

Tertiary Education Commission (TEC)
Literacy and Numeracy Implementation
Strategy
Comment for Consideration



Literacy Aotearoa
Choice Change Freedom

“Literacy Aotearoa is established to develop, promote and deliver accessible, quality literacy services designed to ensure the peoples of Aotearoa are critically literate.”¹

Literacy Aotearoa defines ‘literacy’ as the sum of an individual’s ability to listen, speak, read, write, numerate and think critically, and is interwoven with knowledge of social and cultural practices. The Tertiary Education Strategy 2014 – 2019 recognises that basic skills in literacy, language and numeracy are essential to participate fully in the modern world, and are a priority across the education system.

Literacy Aotearoa appreciates the extent of consultation undertaken by TEC, and take this time to reiterate thanks to TEC personnel. Special thanks to David Do for the time provided in attending the National Planning Hui of Literacy Aotearoa, to discuss the latest version of the refreshed strategy and accept the feedback from the membership.

It reaffirms its support of the initiatives taken by the Tertiary Education Commission as outlined in its earlier submission and makes the following comments for consideration.

1. Intergenerational Impact: Whānau and Family Literacy

The strategy mentions the intergenerational aspects of literacy difficulties. The draft does not appear to include this work in any of the work streams. From programmes delivered by Literacy Aotearoa over the last three years there is evidence that family and whānau literacy programmes deliver LLN and other outcomes for the whole family or whānau as well as the student.

It is recommended that:

- *Policy initiative and mechanisms that provide greater assistance for parents to support the learning of their children and grandchildren be developed.*
- *Investment in the development and implementation of whānau literacy programmes which prioritise assisting whānau help their tamariki and mokopuna be initiated.*
- *Recognition is given to the wider impact of workplace literacy on whānau and family both within the workplace and external to it.*

¹ Literacy Aotearoa 2013 Annual Report. For a copy of the full Financial Report: <http://www.literacy.org.nz/annual-report.php>

2. Outcomes of Success

TEC is to be congratulated on the recent developments for the Literacy and Numeracy for Adults Assessment Tool. The new items provide greater context and meaning for learners. Comments in the feedback documentation on the TEC website also emphasise that the use of the Assessment Tool should be part of a suite of mechanisms that show success and LLN outcomes.

The following are some examples of additional outcomes that students could report on:

- *Increased confidence to engage in workplace discussions.*
- *Increased ability to assist their children with their school work.*
- *Reading more frequently to children.*
- *Expressions of hopefulness about their future.*

3. Minimum Qualification Benchmarks

Literacy Aotearoa supports the recently announced decision that instead of a minimum qualification, providers will be required to show equivalent or other qualifications that match NCALNE (Voc).

Literacy Aotearoa again recommends that consideration be given to NCALNE (Educator) being the minimum qualification benchmark.

4. Raising Awareness and Demand

Literacy Aotearoa would support a publicity campaign and would *recommend that research is carried out to identify potential demand for services, prior to the campaign.* This will ensure consideration is given to providing his will assist to ensure there be sufficient funding and resources to cater to potential new LLN learners.

5. Being Appropriate for Māori and Pasifika

Working with Māori and Pasifika involves addressing the value systems that focus on the individual as part of the wider kin collective. Effective teaching strategies which include strategies that are based on Māori and Pasifika cultural capital and pedagogy enable practitioners working with Māori and Pasifika group to better engage the learners, contextualising the programmes to meet the needs and aspirations of the learners.

The anticipated impact and effectiveness that the proposed approach will have relates to improved literacy and numeracy skills of Māori and Pasifika learners, and also lifelong skills that will support their families' engagement in educational activity and achievement. Research carried out by Literacy Aotearoa, in association with Te Wahanga, NZCER, shows that as more Maori and Pasifika learners experience success and positive experiences, their respective communities' value and preparedness to participate in continuing education is enhanced.

