

Table 1. Principles and dimensions of ACE pedagogy

Principles of ACE pedagogy	Dimensions of ACE pedagogy			
	The Teacher	The Teaching	The Place	The Curriculum
Focus on learners and their needs	Is engaged with learners and their learning on a personal level	Is developmental (starting from where learners are at and consciously helping them to progress)	Embodies collective values: commitment to education, to community service and to the ACE sector itself	Prioritises learner needs through creative assessment for accredited curricula
Continuous learning for work and life	Is reflective and open about her/his own practice and professional learning journey	Is largely (but not exclusively) experiential	Is a strongly networked community of teaching and learning practice	Is oriented towards generic skills for employment, life and further study
Building learning on and within real-life contexts	Is able to improvise and take risks	Fosters skills of critical literacy	Is community-owned and is engaged in community building locally	Is contextualised (in terms of local, community and individual issues, interests and needs)
Sharing power - empowering people & communities	Is aware of relations of power	Includes various strategies to empower learners	Is led by management committed to enabling learning processes and staff needs	Is negotiated wherever possible (i.e., learner respected as key player and partner in the learning)
Many roads to learning	Is patient and able to put trust in the learning process	Is multi-layered and eclectic	Creates a sense of belonging	Opens pathways through accredited, non-accredited and enrichment programs