



# Adult and Community Education Learner Pathways

## About the ACE Learner Pathways

Learner pathways are plans for lifelong learning journeys where learners have access to good information and pathways leading to a better future for themselves, their families and communities.

## How to use the ACE Learner Pathways

### By providers

- to provide learners with timely and appropriate information about programmes and possible learning pathways.

### By tutors

- to help tutors 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
<b>Ako</b>	Co-learning between the tutor and the learner including the interchangeable roles (sometimes the tutor can be the learner, sometimes the learner can be the tutor)
<b>Manaakitanga</b>	Learning should nurture, respect and actively protect the beliefs, culture and values of learners
<b>Rangatiratanga</b>	Learner is in charge of their learning, learner centred, learner directed and learner determined
<b>Pathways</b>	Plans for a learning journey that describe the learner goal and related learning activities which contribute to achievement
<b>Tutor</b>	Facilitator of learning with responsibility for assessment, design, delivery and evaluation of learning. Other terms used are teacher, kaiako, and educator
<b>Whanaungatanga</b>	Learning should enable and strengthen successful relationships between the tutor and the learner, and anyone else as agreed and identified by the learner
<b>Hapori</b>	Community

## 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.

# What makes a good Learner Pathway

The learner is **involved** in determining and designing their learner pathway

**The learner is at the centre of the learner pathway**

The learner pathway takes into consideration what is happening in a learner's life and how it may impact on learning

The learner has **access to good information** before, during and after their learning goals are met

## Guiding principles

1.	Pathways belong to the learner.
2.	Diversity and flexibility are visible and promoted.
3.	Providers are supported to help learners identify and map their own pathway.
4.	Communities are involved in the development and implementation of pathways.

# Guiding principles and indicators for developing effective Learner Pathways

Principle	Indicators
<b>1. Pathways belong to the learner</b>	<b>1.1</b> Learners are able to identify various pathways, profiles and possible destinations and use these to map their own pathway.
<b>2. We are clear about what we want to achieve and how we are planning to do that</b>	<b>2.1</b> There is acknowledgement that ACE learners are diverse in terms of culture, life experience and life situation. <b>2.2</b> Pathways are flexible enough to respond to each unique learner. <b>2.3</b> There is recognition that ACE can be non-formal, non-assessed, whānau based, intergenerational and can involve multiple learning streams. <b>2.4</b> Both outcomes and pathways are valued and actively supported within the ACE environment. Some learner pathways will be goal/outcome orientated and others will be one or more steps on an active learning journey. <b>2.5</b> Softer outcomes are measurable. <b>2.6</b> There is understanding of the linear/non linear, short term/long term nature of learner pathways. <b>2.7</b> There is understanding that learners may go through a cycle of different skill sets. <b>2.8</b> A pathway doesn't assume that the final goal is to gain employment.
<b>3. Providers are supported to help learners identify and map their own pathway</b>	<b>3.1</b> Providers give relevant and up to date information to learners including examples of learner profiles and possible pathways. Learners are helped to think about where they want to go and to make plans. <b>3.2</b> Providers support learners to review their pathway and plans allowing for change. <b>3.3</b> There is increased cooperation between providers and other stakeholders to help the learner complete their journey. These might include whānau, industry and community agencies. <b>3.4</b> Practitioners are helped to upskill. <b>3.5</b> Providers build and adapt courses to suit learners. <b>3.6</b> The learning environment is one in which practitioners feel safe to experiment and try new approaches.
<b>4. Communities are involved in the development and implementation of pathways</b>	<b>4.1</b> Communities develop their own profiles as appropriate based on ACE profiles.
<b>5. ACE learner diversity is actively promoted</b>	<b>5.1</b> Government and the wider community understand the uniqueness and complexity of the adult learning journey. <b>5.2</b> ACE providers can demonstrate that they are providing learner pathways for their learners. <b>5.3</b> Learners can be tracked where appropriate. <b>5.4</b> Tools, resources and processes are available to providers to implement pathways. <b>5.5</b> Learner profiles showcase a variety of ACE learners.