It is recommended that the strategies and resources developed reflect a high content level that affirms Māori and Pacific nations' cultural identities and customs and pedagogical approach. It is vital that the importance of addressing the context within which the learner lives their lives is embedded into LLN practice.

6. Achieving an Inclusive Society

TEC is responsible for funding tertiary education for funding in New Zealand, assisting our people to reach their full potential and contributing to the social and economic wellbeing of the country. The overall emphasis of the refreshed strategy is firmly on workplace and functional literacy. Whilst this is important the strategy also refers to having an inclusive society. To achieve an inclusive society, there is the need to provide programmes, resources and other opportunities for those people who are outside of the workforce and who, as adults, wish to gain foundation-level skills. Literacy Aotearoa works with over 8,000 literacy and numeracy learners with 60% of the students having low or no qualifications and 48% being beneficiaries and/or non-employed. Students come for a wide range of reasons, including to improve their communications and LLN skills at work. They also come to increase their opportunities for employment, cope with everyday LLN demands, and support their children and grandchildren with their homework. The following quotes are from students, identifying the reasons they sought assistance and the opportunities and changes they have experienced.

These quotes illustrate the value in investing in LLN programmes beyond the workplace. Literacy Aotearoa tutors and managers consistently seek greater flexibility in programme arrangements, often noting the value of previous funds such as the Foundation Learning funding. This fund enabled providers to submit programmes within formats and hours that they believed would best meet the specific needs of particular and potential students in their communities. They enabled innovation and greater responsiveness.

It is recommended that the TEC invest in identifying outcomes within a wellbeing or a potentiality framework and that in doing so, TEC consider a wider range of LLN programmes to contribute to people reaching their full potential.

Reasons for students joining Literacy Aotearoa

"My kids who inspired me to this to make sure they will have a future to look forward to. For this is my dream, all I need to do is to make it come true. I have done a lot of things in my life that I am not proud of but like everything else, I will leave all that in the past. Your past doesn't have to be your future, your future is how you make it."

Rameka (Page 19, 2014 National Student Writing Event - Mahi Tahi: Partnership and Collaboration)

"...I have five children I wanted to do it for the kids."

Shelly (Page 24, 2014 National Student Writing Event - Mahi Tahi: Partnership and Collaboration)

"When my grandson was three years old I tried to read a book to him and I could not read to him. He read the book to me, so I decided to get help to learn to read... At the age of 60 years I decided to get help to learn to read and write, so I went to Adult Learning Support Nelson."

Tini (Page 29, 2014 National Student Writing Event - Mahi Tahi: Partnership and Collaboration)

"My story is about change. Drink and drugs were my religion. I was a drug dealer. I went to jail and it changed my life. I do not want my kids and moko to go to jail; it is not a good life."
Willie (Page 30, 2014 National Student Writing Event - Mahi Tahī: Partnership and Collaboration)

"My name is Carol, I am 60 years young. It is good to finally learn to read."
Carol (Page 8, 2011 National Student Writing Event - Te Ao Hurihuri: Changing Worlds, Changing Lives)

"(my daughter) Jennifer still struggles but she knows enough to get herself through. She understand more of the importance of knowing how to read and write through watching me struggle." "You gotta think about where you want to go further down the track. If you can't read and write it really restricts what you can do in life."
Donna (Page 14, 2011 National Student Writing Event - Te Ao Hurihuri: Changing Worlds, Changing Lives)

"So now the journey is the same but we are now playing a different role. We are now the provider and protector. It's a hard position to be in, but it comes with rewards. It also challenges us to better ourselves so we can better our families, especially our kids."
Rick (Page 24, 2011 National Student Writing Event - Te Ao Hurihuri: Changing Worlds, Changing Lives)

"About thirty years ago the New Zealand Educational system just left me behind. I really found school hard going. I struggled but no one cared. There are still so many children in our school today that still struggle like I did. People assume that because I have EYES I can read. So if you have EARS can you hear???"
Julie (Student, Invercargill)

The Opportunities Literacy Provision has Enabled Students to Experience

"Literacy has changed my life; I am now able to speak to small groups and run staff meetings. I feel valued and am able to share ideas with my colleagues. It has enabled me to find direction. I now understand the value of learning and feel stronger. I am excited about bettering myself. I am currently doing a Divisional Theory Career Force course which I wouldn't have attempted previously."

