



Tertiary Education Commission
Te Amorangi Mātauranga Matua

ACE Professional Development

Strategy and Action Plan 2006-2010



Tertiary Education Commission
Te Amorangi Mātauranga Matua

ACE Professional Development Strategy and Action Plan

2006–2010

Ma te mohio ka ora

Ma te ora ka mohio

Through learning there is life

Through life there is learning

March 2006

ISBN 0-478-08764-0

Tertiary Education Commission
Te Amorangi Mātauranga Matua
PO Box 27048
Wellington
New Zealand

Phone + 64 4 462 5200
Fax + 64 4 462 5400

www.tec.govt.nz

March 2006

Contents

Introduction	5
Background.....	5
Purpose of the professional development strategy.....	6
Vision for ACE professional development	6
Definition.....	6
Specific strategies.....	6
Underlying assumptions and values for ACE professional development	7
Distinctive characteristics of ACE	7
The context for ACE professional development.....	7
Four strategies and key actions.....	8
Strategy One: Identify ACE professional development skills and competencies.....	9
Actions – ACE professional development skills and competencies	10
Strategy Two: Building on ACE networks and conferences	11
Strategy Three: Forming a core group of ACE professional development supporters – key linking roles	13
Strategy Four: A co-ordinating mechanism	14
Promoting sector-led oversight and monitoring of the professional development strategy	14
Strengthening the TEC	16
Appendix 1: Specific ACE practitioner roles	20
Appendix 2: Approach	22

Introduction

The Adult and Community Education (ACE) Professional Development Strategy identifies the purpose of having a strategy, its vision and a working definition of professional development for the ACE sector. A brief description of the current context and factors leading to the development of the strategy and action plan are presented, along with the assumptions and values that lie behind it..

The strategy identifies four main areas of attention and specific steps for implementation. The focus of the strategy is equally on practical, immediate professional development assistance, as well as on longer-term development.

As an important step towards implementing the strategy, recommendations are made to set up an ACE professional development working group with members from the sector, ACE Networks and the Tertiary Education Commission (TEC). This working group will operate throughout 2006. It will: (i) implement the immediate steps for professional development identified in the strategy, and (ii) design the ACE professional development, sector-led 'co-ordinating mechanism' that will be responsible for leading and implementing the ACE Professional Development Strategy and Action Plan in the future.

Background

In 2005, the TEC worked with the ACE sector to identify:

- current issues and needs for ACE professional development; and
- professional development areas for focus during the next five years

Professional development is important to strengthen individual practitioner skills as well as the capability and capacity of the ACE sector as whole. It was identified by *Koia! Towards a Learning Society* (July 2001) as something that was significantly lacking for sector practitioners.

The TEC has \$0.9 million to be invested annually for professional development. This will help achieve the TEC goal of improving learner outcomes by increasing the effectiveness of teaching and learning in ACE. Support for professional development is one of three inter-related initiatives of the TEC. The other two are: (i) the development of a funding framework for ACE, and (ii) the introduction of quality arrangements and a quality assurance process for ACE providers. Combined, these will support ACE sector development. They will also support the ACE sector's work with government in implementing government's ACE priorities of:

- targeting learners whose initial learning was not successful;
- raising foundation skills;
- encouraging life-long learning;
- strengthening communities; and
- strengthening social cohesion.

The opportunity and challenge addressed in this strategy is to gear professional development in a manner that:

- helps achieve the priorities;

- supports individual professional development;
- helps the sector flourish; and
- weaves through it an understanding of the Treaty of Waitangi.

The strategy was developed through sector surveys, workshops, information from other relevant sectors and countries, submissions on draft strategies and the findings of a think tank of ACE experts and TEC advisors. The process was transparent, and there was a high level of sector interest and engagement (see Appendix 2).

Purpose of the professional development strategy

This is the first time a specifically funded, sector-wide approach to professional development has been initiated. It is designed to build ACE sector capacity through a well focused and resourced approach to professional development. It acknowledges and builds on existing skills within the ACE sector.

Vision for ACE professional development

The vision that is emerging during the development of this strategy is for: ***success, performance and shared good practice across the ACE sector through ACE professional development.*** In five years time professional development is expected to be integrated into ACE practice at every level.

Definition

For the purposes of this strategy, professional development is defined as: **an ongoing process of learning that supports and strengthens ACE delivery.**

Specific strategies

To achieve this vision, the strategy includes four inter-connected elements. Combined, they provide the infrastructure for ongoing ACE professional development and for strengthening of the ACE sector as a whole, in a manner that reflects the distinctive characteristics of ACE. The four elements for the strategy are:

- 1 To encourage ongoing identification and addressing of ACE skills and competencies.
- 2 To build on ACE Networks and ACE sector conferences through encouraging and resourcing Networks to adopt a 'community of practice'¹ approach to ACE professional development and capability building.
- 3 To focus on supporting and developing a core group of ACE professional development champions to play key linking roles between the co-ordinating mechanism and the ACE practitioners.
- 4 To support sector-led ownership, oversight, co-ordination and monitoring of the professional development strategy through a co-ordinating mechanism.

