



# 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 tutor, 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 tutors
- as a public statement of their standard of quality teaching.

### 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>Standards</b>	Expectations of expertise and performance
<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

## 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.

# Teaching values

## Rangatiratanga learner centred

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 pastoral care

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 **Teaching Standards**

Standards	Indicators
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## Commitment

<b>1.</b> Respond effectively to the diverse cultural foundations, languages and cultural experiences of individuals and groups of learners	<b>1.1</b> Demonstrate knowledge and understanding of the social, cultural and physical influences on learning by working effectively in all contexts of learning
	<b>1.2</b> Design for learning with inclusive and effective teaching approaches, resources, technologies to inform learning assessment activities
	<b>1.3</b> Adjust teaching approaches to address the needs of individuals and groups of learners.
<b>2.</b> Continual drive for ongoing learning and development of professional practice	<b>2.1</b> Initiate and take advantage of opportunities to advance personal professional knowledge and skills to benefit learners
	<b>2.2</b> Analyse learner information to reflect on, evaluate and improve the effectiveness of teaching
	<b>2.3</b> Examine own beliefs and the impact on practice and the achievement of learners.

## Knowledge

<b>3.</b> Promote a collaborative, inclusive and supportive learning environment	<b>3.1</b> Incorporate successful strategies to engage and motivate learners
	<b>3.2</b> Foster trust, respect and cooperation with and among learners.
<b>4.</b> Analyse and appropriately use learner information which has been gathered formally and informally	<b>4.1</b> Analyse with the learner their experiences to identify progress and ongoing learning needs
	<b>4.2</b> Use learner experiences to give regular and ongoing feedback to guide and support further learning
	<b>4.3</b> Seek peer comment and/or review, if required.
<b>5.</b> Design and plan the best learning programme	<b>5.1</b> Use planning to connect content knowledge with effective ways of learning

## Practice

<b>6.</b> Implement the best learning programme	<b>6.1</b> Use teaching to connect content knowledge with effective ways of learning.
<b>7.</b> Implement the best learning programme	<b>7.1</b> Use feedback from communities and learner information to reflect on and evaluate the effectiveness of teaching
	<b>7.2</b> Assist learners to carefully consider information and ideas to reflect on their learning.

# What makes a good tutor?

