial dimensions of difference among these communities of practice are characterised by the organisationally determined capabilities these adults are expected to demonstrate during their program of study and the professional standards to be reached upon program completion.

The university determines course delivery mechanisms, its location in programs of study, and the course profile (i.e. content and assessment instru-

ments). Course content and assessment instruments are approved via university processes. The inclusion of both 'literacy' and 'numeracy' in the same course was non-negotiable in both programs of study. Within these parameters, the literacy and numeracy course has to support pre-service teachers' knowledge and demonstrated abilities to meet professional standards from the:

- Queensland College of Teachers (for registration to teach in all schools in the State); and/or
- Australian Quality Training Framework (for audit purposes to teach in Registered Training Organisations throughout the country)

The Queensland College of Teachers (2006) has released a model of ten Professional Standards, one of which specifically identifies literacy and numeracy knowledge and capabilities that directly impact the content and assessment tasks of this course. *Standard 2: Design and implement learning experiences that develop language, literacy and numeracy*, sets out 1. the scope of capability (for teaching literacy and numeracy across the curriculum); 2. teachers' practices (application of knowledge about literacy and numeracy, understanding of their learners, curriculum and pedagogy for teaching and learning literacy and numeracy); 3. knowledge (what they have to know and understand about language, literacy and numeracy); and 4. values (their commitment to teaching and modelling of language, literacy and numeracy practices across the curriculum) (Queensland College of Teachers, 2006, p. 8).

For schools, the content of syllabus documents and curriculum frameworks that set out what counts as English language, literacy and numeracy knowledge is determined ultimately by each State/Territory. For example, the statutory authority known as the Queensland Studies Authority provides Preparatory (early years) to Year 12 (senior) syllabuses, assessment, reporting, testing, accreditation and certification services for all schools (see <http://www.qsa.qld.edu.au>). For technical colleges, vocational education in senior secondary schools, workplaces and industry sites, English language, literacy and numeracy competencies are embedded in training packages units of competency which are either nationally recognised or enterprise specific (see for example the National Training Information Service at <http://www.ntis.gov.au>).

The change in thinking required for secondary school, college and industry vocational teachers (or trainers) to feel confident and competent to construct and manage knowledge about their students' language, literacy and numeracy (LLN) learning needs in relation to workplace requirements is reflected in new training package competency standards for trainers and assessors, TAA04 Training and Assess-

ment (Innovation and Business Skills Australia, 2004). For Australian Registered Training Organisations (RTOs), language, literacy and numeracy issues are addressed explicitly in Standard 6 (Access equity and client services) and Standard 9 (Learning and assessment strategies) of the revised Australian Quality Training Framework (Commonwealth Department of Education, Science & Training, 2005, p. 8 and p. 11). The new training package for Trainers and Assessors includes a competency unit specific to language, literacy and numeracy: *TAALLN401A Address language, literacy and numeracy issues within learning and assessment practice*.

In Australia at this time, national control of the agenda as to what counts as literacy and numeracy knowledge, skills and dispositions within pre-service teacher education programs is under discussion. For example, the national group of registration boards and institutes of teachers, Australasian Forum of Teacher Registration and Accreditation Authorities (AFTRAA), has a view about what counts (as can be seen in the QCT's statement). As well, there is Teaching Australia, a national peak body run by the Commonwealth Department of Education, Science and Training. In the area of 'human capital', the Council of Australian Governments (COAG) at a recent meeting (13 April 2007) agreed to

develop a core set of nationally-consistent teacher standards for literacy and numeracy by the end of 2007, accredit university teacher education courses and register or accredit teachers to meet these national standards by 2009, implement on entry to school diagnostic assessment systems for children in their first year of school by 2010 and develop a core set of nationally agreed skills, knowledge and attributes for school principals by the end of 2007. (retrieved 8 May 2007 from: <http://www.co-ag.gov.au/meetings/130407/index.htm#mental>)

At the same time, and in addition to the State registration bodies such as the QCT's Professional Standards for teachers, employing authorities throughout Australia have embedded literacy and numeracy as part of their professional standards for teachers (Queensland Government, Department of Education, 2005, p. 12).

Furthermore, professional associations have articulated their own standards. The Australian Association of Mathematics Teachers is a federation of individual State and Territory mathematics association that has developed *Standards for Excellence in Teaching Mathematics* (see <http://www.aamt.edu.au/standards>). The Standards are organised into three interrelated domains considered as a framework for continued professional learning:

1. Professional knowledge (of pupils, mathematics and pupils' learning of mathematics)
2. Professional attributes (personal attributes, professional development and community responsibilities)
3. Professional practice (establishing motivating, inclusive learning environment with active engagement in mathematics; planning for learning, teaching and assessment)

Similarly, the Australian Association for Teachers of English (AATE), the Australian Literacy Educators Association (ALEA) have published Standards for Teachers of English Language and Literacy in Australia (STELLA) from a research project in conjunction with Victoria's Department of Education and Training and Western Australia's Education Department. Developed collaboratively with teachers throughout Australia, STELLA's statements cover:

1. Professional Knowledge (know your pupils, your subjects and how your pupils learn to be powerfully literate);
2. Professional Practice (plan for effective learning; create and maintain a challenging learning environment; assess and review your pupils' learning and plan for future learning); and
3. Professional Engagement (demonstrate commitment, continue to learn and be active members of the professional and wider community). (retrieved 8 May 2007 from: <http://www.stella.org.au/statements.html>)

Thus for adults who enter into a teacher education program wanting to teach people how to read and write or to be able to weld or to understand the challenges of global warming, there is a plethora of information regarding what counts as knowledge, practice and professional values in the field of literacy and numeracy. All of this means that course designers must take account of these five organisational dimensions of difference that impact on how, when and where these adults learn about literacy and numeracy teaching in their particular subject areas across the curriculum.

Personal Dimensions of Difference

Personal dimensions of difference centre around the students, and in particular their: age; gender; living conditions and locations; educational qualifications and previous studies; employment experiences (including previous occupations); and financial positions (DEST, 2002a).

Adults who choose to enrol in the two pre-service teacher education programs (in which this course is located) may live anywhere in Australia, although most of them are resident in Queensland. Entry level

qualifications vary. For the postgraduate diploma program, an undergraduate degree from a recognised university is necessary for entry; while the bachelor's degree applicants are required to meet the tertiary entrance requirements (which may include industry recognised qualifications as well as or instead of school leaving certificate). There are no restrictions on age, gender or disability. Although the practicalities of 'where, what and who' they wish to teach are issues for individuals to sort out prior to application and initial decisions may change throughout the period of candidature.

Students must have regular and reliable access to computer technology that can support fully online access to learning materials (e.g. course websites, web browsers, library data bases, student enrolment and academic progress details, communication with lecturers and fellow learners). Students resident in Australia pay fees according to government subsidised higher education contribution scheme (HECS) while students from overseas pay full fees for the eight courses in the program. In addition, any costs incurred in travelling to and from their school/college placement sites are to be met by individual students. For this reason, students tend to undertake their professional attachments to schools/colleges in their local district/s. For adult learners, the cost of university education such as this can be counted in physical, financial and social terms as changing patterns of demographics, employment and motivation for learning impact these dimensions of personal difference.

Responsibility for learning and teaching in both university and school/college communities is shared among the pre-service teachers, practitioner experts (i.e. supervising mentor teachers) and lecturers. These dimensions of personal difference are identified in a "complex and dynamic student body" which

has implications for the nature of their engagement in higher education learning experiences and the nature of their expectations of that education. It raises questions of how these changes should influence course structure and delivery and teaching and learning generally. (DEST, 2002b, p. 9)

Age, work and life experiences are positive attributes for learning yet the changing patterns of enrolment,

engagement and expectations among university students present both challenges and opportunities to course designers.

In teacher education, supervising mentor teachers (and their pupils) in schools and colleges are vital to university students' learning. Students' life experiences and previous work backgrounds impact their initial capacities to work with diverse groups of young people as learners. Being judged by supervising mentor teachers may reprise positive and/or negative preconceived notions of self-as-learner and self-as-teacher. For some teachers, the role of supervising mentor teacher may be well known and welcomed. For others, the role of sharing literacy and numeracy learning/teaching with another adult may be new and challenging. Discovering commonalities and determining the potential these adults have for working together involves exploring the diverse ways in which they already connect (e.g. via discipline knowledge, life experiences, values and beliefs) and negotiating the learning experiences that will define their joint enterprise in literacy and numeracy teaching.

Course Design for Learners and Learning Diversity

Evidence from the course in literacy and numeracy across the curriculum is now used to examine the efficacy of this conceptual framework for engaging with cultural and linguistic diversity of these adult learners and learning sites. First, the multiliteracies pedagogy (Kalantzis, Cope & Fehring, 2002) is mapped against the course design. Second, the aspects of perspective transformation (Cranton, 2002) are used to determine the potential for transformative learning embedded in the course design. This section concludes with a discussion of the challenges and opportunities offered by this design – for the adults as learners, their lecturers and mentor teachers.

A multiliteracies pedagogy uses situated practice, overt instruction and critically framing knowledge to transform practice (Kalantzis, Cope & Fehring, 2002). Table 1: *Embedding a Multiliteracies Pedagogy in Course Design* shows the places within the course design in which the elements of this pedagogy are located.