Brenda (Page 12, 2012 National Student Writing Event - Kaupapa: Walk the Talk)

"Thank you for getting through to me, that my independence and confidence is in arms reach of me."

Emil (Page 15, 2012 National Student Writing Event - Kaupapa: Walk the Talk)

"I am currently doing an Open Polytechnic Foundation Course and have realised I can do anything if I put my mind to it."

Imogen (Page 19, 2012 National Student Writing Event - Kaupapa: Walk the Talk)

"I couldn't be more happy to go home at the end of year to tell my grandparents I am successful in knowing myself, and have found value in learning as well as better understanding for literacy."

Josie (Page 20, 2012 National Student Writing Event - Kaupapa: Walk the Talk)

“Being able to read, write, spell and comprehend better has certainly contributed to improving my self-confidence and self-image. It has given to me the courage to try new things and if I want something, not to give up.”

Pat (Page 25, 2012 National Student Writing Event - Kaupapa: Walk the Talk)

“After a year and a half I feel like a sponge and just want to soak up heaps of knowledge, I feel a sense of belonging and I don’t feel belittled any more. I am now full on with the community as well as training to be a one-on-one counsellor. I’m the best person I have ever been in life and am loving this injection of success.”

Petrina (Page 26, 2012 National Student Writing Event - Kaupapa: Walk the Talk)

“I now know the values of words and the power they contain. They are no longer marks on paper but like my treasure to read, embrace, to share. They are the treasure of legacy for me, for my whānau and my mokopuna.”

Takirau (Page 30, 2012 National Student Writing Event - Kaupapa: Walk the Talk)

Full Articles Demonstrating the Change Experienced by LLN Learners

Please

by Andrew (Page 6, 2011 National Student Writing Event - Te Ao Hurihuri: Changing Worlds, Changing Lives; Demonstrating practical outcomes from improved literacy skills).

To Whom It May Concern,

Please can you not fine me \$200.00? My registration was due on the 3rd June 2011 and I got a fine for being 20 days overdue. Yes I was 20 days without licensing my motor vehicle, but my financial situation is below the bread-line as I am on Sickness Benefit.

I will buy a three month Motor Vehicle Registration on the 5th July 2011.

Please do not fine me \$200.00. This is a huge amount of money to pay out of my benefit in one hit. I am very sorry I wasn’t able to buy a Motor Vehicle Registration on time.

Yours sincerely,

Andrew

Dad

by Joseph (Page 20, 2011 National Student Writing Event - Te Ao Hurihuri: Changing Worlds, Changing Lives; Demonstrating changes with young adults and much more).

Dear Dad

How are you doing? I hope you are good and keeping fit. I hope you are keeping out of trouble so that you can get out of there soon and we will be able to see you all day every day. Anyway, everyone at home, Uncle, Shannon, William, Forli and I are all doing well. I am going to Te Roroa Learning Place. It’s ‘mean’ Dad! I am learning to read and write. I am making a change in my life. I

got out of the gangs and am making a change. Anyway, Uncle and I have cleared the beach road. When they cut the trees down they made the road rugged, we have almost cleared it and reached the bottom.

Aunty is keeping William busy, got him going to the wharepaku. He is doing good. As for Forli, she is doing good at high school. She makes me mad sometimes, but kei te pai.