¹ A community of practice can be described as "peers in the execution of real work" (www.ewenger.com; Communities of Practice; A brief introduction). What holds communities together is a common sense of purpose, joint enterprise and a need to know what other members know and learn from each other. Communities are defined by knowledge rather than task and focus on creating value for, and with, its members.

Underlying assumptions and values for ACE professional development

The following assumptions lying behind the strategy were identified through the consultation process:

- The professional development strategy is *for the sector by the sector*, with professional development moving across the *whole* sector (not segments of the sector) thereby encouraging the whole sector to move forward collectively.
- It is important to use the experience and expertise within the sector – ‘building from within’.
- Those practitioners and providers with historically the least access to professional development should be given priority.
- ACE Networks ‘networking’ with each other regionally and across the country will be able to foster shared learning and grow the capacity of the sector through a web of networks.
- There is an exciting opportunity for professional development to reflect the diversity of ACE providers including ACE bicultural and culturally relevant approaches.
- The professional development approach will foster leadership development and succession planning through having nationally and regionally supportive processes in place.

Important values for professional development were also identified by ACE practitioners:

- Professional development for ACE focuses on more than individual skill enhancement. It underpins the capability and capacity building of the ACE sector as a whole.
- Individual practitioners are not operating in isolation and therefore collaborate, or form partnerships, with other providers in ACE professional development.
- Active and experience-based learning is vital for effective professional development.

Distinctive characteristics of ACE

The context for ACE professional development

ACE the sector

Characteristics that epitomise the essence of ACE include:

- Being based in a community and working with individuals, groups and communities to identify and meet community learning priorities. It starts where learners and communities ‘are at’.
- Being easily accessible – culturally, geographically and financially – with learning provided in ways that engage people in the process of learning. Through this, providing positive experiences in themselves, and in a manner that may also lead to other forms of learning, employment and stronger communities.

- Taking learning to the learners. This may happen through meeting learners in their own cultural community; providing an enrolment and payment system that suits the particular community; and collaborating with other educational institutions to provide learning opportunities.
- The learner may become the teacher and the teacher becomes the learner.
- Contributing to active citizenship locally and globally.
- Playing a social critiquing role.
- Providing experiential and participatory approaches for learners.

ACE practitioners often work with people who, for a variety of reasons, are nervous or anxious about learning. They will also often work with those who actively seek ongoing learning opportunities because of the sheer joy of learning. ACE, at its best, is aware of community issues and, as a result, can be influential in future areas of educational development. Finding out about the need, and developing programmes for adult literacy and English for speakers of other languages, are two past examples of this role.

ACE providers

ACE has a rich variety of provider organisations, including secondary schools, small community-based groups, small and large nationwide voluntary organisations, Rural Education Activity Programmes (REAPs) and Tertiary Education Institutions (TEIs). They operate in a variety of ways that may include operating from a Māori kaupapa basis, a bicultural perspective or fostering Pacific peoples' engagement in ACE.

Barriers

A practical barrier for ACE professional development is the part-time, and often voluntary, nature of many positions in ACE. Finding the time for professional development, without stopping ACE provision, was a practical reality raised frequently in preparing this strategy. It is important to design an approach that takes this constraint into account and helps resource providers and practitioners to participate in professional development.

Four strategies and key actions

This strategy is aimed at integrating professional development into ACE practice at every level over the next five years. This will be achieved through a framework that connects effectively with the whole sector.

The four main approaches, referred to as strategies, are discussed in the following pages. Steps for implementation are identified.

The four strategies provide an overarching framework for ACE professional development. There are other, more provider-specific aspects, such as human resource development within organisations, that are vital for the effectiveness of organisations. It is expected that providers would be funding this kind of development from their organisation's resources. This area is not covered in this strategy.

The identified professional development needs of managers, co-ordinators, tutors and those in governance roles are noted in Appendix One. The four strategies do not

address the details of training required. These details will be developed by the sector from the planning that takes place as a result of the action plan (see Table 7).

Strategy One: Identify ACE professional development skills and competencies

The identification of skills and competencies requiring professional development by ACE practitioners is an ongoing process. This strategy captures current priorities identified by the sector, plus best estimates for the next five years. It is important for ACE providers to have a process for ongoing identification of priorities and assessment of progress made in professional development.