Table 1: *Embedding a Multiliteracies Pedagogy in Course Design*

<i>Multiliteracies pedagogy</i>	<i>Course design</i>
Situated practice	Electronic discussion board activities linked with Study Guide activities; Assignment 1 Investigations; Professional Attachment role of mentor teacher and Assignment 2 Project
Overt instruction	Study Guide: Modules 1, 2 & 3; Professional Attachment activities with mentor teacher in school
Critically framing knowledge	Residential school workshops; Electronic discussions in response to readings from Modules 1, 2 & 3 in Study Guide; Assignment 1's Investigations & Written Responses; Assignment 2 Project activities and writing the report
Transforming practice	Professional Attachment activities undertaken with supervising mentor teacher and directly linked with Assignment 2's project activities.

Designing for 'situated practice' has meant positioning students in situations where they have to use the different knowledges, interests and experiences that they bring to their teacher education program—in both university and school/college communities of practice. Overt instruction means explicitly teaching the underlying patterns in meaning and communication i.e. describing the ways in which theories, models, frameworks and strategies for literacy and numeracy teaching and learning operate among various learning sites and in different content areas. This occurs through the text of a study guide that addresses 'Literacy and Numeracy Issues in Changing Times' (Module 1); 'Theoretical Perspectives of Literacy and Numeracy' (Module 2); 'Learning and Teaching Literacy and Numeracy' (Module 3). Activities throughout each of the modules require students to research, read, write responses and talk with their colleagues and lecturer via the electronic discussion board.

Through these activities (and those of the residential school workshops and in the school/college activities), students are also involved in critically framing their knowledge. They are locating and explaining its purpose in particular contexts; reflecting on and testing out their own and others' points of view. The two assignments are integral to these activities. Assignment 1's investigations require students to demonstrate active engagement with a selection of activities from Module 1 and 2. Assignment 2 is an 'on-the-job' series of tasks that require students to use their work in Module 3 plus the results of overt teaching and mentor teachers' critical framing of their responses to create new meanings and understandings to transform their practices of literacy/numeracy in their diverse content areas.

Transforming Perspectives about Literacy and Numeracy Teaching and Learning

In terms of Cranton's (2002) transformative learning, activating events include residential school workshops where students meet each other and their lec-

turers for specialised activities. Via face-to-face and online activities (especially Modules 1 and 2), they engage with differing views about literacy & numeracy through 'hot issues' from popular media; journal articles and book chapters; ibrainz video stream, powerpoint slide shows and modelling of intervention activities.

Online discussion with colleagues (fellow students) and lecturer also engage these adult students in articulating, questioning and examining their assumptions (about literacy and numeracy). Critical self-reflection is embedded in the design of a series of investigations into the multiliteracies of their personal lives, workplaces, university and school/college learning in the first assignment task for assessment (Assignment 1: Investigations).

The learning activities connected with the second assignment (Assignment 2: Report) are designed to revise assumptions and transform perspectives through immersion in the particular learning contexts of school/college and the development of individual learner profiles (for their pupils) and, following extensive consultation with their mentor teachers, written justification for choices of literacy/numeracy activities to be undertaken with their pupils. Analysis of the outcomes from the implementation of these activities plus informed perceptions of self as teacher of literacy/numeracy in their particular content area/s also forms part of the second assignment. It is designed to scaffold the revision of assumptions and perspectives. In this professional attachment phase of the course, the students are acting on revisions of their assumptions and perspectives by behaving, talking and thinking like teachers of literacy and numeracy in their content areas.

This course design presents both challenges and opportunities for the students, their university lecturers and mentor teachers. It presents opportunities for these adult learners to use their previous knowledge, skills and experiences to craft their own new knowledge, to design the specifics of their learning about literacy and numeracy teaching. In addition, the em-

bedded professional attachment activities enable students to learn the words of theories and concepts, through the worlds of their pupils and mentor teachers in schools and colleges.

The challenge this presents for lecturers and mentor teachers lies in the individual nature of each student's learning journey. Working with a distributed learning delivery model, may mean difficulties for lecturer/s to establish and sustain relationships with students such that individualised learning can be negotiated and validated within assessment criteria parameters (of Assignments 1 and 2). For mentor teachers, the challenge lies in not only knowing and understanding the design and delivery of the course but also in agreeing with this design as being useful for learning about literacy and numeracy teaching in their particular sites and classrooms.

Conclusion

As twenty-first century knowledge workers, these students will be teachers who will continually broker changes in their diverse worlds of work. Already,

they are required to learn the kinds of dispositions and orientations needed to navigate familiar and unfamiliar contexts and texts. In this course design, they have to solve problems and take responsibility for making decisions. Collaboration with colleagues, pupils, parents & others in communities is essential. Yet they also have to work autonomously as adult learner and teacher. Finally, these adults are positioned as future practitioners who are expected to be able to respond flexibly and creatively to ongoing systemic and sectoral standards and curriculum demands.

Designing for these learners and the diversity of learning contexts and processes that they will encounter throughout their careers as teachers (however long that may be) is a complex task. Through the notions of multiteracies and perspective transformation, the conceptual framework presented here provides a way of theorising learning diversity that will contribute positively to further iterations of this course. It also provides a potential framework for other curriculum design projects in the field of adult learning.

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