

# Tui Tua

Newsletter of Literacy Aotearoa

ISSN 1179-8335

*Issue No 1 – Hui tanguru (February) 2015*

*Ngā mihi mahana kia koutou katoa, Greetings to you all... Happy New Year, Ngā mihi o te Tau Hou*

This first issue of 2015 begins by celebrating great learning outcomes for parents, young children and teachers through a Ministry of Education project that began late last year with a partnership between home and school.

On the back page are upcoming events for 2015, links to research on adult education and a resource to use with students to develop digital literacy skills using a mobile phone.

## Partnership and Collaboration: Building a community of learning

*"I realised I can do more things such as helping my 3-year-old to hold a pencil and start writing her own name."*

The Ministry of Education 'Strengthening Families: Early Literacy and Numeracy Achievement at Home' project is a 50-hour programme that emerged from the 2013 Ministry of Education pilot project 'Adult Literacy Provision and Early Childhood Achievement'.

In October 2014, Literacy Aotearoa was contracted to deliver six programmes: three in Northland and three in South Auckland. The project involves 48 families in total, eight parents per programme. The main objective is to assist parents to gain the literacy and numeracy skills they need in order to help their preschool and school-aged children with their language, literacy and numeracy learning.

**Adult Literacy Franklin**, based in Pukekohe, is extending relationships to develop Family and Whānau literacy and numeracy skills.

### Recruitment and goal-setting

Poupou Manager Beverley Jones initiated contact with **Tuakau Primary School** Principal Margaret Kaa, who welcomed the opportunity for parents to participate in the MoE 'Early Literacy and Mathematics at Home' programme. Deputy Principal and Literacy Leader Tina Taylor became the liaison person for participant recruitment. Parents were invited to participate through the school's fortnightly *pānui*, sent home with the children. The DP also approached some mothers to encourage them to take part in the programme and the course began in October 2014. The participants – all mothers with preschool children from the school's catchment area – met once a week from 9am-3pm in a classroom provided by the school. Some parents also had older children attending Tuakau Primary.

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### Glossary:

|          |  |           |  |
|----------|--|-----------|--|
| harakeke | flax   | pōwhiri   | welcome ceremony on a marae  |
| kono     | woven basket (small)                                   | tikanga   | protocol, custom   |
| mamae    | hurt, pain   | whaea     | literally: mother or aunt; in this context: honorific title for kaiako/tutor |
| pānui    | newsletter   | whakapapa | genealogy  |
| pepeha   | introduction using genealogical and geographical links | whānau    | family, extended family  |



## *Partnership & Collaboration, cont.*

Each person identified their learning goals for the programme, including some of the following:

- To learn alongside my children and gain new strategies in preparing my children for their school work.
- To learn English and Māori and learn to talk and write.
- To become more confident with reading to my children and assisting them to become confident in all aspects of their reading and schooling.
- To be comfortable around other people and their cultures. To be able to teach others.
- To gain ongoing assistance in understanding the English language so that I can help my children.
- To learn basic spelling.

### **The learning begins**

Whaea Parekawhia Albert, lead tutor for the programme and support tutor Susan Fry planned activities to help achieve these goals. They included using the ‘times-table pyramid’, understanding and practising long division; inviting guest speakers from the local community including a weaver and an Early Childhood Educator; learning some basic te reo Māori phrases, colours, numbers and *waiata* that the children sang at preschool; learning about the writing process: word study, using dictionaries and searching for information online; speaking in front of the group and attending a *pōwhiri*. One of the participants was very grateful to learn some words in te reo as her two-year-old returns home from preschool singing Māori songs. Now she is able to understand what he is singing, and can join in. *“It was the first time I’ve listened to Māori words and understood what my child is singing and saying.”*

The group developed their writing skills by writing sentences and paragraphs, and were able to use laptops during the programme which was a new experience for some. Together they identified their strengths and skills and discussed the many methods to gather information when searching for answers to questions. After a group session on *pepeha*, one of the ladies said her husband didn’t know anything about his *whakapapa*. His mother had passed away

and he had no contact with his relations. She went onto *Facebook* to ask for help. She and her husband were inundated with messages from his family and have since made some new whānau connections, meeting his aunt for the first time.