During 2005, the following areas were identified by practitioners as requiring attention in the immediate future. They are separated into three categories:

- 1 Areas or topics that sector practitioners consider to be vital for professional development. Some of these will support parts of provider infrastructure through strengthening skills and effectiveness, for example:
 - supporting Māori providers to be able to deliver to their communities;
 - supporting Pacific providers to be able to deliver to their communities;
 - accessing support for organisational governance and management (including financial and employment management) skills for providers; and
 - supporting unfunded ACE providers and practitioners to participate in professional development.

Other areas focus on skills and practice in ways of working, for example:

- developing skills for working collaboratively with other practitioners to achieve partnership-based, high-quality ACE, and to encourage new providers into the sector;
 - fostering skills for all practitioners to work effectively with Māori, Pacific and migrant learners; and
 - developing and fostering skills in advocacy and ACE leadership.
- 2 Areas that build a shared understanding of ACE for all providers and practitioners about ACE, especially in being able to:
 - undertake community needs assessment
 - work with communities;
 - build on community development approaches; and
 - devise efficient and effective ways of 'taking learning to the learners.'
 - 3 Areas that assist the sector to meet TEC requirements for ACE, for example:
 - ensuring ongoing assistance and advice with quality assurance and standards; and
 - learning to develop charters and profiles with competence and confidence.

ACE practitioners identified that the way professional development is delivered is just as important as the learning itself. They also made it clear that practitioners currently turn to their peers most commonly for professional development. Conferences and workshops held by sector organisations, such as the Community Learning Association of Secondary Schools (CLASS), English for Speakers of other Languages (ESOL) Home Tutor Schemes, Literacy Aotearoa and ACE Aotearoa (ACEA), are a popular way for ACE practitioners to hone their professional development skills.

ACE Networks are potentially the primary vehicle for the ongoing identification and provision of professional development opportunities. Given that some Networks are still fledgling, it will take time, especially to build trust and to share innovative and 'good' practice information about ACE professional development. Trust, active learning and sharing good practice examples will support a sector-wide approach for ACE professional development.

Actions – ACE professional development skills and competencies

Proposed actions are based on immediate work with Networks in: (i) meeting the TEC requirements, and (ii) skill development in community needs assessment.

Table 1: Actions – ACE professional development skills and competencies

Activity	Timeframe
<p>Networks funded to:</p> <ul style="list-style-type: none"> • identify and assist providers to meet the TEC requirements; • develop a 'community learning plan' that identifies community learning needs, strengths and priorities in relation to ACE, and builds in community learning needs assessment as an ongoing feature of ACE provision. <p>Projects undertaken to identify:</p> <ul style="list-style-type: none"> • specific Māori ACE provider professional development priorities and requirements; • specific Pacific ACE provider professional development priorities and requirements. 	<p>Year 1 March–December 2006</p>
<p>Networks supported to focus on:</p> <ul style="list-style-type: none"> • identifying professional development requirements around governance roles, tutors, co-ordinators and new ACE practitioners, and helping to prepare individualised professional development plans; • sourcing ways of addressing the individualised professional development plans; • identifying current opportunities and support for training, both within and outside ACE sector; • preparing and implementing a professional development plan for their area. 	<p>Year 2 January 2007–December 2007</p>
<ul style="list-style-type: none"> • Review effectiveness of professional development planning and implementation process. • Refreshment of plans around core professional development priorities. 	<p>Years 3–5 January 2008– December 2010</p>

Strategy Two: Building on ACE Networks and conferences

There is strong support for encouraging and resourcing ACE Networks to adopt a 'Community of Practice' approach to ACE professional development and capability building. ACE Networks are relatively new and have been set up as part of implementing *Koia! Koia!*, although some were operating informally before. Networks vary. They range from those functioning effectively, having already started the process of identifying community learning needs and strengths, through to those still establishing their membership and finding a way of working together. Overall, the existence of Networks provides the opportunity for sector practitioners to share information and work collaboratively within geographical boundaries.

Although Networks are still establishing themselves in some areas, they provide the ideal opportunity for cross-sector professional development among the range of sector providers, and a way of introducing new providers and practitioners. Promoting sector-wide ACE professional development is a strong message. It seems sensible to build on current mechanisms rather than create new systems and structures.

It will be important for ACE Networks to have a 'critical mass' of ACE practitioners in order for professional development to be addressed robustly. To achieve this, some Networks may group together in clusters for professional development. Networks will require access to finance, technical support, research and information in order to focus effectively on professional development.

Network-to-network linkages, sharing of experience, developing a philosophy, preparing and exchanging case studies of ACE 'good practice' will provide valuable strengthening for professional development and the sector as a whole. This will foster practitioner-to-practitioner and provider-to-provider relationships, and strengthen local and regional connections with national policies and providers.

ACE practitioners see value in the role of sector-specific conferences, such as those held by CLASS, REAPs, Literacy Aotearoa, the National Association of ESOL Home Tutor Schemes and ACE Aotearoa, as places to explore, share and consolidate professional development.

