

The minimum core

'Since September 2000 it has been expected that initial teacher education programmes should equip all trainee teachers to develop inclusive approaches to addressing the language, literacy and numeracy needs of their learners'

FENTO (2004) p.2, Addressing language, literacy and numeracy in education and training: defining the minimum core of teachers' knowledge, understanding and personal skill.

In August 2003 FENTO introduced the minimum core of language, literacy and numeracy for inclusion in all post-16 teacher education programmes. All awarding institutions were informed of the expectation that programmes were to introduce the minimum core from 2003/4 with full implementation from September 2004.

Relevant resources

- FENTO (July 2004) Addressing language, literacy and numeracy in education and training: defining the minimum core of teachers' knowledge, understanding and personal skill, FENTO
- FENTO/NRDC (March 2004) Including Language, Literacy and Numeracy Learning in all Post-16 Education: Guidance on curriculum and methodology for generic initial teacher education programmes, FENTO / NRDC
- www.lifelonglearninguk.org/svuk/min_core.html

Facts and figures

‘A shocking 7 million adults in England cannot read and write at the level we would expect of an 11-year-old. Even more have problems with numbers.’ Since this statement was made in the *Skills for Life* strategy document (see reference below) there has been substantial research into the language, literacy and numeracy need in England.

Relevant resources

- DfES (2001) *Skills for Life: The national strategy for improving adult literacy and numeracy skills*, DfES
- DfES (2003) *Skills for Life Focus on Delivery to 2007*, DfES
- www.dfes.gov.uk/readwriteplus
- DfES (2003) *The Skills for Life survey: A national needs impact survey of literacy, numeracy and ICT skills*, DfES
- www.literacytrust.org.uk

Success for All

This document sets out targets for the professional development of all staff in the post-16 sector. It is expected that by 2010, only new entrants to teaching in the sector will be unqualified and they would be expected to achieve appropriate qualifications within two years for full time staff and four years for part time staff.

Relevant resources

- DfES (2003) *Success for All*, DfES, paragraph 83 onwards