

ACE Learning Plan Key Priorities 2009/10

Waitakere Adults are lifelong learners. Waitakere Adult and Community Education promotes a culture of lifelong learning in a wide range of contexts, in both structured and spontaneous forms, to advance empowerment, equity, active citizenship, critical and social awareness and sustainable development with Waitakere City.

Key Priority	Key Objectives	Actions	By Whom	By When	Partners	Resources Required	OUTCOMES
1. Recognition		<ul style="list-style-type: none"> ▪ Record Waitakere ACE organisations, their core business and contact details on an online register as a sector resource ▪ To secure permanent statutory recognition for ACE which recognises the philosophy of lifelong learning and its implications for all educational sectors ▪ To ensure ACE is recognised as being part of an integrated Tiriti-based approach to education and social development ▪ To establish an ACE Working Party to update <i>Koia! Koia!</i> ▪ To align TEC ACE national priorities with 'The Waitakere Way' – a three-way partnership between central government, the council and the community that: <ul style="list-style-type: none"> ○ Is an inclusive and collaborative process committed to sustainable development ○ Recognises the Treaty of Waitangi ○ Acknowledges diversity in communities ○ Works towards reducing inequalities ○ Enhances social participation and equity ○ Works in partnership across the community ○ Fosters integration across sectors 			▪		The ACE sector is fully recognised as an educational sector and is part of an integrated Tiriti-based approach to education & social development

ACE Learning Plan Key Priorities 2009/10

Key Priority	Key Objectives	Actions	By Whom	By When	Partners	Resources Required	OUTCOMES	
2. Life-long learning		2a To secure TEC funding in order to effectively determine community learning needs.			▪		ACE provides and promotes lifelong learning opportunities that meet the changing demographic profile and learning needs of adults in Waitakere City.	
		2b To set up an ACE Task Force to undertake periodical surveys of community learning needs, review, analyse and make recommendations to Waitakere ACE on how best to anticipate and meet these needs.						
		2c To design a framework for assessing Waitakere's community learning needs on the Stalker model, incorporating the following elements: <ul style="list-style-type: none"> ○ Individual needs ○ Organisational needs ○ Societal needs ○ as well as the ACE government policy framework, in order to interpret needs and subsequently create strategies to meet them. 						
		2d To value anecdotal evidence as valid community voice when researching community learning needs and stories.						
		2e To secure funding in order to undertake a longitudinal study which uses case studies to examine and record ACE learners and learning.						
		2f To determine the learning needs of 'communities of individuals' as well as 'communities of interest' within wider community groups.						
		2g To secure funding to assist ACE providers meet compliance costs related to TEC Quality Assurance Standards and other funders accountability requirements.						

ACE Learning Plan Key Priorities 2009/10

Key Priority	Key Objectives	Actions	By Whom	By When	Partners	Resources Required	OUTCOMES
3. Provision for under-represented groups		<p>3a To collaborate with stakeholders of under represented learners in order to plan, support and deliver ACE courses which respond to their diverse cultural backgrounds, learning experiences and learning needs.</p> <p>3b To ensure that teaching methods and teaching environments make learning accessible to under represented communities of learners.</p> <p>3c To recognise the importance of self-determination and preferred learning pathways when engaging with community groups of interest who are under represented as learners in Waitakere ACE.</p> <p>3d To uphold the strategic intent of Ka Hikitia – Maaori enjoying education success as Maori.</p> <p>3e To appoint a community liaison person to focus on increasing the participation of under represented adult learners in both existing and new courses, and to build relationships with community groups, including churches and marae-based initiatives catering to the learning needs of these Waitakere citizens.</p> <p>3f To focus on the development of student-centred learning programmes which are intergenerational in nature, support family priorities and build connections between the home, community meeting spaces and learning places within the community.</p> <p>3g To use the safe practices code utilised by ESOL Home Tutors as a document of discussion in order to plan and initiate more home-based programmes</p>			▪		<p>Waitakere ACE has increased the participation and retention of learners who are currently under represented in ACE programmes – especially Tangata Whenua, peoples of other Pacific nations, men, recent migrants, and refugees.</p>