Table 2: Actions for building ACE Networks and conferences

Activity	Timeframe
<p>Ensure professional development is a part of the focus of Networks:</p> <ul style="list-style-type: none"> • Refine, promote and communicate the new and pivotal role of ACE Networks in professional development. • Support and resource Networks to undertake community learning needs assessment.² It would be valuable to treat this as a 'pilot' from which to identify lessons learned, including ongoing support and resourcing requirements of networks. • Explore and decide levels of funding and models for Networks to fill the planned role for professional development . 	<p>Year 1 March–December 2006</p>
<p>Professional development plan:</p> <ul style="list-style-type: none"> • Each network develops professional development priorities, ways of addressing priorities and resources required. This could be done, for example, through a 'day out'.³ • Professional development funding for Networks agreed and allocated. • Networks work with ACE professional development facilitators/mentors to identify relevant research issues. <p>Cross Network linking. Network-to-network linkages, with a focus on professional development, actively promoted, for example, through:</p> <ul style="list-style-type: none"> • A regional professional development 'day out' where networks work with each other in sharing professional development priorities, actions, lessons learned – and appraised of progress. • An overview and assessment of professional development priorities and processes on a national level. One mechanism could be to build assessment into the annual ACE conference to ensure it addresses some of the professional development priorities of the sector. <p>Preparation and production of tangible resources for the sector, for example:</p> <ul style="list-style-type: none"> • a manual and resources developed for ACE co-ordinators; • templates/good practice resources – generated through, and provided to support networks; 	<p>Year 2 January 2007–December 2007</p>

² This could be done in ways that would suit the stage of development of the Networks and their particular needs. For example, through paying a facilitator to: work with the Network in identifying community learning needs assessment, or developing a strategy; or to write up a case study of the way the Network has identified community learning needs and strengths; or for two or more Networks to work together

³ This is similar to a practice of 'study days' in the United Kingdom.

<ul style="list-style-type: none"> • more tailored tutor and facilitator training developed; • key material about ACE for those in governance roles. 	
<p>Assessment and refreshment of Networks' involvement in professional development.</p> <p>Continued production of practical, immediately useful resources for ACE practitioners and updating of existing resources.</p>	<p>Years 3–5</p> <p>January 2008–December 2010</p>

Strategy Three: Forming a core group of ACE professional development supporters – key linking roles

The focus on a professional development approach that works across the ACE sector, draws skill and expertise from within and outside, and reflects its diversity, has emerged as a key element of the professional development strategy. A group of people who can be turned to by ACE Networks and their members to facilitate, guide, mentor or train has been identified as a key linking function between the parts of the ACE sector. Essential characteristics include people who:

- hold an overview of the sector and its vision;
- can articulate the values and distinctive nature of ACE;
- understand the place, role, commonality and diversity of current and emerging ACE groups and organisations;
- can think strategically about ACE and also understand what delivering ACE 'on the ground' is like;
- have specific expertise in promoting active learning and skill development for practitioners, managers and those in a governing role;
- are able to promote collaborative connections within the sector; and
- can work with Networks and practitioners to identify areas for ACE professional innovation, areas of research for specific providers, and the sector as a whole.

It is essential that those selected will work with the other professional development linking facilitators and mentors in:

- actively learning from their experience;
- identifying ways of building on these and sharing them with Networks, providers and practitioners; and
- designing relevant approaches to promote and enhance professional capability within the sector – creating the space and opportunity for strategic professional development discussion.

Having such a group is seen as helping to:

- build on expertise and experience within the sector;
- support emerging leaders;
- feed into curriculum development for relevant existing qualifications; and

- build an environment of active learning in the sector that results in increased professionalism and a higher overall profile for ACE.

Table 3: Actions for creating key linking roles

Activity	Time-frame
<p>Design and implementation of a regional <i>pilot</i> project for the linking roles of facilitators and mentors and fostering of professional development role of Networks.</p> <p>A group of facilitators/mentors identified through the Networks. The assistance provided by facilitators to Networks could be treated as a <i>pilot</i> for active learning about the role and impact of facilitators.</p> <p>Development of more detailed planning for key linking roles, including:</p> <ul style="list-style-type: none"> • Policies and resources to ensure ACE organisations can ‘free up’ key people to be available as leaders/facilitators/mentors. Particular attention given to leaders in Pacific, Māori and other ethnic group organisations. • Development of a databank with information about the experience/expertise of facilitators/mentors who could be available at national, regional and local levels. This should represent the diversity of the sector. • Budgets developed for rolling out more detailed design and implementation of linking roles. 	<p>Year 1 March–December 2006</p>
<p>Lessons learned from assessment of pilots of linking roles and systems for regional professional development facilitators established.</p> <p>Plans for linking roles finalised with implementation steps identified.</p> <p>Facilitators/mentors contribute to design of ACE leadership programme.</p>	<p>Year 2 January–December 2007</p>
<p>Review of key linking roles system and implementation of any changes required.</p> <p>Active learning from professional development progress and relevant information actively contributing to government ACE policy and the TEC operations.</p>	<p>Years 3–5 January 2008– December 2010</p>

