



Adult and Community Education Teaching Standards

About the ACE Teaching Standards

The Adult and Community Education (ACE) Teaching Standards are for staff involved in teaching and learning in the ACE sector. The standards describe what makes a good educator, and are underpinned by the values of rangatiratanga, manaakitanga and whanaungatanga, and the guiding principle of ako.

How to use the ACE Teaching Standards

By organisations

- to help inform processes around recruiting new educators
- as a public statement of their standard of quality teaching.

By educators

- to help educators identify their experience, skills and knowledge, as well as identify ongoing learning need for professional development.

Glossary of terms

Our description of this term in relation to ACE Quality Assurance framework

Ako	Co-learning between the educator and the learner including the interchangeable roles (the reciprocal teaching and learning relationship between learner and educator)
Manaakitanga	Learning should nurture, respect and actively protect the beliefs, culture and values of learners
Rangatiratanga	Learner is in charge of their learning, learner centred, learner directed and learner determined
Standards	Expectations of expertise and performance
Educator	Facilitator of learning with responsibility for assessment, design, delivery and evaluation of learning. Other terms used are teacher, kaiako, and tutor
Whanaungatanga	Learning should enable and strengthen successful relationships between the educator and the learner, and anyone else as agreed and identified by the learner

Adult Community Education Quality Assurance framework

The Quality Assurance framework is a tool to help organisations understand how they are performing, identify where improvement can be made and gives suggestions to address these areas. The tool has sample processes that can be adapted to fit the size of the organisation.

Area One: Governance

Area Two: Management

Area Three: Teaching and Learning

The ACE Teaching Standards are located in **Area Three: Teaching and Learning** of the ACE Quality Assurance framework.

ACE Teaching Values

Rangatiratanga **learner autonomy**

Use knowledge and understanding of how learners learn

- Enable learners to make connections between their prior experience and learning and their current learning activities
- Provide opportunities and support for learners to engage with, practice and apply new learning to different contexts
- Encourage learners to take responsibility for their own learning.

Manaakitanga **respectful environment**

Promote the wellbeing of all learners

- Maintain a teaching and learning space that fosters physical and social wellbeing
- Maintain a teaching and learning space that fosters cultural and emotional wellbeing.

Whanaungatanga **relationships**

Focus on effective relationships with all learners and engagement with their home communities

- Works collaboratively with learners and their home communities
- Works collaboratively with learners to maintain their learner pathways.

How to identify you are meeting the ACE Teaching Standards

Standards	Indicators
Commitment	
1. Respond effectively to the diverse cultural foundations, languages and cultural experiences of individuals and groups of learners	1.1 Demonstrate knowledge and understanding of the social, cultural and physical influences on learning by working effectively in all contexts of learning.
	1.2 Design for learning with inclusive and effective teaching approaches, resources, and technologies to inform learning assessment activities.
	1.3 Adjust teaching approaches to address the needs of individuals and groups of learners.
2. Continual drive for ongoing learning and development of professional practice	2.1 Initiate and take advantage of opportunities to advance personal professional knowledge and skills to benefit learners.
	2.2 Analyse learner information to reflect on, evaluate and improve the effectiveness of teaching.
	2.3 Examine own beliefs and the impact on practice and the achievement of learners.
Knowledge	
3. Promote a collaborative, inclusive and supportive learning environment	3.1 Incorporate successful strategies to engage and motivate learners.
	3.2 Foster trust, respect and cooperation with and among learners.
4. Analyse and appropriately use learner information which has been gathered formally and informally	4.1 Analyse with the learner their experiences to identify progress and ongoing learning needs.
	4.2 Use learner experiences to give regular and ongoing feedback to guide and support further learning.
	4.3 Seek peer comment and/or review, if required.
5. Design and plan the best learning programme	5.1 Use planning to connect content knowledge with effective ways of learning.
	5.2 Form strong relationships with hapū to ensure equity and cultural responsiveness in teaching.
Practice	
6. Implement the best learning programme	6.1 Use teaching to connect content knowledge with effective ways of learning.
	6.2 Provide opportunities for learning that are intergenerational, learner-centred and/or address societal needs.
7. Use personal reflections and problem solving effectively	7.1 Use feedback from communities and learner information to reflect on and evaluate the effectiveness of teaching.
	7.2 Assist learners to carefully consider information and ideas to reflect on their learning.

What makes a good educator?