ACE Learning Plan Key Priorities 2009/10

		<p>for adult learners.</p> <p>3h To recognise, reinforce and promote interdependence between teaching, learning, research and professional practice.</p> <p>3i To provide funded professional development for ACE practitioners who are learners as well as tutors and require support and resourcing for their efforts to create effective learning environments.</p> <p>3j To address Maori and Pacific professional development priority areas, which are focused around the family and identified as:</p> <ul style="list-style-type: none"> ▪ ACE Provider Governance Development ▪ ACE Provider Management Development ▪ ACE Practitioner Development ▪ ACE Community Tutor Development ▪ ACE Network Development ▪ (p47. TEC 30 July, 2007) <p>3k To collaborate with Migrant and Refugee stakeholders with the aim of providing professional development for ACE providers and practitioners based around the themes of:</p> <ul style="list-style-type: none"> ▪ Intercultural development ▪ Intra-cultural development <p>3l To initiate and support Men’s Sheds initiatives.</p>					
--	--	---	--	--	--	--	--

ACE Learning Plan Key Priorities 2009/10

Key Priority	Key Objectives	Actions	By Whom	By When	Partners	Resources Required	OUTCOMES
4. Funding		<p>4a To establish a single, ring-fenced funding pool that clearly supports ACE goals and strengthens the ACE sector.</p> <p>4b To address the inadequacy of ACE funding at national level and the manner in which this limited funding is distributed through local chartered institutions.</p> <p>4c To fund Waitakere ACE by identifying local learning priorities within the context of national strategies.</p> <p>4d To emphasise community needs and ethics rather than the financial viability of the programmes being offered or priorities promoted by government agencies.</p> <p>4e To establish longer funding cycles (3-5 years) from key funders to assist with long-term planning.</p>			▪		The ACE Sector has secure, flexible, equitable and transparent funding

Key Priority	Key Objectives	Actions	By Whom	By When	Partners	Resources Required	OUTCOMES
5. Capacity		<p>5a To identify key skills, knowledge and values required by professional adult and community educators from beginning through to advanced levels for both tutors and programme planners.</p> <p>5b To review all current learning opportunities to identify gaps in terms of the skills, knowledge and values required.</p> <p>5c To improve the process of ACE data collection and analysis and use research to inform the sector of strengths and gaps in its capacity to deliver services.</p> <p>5d To increase involvement and input into Waitakere City Council's long term</p>			▪		The ACE Sector has the capacity to deliver the required services.

ACE Learning Plan Key Priorities 2009/10

		<p>strategic planning processes.</p> <p>5e To establish appropriate links with government agencies.</p> <p>5f To strengthen and support local ACE representation on national reference boards and committees.</p> <p>5g strengthen the membership and capacity of WACEA so that it is more representative of Waitakere ACE stakeholders and is seen as a lead organisation for ACE stakeholders</p> <p>5h offer free orientation programmes in both physical and online settings to community ACE coordinators to assist them in their roles</p> <p>5i Train people from under represented groups to assist in the identifying of local needs and to liaise with these groups in the development and delivery of ACE programmes</p> <p>5j Promote an appreciation and understanding of ACE history and responsiveness to community needs in Waitakere amongst a new generation of ACE workers (both New Zealand and overseas born) - such as the reasons for the inception and development of key organisations, strategic alliances, documents, how national and international events and policies have, and will, continue to change and shape ACE provision in Waitakere.</p>					
--	--	--	--	--	--	--	--

Five national ACE priorities (government):

1. targeting learners whose initial learning was not successful
2. raising foundation skills
3. encouraging lifelong Waitakere City Education & Learning Plan strengthening communities by meeting identified community needs
4. strengthening social cohesion