Strategy Four: A co-ordinating mechanism

Promoting sector-led oversight and monitoring of the professional development strategy

A sector co-ordinating mechanism is seen as the most logical way of moving forward in professional development. While the concept of centres for professional development was originally suggested, the idea was generally not favoured by the sector. There was concern about too much focus on ‘bricks and mortar’. There has been much greater

sector interest in a more developmental model that uses regional knowledge and encourages linkages, networks and relationships – referred to as a co-ordinating mechanism. Such a co-ordinating mechanism fosters a stronger set of relationships and multiple opportunities for sharing and learning. Co-ordinating mechanism roles and functions identified include:

- Providing sector-led oversight and fostering of professional development.
- Developing local, regional and national interconnections. These would provide building blocks for an approach that is locally relevant, regionally supportive and with a national overview.
- Operating a national database and website with ACE professional development contacts, examples of good practice and practical resources. Material would also be available in hardcopy when relevant.
- Providing a 'home' base for professional development facilitators and mentors.
- Facilitating practical, face-to-face ways of getting support and resources to practitioners and providers.
- Promoting, facilitating and disseminating research on ACE that can then be drawn on for professional development – with an emphasis on action research. Issues already identified by the sector around research for professional development include: (i) 'solid' research to be conducted, particularly in understanding needs for (a) Māori and (b) Pacific ACE learners and providers, (ii) identifying and bringing together existing research, and (iii) building strong connections between research and practice and focusing on producing highly practical tools from research for ACE practitioners.
- Providing information about ACE professional development events and conferences.
- Using technology to maximise the effectiveness of ACE professional development and ACE delivery.
- Fostering ACE leadership development as part of ACE professional developments.
- Inviting in external and international expertise that will help foster the sector's professional development.

The think tank confirmed the importance of sector-led leadership. The strategy is recommending that a working party be established of sector members, the Networks and the TEC to design and establish the co-ordinating mechanism. The development of such a mechanism will also act as a first step towards sector leadership.

The relationship with the planned National Centre for Tertiary Teaching Excellence (NCTTE) is vital. Discussions with NCTTE should begin as soon as is practicable. Table 5 presents initial considerations for a co-ordinating mechanism.

Table 4: Actions for sector-led, co-ordinating mechanism

Activity	Timeframe
<p>Designing and establishing the co-ordinating mechanism:</p> <ul style="list-style-type: none"> • An ACE professional development working group reflecting the ACE sector, TEC and Networks is established to design and set up the co-ordinating mechanism for ACE professional development. This will include purpose, functions, name, roles, responsibilities, expected results and funding levels. Other professional development initiatives started at the same time will report to the working group. • The relationship between the co-ordinating mechanism and the NCTTE is identified and negotiated with the NCTTE. • Proposals for action research invited, and the first literature survey undertaken. • A co-ordinator contracted to work with the working group and help manage professional development activities identified for 2006. 	<p>Year 1 March–December 2006</p>
<p>Activities undertaken through sector-led co-ordinating mechanism:</p> <ul style="list-style-type: none"> • ACE professional development co-ordinating mechanism established with an agreed purpose, goals, resourcing and structure. Evaluation and review processes will be clearly established. • Action-research projects are ongoing. • Professional development is included in all Networks' plans. • ACE leadership development programme initiated. • Papers on best practice prepared and disseminated. 	<p>Year 2 January–June 2007</p>

Strengthening the TEC

An additional component to the strategy is one of supporting the TEC in relation to ACE professional development. ACE sector leadership and ACE practitioner professional development cannot occur in isolation from the TEC. The TEC staff require clear knowledge and understanding of professional development progress and issues, and how they relate to the policy analysis, fund specialist, and relationship management roles of the TEC. Two key aspects are likely to require funding:

- liaison with the sector over professional development; and
- training of relevant TEC staff about ACE.