### **Mothers and children together**

The children were invited to spend morning tea and lunchtime with their parents. Some mothers said that their children didn’t talk about what they were learning at school, but after seeing the work on the tables in the parents’ learning space their conversations began to change. After the first day the children said they would come back every week. *“Having lunch with their mothers was a good thing. The children saw the work their mothers were doing in the classroom, and said, ‘Oh we are doing that in class too.’”*



The teachers and the DP also dropped in occasionally during morning tea and lunchtime to greet the group. In response to this, the mothers began to form relationships with their child’s teacher. They became confident in approaching the teacher for conversation and to express any concerns they had.

### **Building a community of learning**

Over time the women initiated contact with each other outside of learning sessions. Two of the mothers started working together to prepare breakfast for children in the school’s ‘Breakfast Club’. Learners organised get-togethers in their homes to go over what they had learnt. When one of the learners, was experiencing a stressful family situation the group supported her by pausing in the lesson to hear her news and the group gathered for karakia. *“It just eased the mamae.”* For some, these experiences generated strategies to manage stress at home. By letting the children go outside they were able to create some space, reduce stress and calm down.

*“I’m no longer frustrated with my kids as I can now help them with their maths and reading.”*

## Ako – sometimes teacher, sometimes learner

Early in the course a local Rarotongan *kuia* came to teach the ladies how to weave a *kono*. The group was taught the *tikanga* around harvesting *harakeke* and went out into the Tuakau community, knocked on doors and asked for permission to collect *harakeke*. One of the learners picked up the weaving quickly and she began teaching the others. While comfortable talking with the children, she was reticent amongst adults. She set up a group session of her own with a couple of women who had missed the weaving session. “She began to talk more to instruct the ladies how to make the *kono*, using the terminology that our *whaea* had given us, and it took that shyness out of her,” said Parekawhia.

For the final learning session of the programme each person brought a meal to share and wore an item or costume from their culture. *“They each had the chance to explain about the dish that they brought and to talk about the item... it was fantastic to see the learners as teachers.”*

### Outcomes: changes and gains

The learners identified specific examples of key things learnt during the programme, such as:

- Maths activities: ‘*Learning times-tables using the pyramid method where you just add x number, so you’re using addition functions as well as multiplication*’.
- Writing: ‘*looking up words’, ‘breaking down words and making meaning of them*’.
- Te reo and tikanga Māori: ‘*making kono’, ‘matching numbers and singing waiata with children*’.



Changes in how they interact with their own whānau, in how they participate in their children’s learning and in their local school and communities were expressed in the following comments:

*“We now have a set time at 5.30pm to have everyone together to do school things – homework, talk about the day, what we learnt and just talk with each other and share.”*

*“My children really like school now.”*  
*“I now read with my children before tea.”*

*“I used the take home kit that has a whole range of activities and can now show my daughter how to write.”*

Participants also noted other gains from the programme such as making new friends, going to the doctor independently, speaking up, practising writing using correct punctuation, using a computer and preparing a CV to look for work.

*“Before I started I wouldn’t talk, I didn’t know anyone, now I have confidence.”*

Teachers noticed positive changes in children’s participation in classroom work. DP Tina Taylor has told Beverley that the teachers felt the programme supported the work they were doing with the children and it helped the parents to understand what was expected. “The children are coming back with their homework done. It’s obvious that someone is helping them,” said one teacher.