Dad we are waiting for you to get out of that hellhole. I am missing you heaps. At our place, Uncle Wilson, Black, Tarn, Bev and Aunty Ngaire have made the place look like home. They have a vegetable garden at the back and made one out front of the house. We now have curtains in every room. Dad, the house is full of stuff. The shed's full as well, but the house looks 'mean'.

Dad you will love it when you get out. Well Dad, that's all I got to say. The family loves you Dad. It's going to be fun when you come back and look after us again.

I love you Dad. Okay I'll see you soon.

Arohanui, your loving son Joseph.

In My Future I Do Childcare

by Outa-Mei (Page 24, 2012 National Student Writing Event - Kaupapa: Walk the Talk; Demonstrating changes with a WINZ-assisted client)

I lost my job about a year ago and I started to lose confidence in myself as jobs were hard to find. I wanted to improve my spelling and reading. I have trouble with it. I had trouble all my life because I got picked on at school and I didn't like going to school. because I was behind the rest of class. I needed help with things.

One of my friends told me about Literacy Aotearoa and suggested that they might be able to help me. With great anticipation I enrolled at Literacy Aotearoa. I started in a class of eight people learning basic literacy skills. It wasn't too long before I progressed to the Open Polytechnic course. As first I struggled with the course but with help and great support from the tutors and staff at Adult Literacy, friends and family, I have completed most of the course.

I have learnt a lot about myself and my learning ability. This course has given me more confidence in myself and will hopefully open up opportunity in the future. In my future I want to start to do childcare because I like kids. I want to believe in myself that I can do it.

What I have done so far is what I believe to be the kaupapa of this hui, Walk the Talk, to achieve my goals.

A World From Far Away - My Story

by Tina (Page 27, 2014 National Student Writing Event - Mahi Tahī: Partnership and Collaboration; Demonstrating changes after negative school experiences)

My past, and meeting people from place to place and not really seeing them, was really hard. Going to different schools was challenging. Being teased and bullied, and too scared to speak up was hard. I was suffering in silence.

Being born in America and raised in New Zealand was a hard transition. I, as a person, struggled hard in schools in New Zealand, being teased by teachers and students. I could not show my true potential in life. I was put down a lot, told I could not attend French class or Economics class, because I had no knowledge. I wanted to learn, but they said, "No!" I left school when I was 16 years old.

In my twenties I had two awesome children. They are my daughter, 14, and son, 16. I'm a solo mum and I work as a cleaner, five days a week. Being a mum and a worker is challenging, but I somehow make it.

2008 I found a lump in my right breast and in 2009 I was diagnosed with breast cancer. This was a huge shock for me and my family. I found out who my real support people are. I had six months of chemotherapy and six weeks of radiotherapy. Now, to this day, I'm five years in remission.

A few years back I joined up with Literacy Aotearoa. I loved learning and thought I should give it a go again. I was scared, felt dumb, and like a loser at the beginning, but when I met my tutor that all changed. My fear changed to happiness. I started to tell my stories of my life and felt alive again. Maths and English can be fun with my tutor, and learning new strategies for maths. I love poems and poetry, my brain is filled with inspiration, sadness and uplifting quotes.

We are One
One of a kind
Be the one to
Show the kindness!

I'm so thankful to have this opportunity to share my experience here at Waipuna Lodge with the Student Writing tutors, as well as meeting new people.

Challenges are real
Challenges are difficult
Challenges are what
Makes us who we are!

The people who are a great influence in my life are, my dad in America, my Auntie Jean in Florida, my brother Nathan, sisters Jennifer, Louisa and Margaret and my counsellor. They help me through my constant ongoing depression.

I look at my life's journey and where I've come from, knowing all my challenges and trials are to make me strong, and to overcome anything that comes my way. My learning difficulties come from being shy and quiet, sitting in the background and observing the world as it goes by.

Writing down thoughts fresh from my head helps me bring out the story writer and poet inside me. I like to write, and through my writing I can express how I am feeling

Peace
Love
and
Happiness.