Table 5: Co-ordinating functions/mechanisms

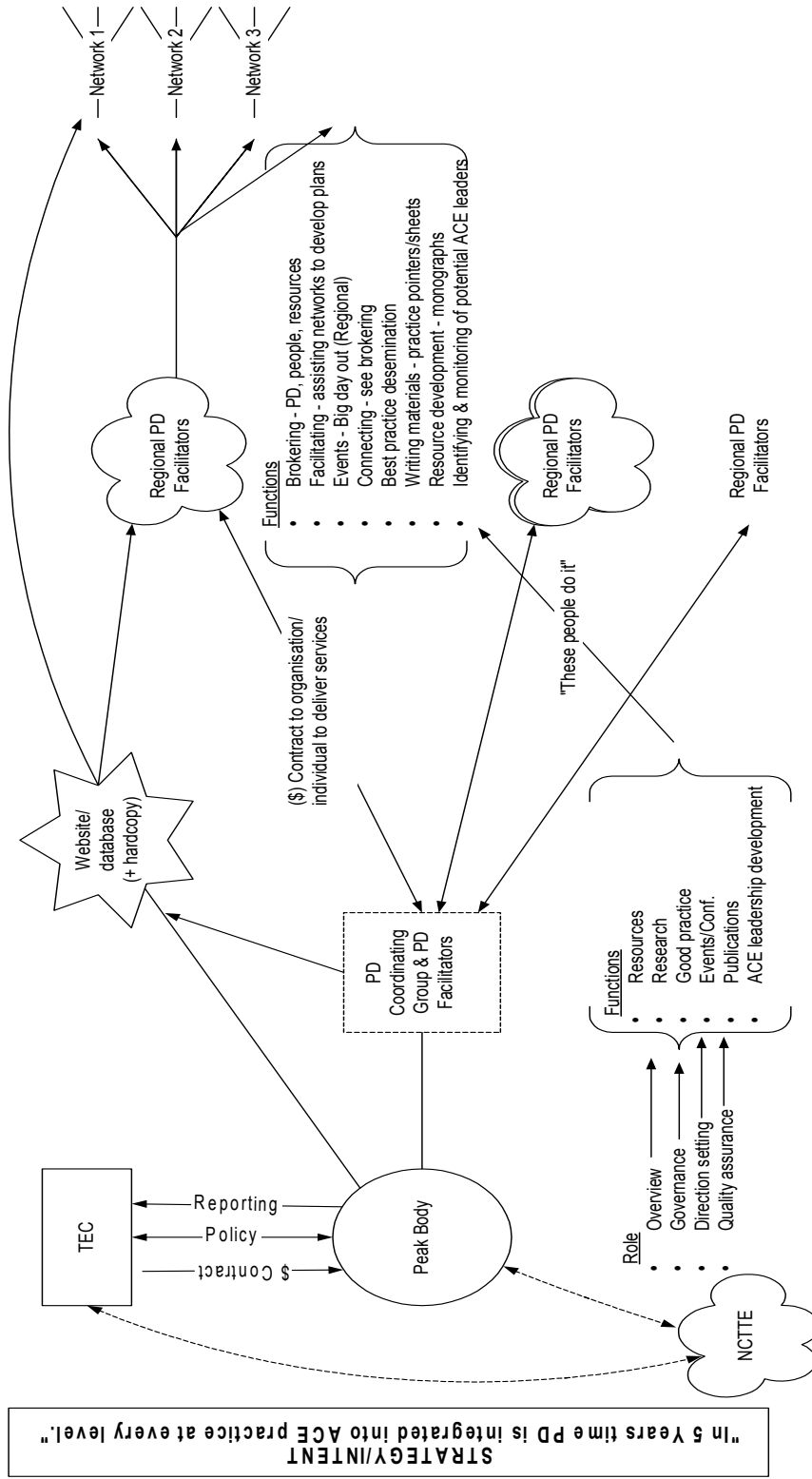


Table 6: Developing ACE professional development

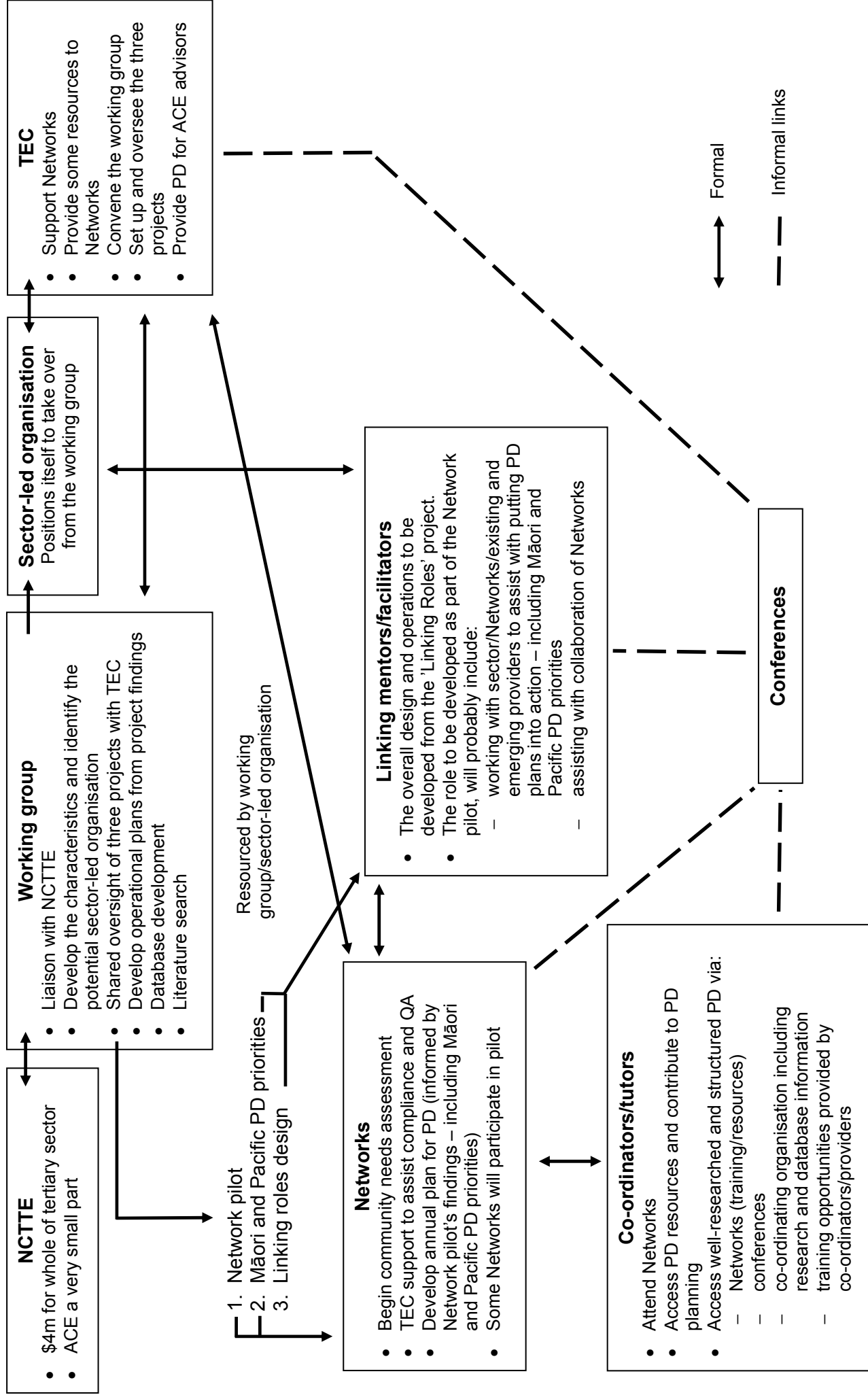


Table 7: Action plan: ACE professional development 2006–2010

	Year 1 March–December 2006	Year 2 January–December 2007	Years 3–5 January 2008–December 2010
Sector-led co-ordinating mechanism	<ul style="list-style-type: none"> Working party of ACE sector, TEC and Networks established to set up professional development co-ordinating mechanism →→ Action research for professional development, identification of 'good practice' and literature survey on ACE quality and good practice initiated →→ 	<ul style="list-style-type: none"> Sector-led co-ordinating mechanism established, named and operating →→ Case studies and research publications on 'good practice' →→ 	<ul style="list-style-type: none"> Review of effectiveness and impact of co-ordinating mechanism
ACE professional development skills and competencies	<ul style="list-style-type: none"> Assistance to Networks in undertaking community learning needs assessment →→ Networks supported to work with ACE providers on TEC compliance requirements →→ Processes established for ongoing identification of ACE professional development skills and learning priorities →→ Specific project designed around: (i) Māori and (ii) Pacific provider/practitioner professional development priorities →→ 	<ul style="list-style-type: none"> Professional development plan, including funding, prepared by Networks (or clusters of networks) Developing skills for working collaboratively Identifying specific professional development requirements around governance roles, tutors and co-ordinators, and new ACE practitioners, and develop plans →→ 	<ul style="list-style-type: none"> Continued refinement of identification of ACE professional development skills and learning priorities Review effectiveness of professional development planning and implementation process Refreshment of plans around core professional development priorities