**2015...** Three of the participants from the programme have since signed up for the Open Wānanga (OW) – Papa Ako programme to continue their literacy and numeracy learning together as a group. The lady who was initially too shy to speak up in the group hopes to enrol in the OW Papa Whairawa programme and from there to go on to gain a tertiary qualification. Parekawhia says she has seen a massive transformation in this lady, “She does a hop, skip and jump when she comes into the learning centre.”

Meanwhile the programme will continue at Tuakau Primary School this year. Beverley and Parekawhia have just been invited to attend a school community evening to talk to parents about the programme. “Even when the programme is finished we will continue to have a relationship with the school,” says Beverley.

## Digital Literacy for mobile phones: A resource kit



<http://diglit-mobile.amesvic.wikispaces.net/Resource+Kit>

This is a practical resource for tutors to use with learners in the use of the most commonly owned mobile device – the mobile phone - to develop initial and transferrable digital literacy skills. There are five modules, clearly laid out, extremely user-friendly. The resource was developed by Adult Multicultural Education Services (AMES) Australia.

The activities introduce the phone functions; relevant vocabulary using an android phone, an iPhone and a basic phone (without a touch screen); discuss cultural and social knowledge including digital safety issues; and discuss any legal implications (for example permission to take photographs).

### Module 1: Getting started

### Module 2: Voicemail and calls

### Module 3: SMS and address book

### Module 4: Using your phone camera

### Module 5: Voice memos and calendar

## Adult Ed – an International Perspective

These websites provide data and research papers looking at individual countries and drawing comparisons across countries.

### The Organisation for Economic Co-operation and Development (OECD)

- Education <http://www.oecd.org/education/>
- New Zealand data:  
<http://www.oecd.org/newzealand/>
- Programme for International Student Assessment (PISA): <http://www.oecd.org/pisa/>
- Programme for the International Assessment of Adult Competencies (PIAAC):  
<http://www.oecd.org/site/piaac/>  
View the video on the [International Skills Study](#) that compared statistics from 24 countries.

### United Nations Educational, Scientific & Cultural Organization (UNESCO)

<http://www.unesco.org/new/en/education/themes/education-building-blocks/literacy/>



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## 2015 Events for your Calendar

### Hui tanguru (February)

- Māori and Pasifika Adult and Community Professional Development Hui-Fono: 'Scaffolding the Future'. Ōtautahi (Christchurch). 25-27/02/15 [more...](#)

### Poutū te rangi (March)

- New Zealand Book Month [more...](#)

### Paenga whāwhā (April)

- Te Heke Tuarua / Region Two, Host: Literacy Aotearoa Hawke's Bay. 28-29/04/15

### Haratua (May)

- Te Heke Tuatahi / Region One, Host: Adult Literacy Franklin. 5-6/05/15

- Te Heke Tuatoru / Region Three, Host: Literacy Aotearoa Dunedin. 13-14/05/15

### Pipiri (June)

- National Volunteer Week NZ [more...](#)
- ACE Conference [more...](#)

### Hōngongoi (July)

- Te Hui ā Tau & National Planning Hui
- Te Wiki o te reo Māori - Māori Language Week: Theme 'Ngā Mātua / Whāngaihia te reo Māori ki ngā Mātua' [more...](#)

### Mahuru (September)

- New Zealand Money Week 31/08-6/09/15 [more...](#)
- [Literacy Aotearoa and NZ Post Travelling Books](#) launch
  - Adult Learners' Week - He Tangata Mātauranga 2015
  - ALPA (Adult Literacy Practitioners Association) Conference, Wellington. 5-6/09/15 [more...](#)
  - [International Literacy Day](#) 08/09/15

### Whiringa ā rangi (November)

- Language, Education and Diversity Conference, University of Auckland 23-26/11/15 [more...](#)

## 2015 Training for NCALNE\* Educator and Vocational Qualifications

Information about these qualifications and dates for training can be found on our website:

<http://literacy.org.nz/ncalne-general.php>

\*National Certificate in  
Adult Literacy and Numeracy Education

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