

Using the draft teaching standards

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Standard 2: Demonstrate commitment to promoting the wellbeing of all learners

- ▶ Key indicator ii: Acknowledge and respect the languages, heritage and culture of all learners

Standard 10: Analyse and appropriately use assessment information which has been gathered formally and informally

- ▶ Key indicator ii: Use assessment information to give regular and ongoing feedback information to guide and support further learning.

The case study providers

- ▶ Two REAPS
- ▶ Two school-based ACE programmes
- ▶ A large national programme providing English language training for new migrants and refugees
- ▶ A national network of organisations providing literacy and numeracy programmes targeting Māori and Pasifika learners
- ▶ A small regional programme providing tikanga-based programmes for the local iwi
- ▶ An online service allowing would-be trainers to locate a class of would-be learners

Where should we focus our efforts?

- ▶ Teacher selection and training
- ▶ Curriculum development
- ▶ Monitoring of teaching
- ▶ Evaluating after the event

Teacher selection and training

- ▶ How do you select your tutors?
- ▶ How do you train them?
- ▶ Would the standards be useful in assessing either your tutor selection or training systems?
- ▶ Will tutor training be sufficient to assure quality teaching?
- ▶ If you could afford to invest another \$x in assuring quality of tuition would that investment be best made in improving training or somewhere else?

Curriculum development

- ▶ Is there scope in your organisation to provide more curriculum support for your teachers?
- ▶ Would the effort be worth it?
- ▶ How many of the standards could be supported by using curriculum support?

Monitoring teaching

- ▶ Do you have any way of knowing how a teacher is performing once the course begins?
- ▶ Is there scope for greater monitoring, but at what cost?
- ▶ Would it be a reliable way to ensure compliance with all the standards?

Evaluation after the event

- ▶ Do you require learner feedback in your assessment of teachers and/or courses?
- ▶ Who gets to see this feedback and what use do supervisors make of it?
- ▶ How detailed is this feedback? Does it / could it address some or all of the standards?

Reviewing your organisation against the standards

Standards	Key Indicators	Teacher selection and training	Curriculum development	Monitoring	Learner feedback	Other
Establish and maintain effective relationships focussed on the learning and well-being of all learners and engagement with the communities within which they live	Engage in ethical, respectful, positive and collaborative professional relationships with: learners; communities; whanau; colleagues; relevant stakeholders.					
...						
Conceptualise, plan and implement an appropriate learning programme	Articulate clearly the aims for their teaching giving sound professional reasons for adopting these aims and implementing them in their practice					
...						
Analyse and appropriately use assessment information which has been gathered formally and informally	Analyse assessment information to identify progress and ongoing learning needs of learners					