Networks and conferences	<ul style="list-style-type: none"> Initial steps for professional development to become part of Networks' role and function →→ Regional pilot with Networks on professional development including: role of facilitators/mentors, research and evidence that would be useful for professional development, and practical resources and assistance needed by practitioners and providers – including for emerging providers →→ 	<ul style="list-style-type: none"> Funding agreed and allocated for Networks to undertake professional development responsibility →→ Cross-network sharing of ACE 'good practice' established and reinforced at national hui and sector conferences →→ Tangible resources, eg, manuals and tailored training identified and implemented for Networks and practitioners – started in 2006 if possible →→ 	<ul style="list-style-type: none"> Local, regional and national professional development cross-linking and planning well-established and reviewed for effectiveness and impact Continued production of professional development resources
Key linking roles of ACE facilitators and mentors	<ul style="list-style-type: none"> Planning of overall design and operationalising of linking roles →→ Data-bank of expertise and experience set up – reflects multiple characteristics including Māori and Pacific ACE expertise →→ 	<ul style="list-style-type: none"> Full implementation of linking roles →→ Action-review-learning process set in place for linking roles and their impact →→ 	<ul style="list-style-type: none"> Review of effectiveness and impact
TEC	<ul style="list-style-type: none"> Specific responsibility identified for ACE professional development liaison →→ Process for ongoing skill development for ACE advisors established →→ 	<ul style="list-style-type: none"> Continuation of approach →→ 	<ul style="list-style-type: none"> Review and ongoing requirements identified

Appendix 1: Specific ACE practitioner roles


ACE practitioner role	This is what we think needs to be achieved	Steps for achieving this
Identifying the specific professional development requirements of Māori and Pacific providers and practitioners	<ul style="list-style-type: none"> Strengthen skills and resources in the specific needs and strengths of Māori providers within the context of the distinctive characteristics of ACE and its priorities. Strengthen skills and resources in the specific needs and strengths of Pacific providers within the context of the distinctive characteristics of ACE and its priorities. 	<p>Identify the priorities, strengths, skills and PD requirements for:</p> <ul style="list-style-type: none"> Māori providers to develop specific professional development plans; Pacific providers to develop specific professional development plans.
Tutors and facilitators	<p>Develop an understanding of:</p> <ul style="list-style-type: none"> the ACE sector; principles of ACE; relating activities to ACE priorities; develop, plan, prepare and deliver ACE activities; how to develop effective programme/course evaluations. 	<ul style="list-style-type: none"> Enable tutors to attend relevant local training courses – especially through ACE Networks. Assist with the development of training courses relevant to tutors and facilitators. Support ACE Networks to identify ongoing professional development priorities for tutors and facilitators.
ACE co-ordinators and managers	<p>Develop expertise in:</p> <ul style="list-style-type: none"> effective relationships with communities and assessing community learning needs work with the ACE quality assurance (QA), charter and profile arrangements provide leadership in ACE sector professional development 	<ul style="list-style-type: none"> Resource co-ordinators and managers to attend training courses. Resource organisations for co-ordinators and managers to promote learning. Resource relationships with proposed co-ordinating mechanism. Supporting professional development at sector and ACEA conferences.
People managing and overseeing parent organisations of ACE	<p>Develop an understanding of:</p> <ul style="list-style-type: none"> ACE philosophy and principles ACE structures and systems – eg, charters and profiles; QA and review. 	<ul style="list-style-type: none"> Provide information, resource material and advice.

New providers and practitioners	<p>Develop an understanding of:</p> <ul style="list-style-type: none"> • ACE philosophy and principles • Charters, profiles and QA • Introduction to ACE Networks for professional development support 	<ul style="list-style-type: none"> • Facilitate involvement with, and support from, ACE Networks. • Provide assistance with ACE philosophy, charter, profiles etc. • Ensure access to education and conferences.
TEC advisors	<p>Develop an understanding of:</p> <ul style="list-style-type: none"> • the philosophy of ACE • ACE community learning needs assessment • ACE QA arrangements, charters and profiles • ACE priorities and how they relate to delivery • Skills in facilitation and conflict resolution 	<ul style="list-style-type: none"> • Provide training workshops. • Encourage access to practical resources and advice from the proposed professional development co-ordinating mechanism.
ACE Networks	<p>ACE Networks can:</p> <ul style="list-style-type: none"> • identify ongoing local ACE professional development priorities • liaise with providers, practitioners and centres of excellence • support practitioners to learn from, collaborate, share experience, and foster good practice 	<ul style="list-style-type: none"> • Provide funding and support for ACE networks to foster professional development. • Provide funding support for the proposed professional development co-ordinating mechanism.

Appendix 2: Approach

There were several sources of information turned to in developing this strategy. These included:

- Interviews and discussions with funded and unfunded ACE providers, TEC staff; quality assurance consultants, officials in other government departments and other parts of education involved in capacity building.
- A survey of current and future professional development priorities for ACE practitioners themselves and their perspective on professional development priorities for the sector as whole.
- Interviews with a selection of ACE providers – funded and unfunded.
- Discussions with ACE Aotearoa and CLASS members through CLASS.
- A workshop with the TEC ACE advisors.
- A workshop with 40 sector participants at ACE Aotearoa conference in May 2005.
- Identifying current trends and approaches to professional development in the education and community/voluntary sectors.
- Circulation of a consultation document and fuller report to the sector.
- Summarising the more than 60 submissions received.
- Convening a think tank of sector leaders and TEC staff to identify key directions for the strategy and steps for implementation.



ISBN 0-478-08754-3

Tertiary Education Commission
Te Amorangi Mātauranga Matua
PO Box 27-048
Wellington
New Zealand

Phone +64 4 462 5200

Fax +64 4 462 5400

www.tec.govt.nz

March 2005