

# Tui Tuia

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## Te Hui ā Tau & National Planning Hui

*Ngā mihi mahana kia koutou katoa,  
Greetings to you all...*

135 participants from all levels of the organisation including tutors, managers, governance members and National Office staff attended the Literacy Aotearoa Hui ā Tau (AGM) and National Planning Hui held 13-15 Hōngongoi (July) at Waipuna Conference Centre, Tāmaki Makaurau Auckland. Morehu Wilson (Ngāti Paoa – mana whenua of the Waipuna area) welcomed hui participants with mihi whakatau. He spoke of the whakapapa of the area, the land, the people and the water – giving everyone an understanding of where we were located. The theme for the National Planning Hui was: **Tūturu! - Keeping it real!**

Te Hui ā Tau (AGM) took place in the afternoon led by Te Kōruru – the governing body of Literacy Aotearoa. Chris Richardson (Literacy Aotearoa Hawke’s Bay) was welcomed as a newly-elected member of Te Kōruru. Current members are Dr Kim Currie, Margaret Manuel, Serenah Nicholson, Janet Te Rore, Lloyd Davies and Chris Richardson. More: <http://literacy.org.nz/who-we-are/governance>

Guest speakers and workshop presenters focussed on keeping it real by talking about the importance of listening to, engaging with and ‘knowing’ learners: knowing where they are from, what they aspire to and how they learn best. Each speaker brought stories of learning, literacy, struggles and determination. Hui participants were addressed as leaders and facilitators of change and asked to consider ways of improving their practice to meet the needs of learners.

*Presentations are available to Members on the website.*

## Alfred Ngaro, Member of Parliament

“If you want to know what the Pasifika story is, you need to stop looking at people for what they do, you need to make connections. Unless you know who a person is, then how can you connect, how can you be authentic and genuine - how can you translate hope? Surely what we should be about is facilitating change, helping people to find a new place, a sense of opportunity, helping people to fulfil their sense of dream and destiny.”

In his role as parent facilitator for the parenting programme SKIP (Strategies with Kids, Information for Parents) Alfred worked with staff



*Pale Sauni, Manogi Tavelia, Alfred Ngaro*

at The Warehouse to ‘teach dads to be better dads’.

The participants wrote their own stories about being a father and took photos with their children using disposable cameras. The book was published and presented to the men to share with their whānau. Some women at The Warehouse asked for the opportunity to also be involved in the programme and another book was written by the mothers.

“They told their story. It was such a powerful transformation. It made them feel that they belonged,” said Alfred. The impact of the programme on participants and workplace led to positive and measurable outcomes with productivity up 30 percent; improved relationships between management and staff; and reduction in absenteeism for all employees. The programme received the [EEO Trust Supreme Award in 2010](#).



## Āneta Rāwiri, Te Wānanga o Raukawa (TWR)

*E rere kau mai te awa nui nei. Mai i te kāhui maunga ki Tangaroa. Ko au te awa. Ko te awa ko au.  
The river flows from the mountains to the sea. I am the river.  
The river is me.*

Āneta spoke of her role in the development of Haea te Pū Ata, the draft Māori Adult Literacy Strategy. Central to the kaupapa of the paper was recognition of Māori and indigenous people's literacy and the recurring themes and understandings that emerge from this research field. She gave a historical account of Titi Tihu (a tohunga from Whanganui iwi) and his attempts to have iwi rights, practices, language, culture and the Whanganui river protected. He led a 24-year court case (1939-1962) which became the longest case in Aotearoa New Zealand's history. For Whanganui iwi, the river and people are bound together to the point of being inseparable. Understanding the iwi perspective is critical to addressing the significantly high level of Māori and indigenous people's disengagement with literacy today and to re-engaging Māori with literacy, says Āneta. A holistic approach is critical for Māori, valuing and respecting the learner, their culture, language and practices.

Te Wānanga o Raukawa (TWR) has consistently advocated for kaupapa Māori and Matauranga to be integrated into tertiary literacy strategy and is a member of the TEC Reference Group for the following projects:

1. Mātauranga Māori assessment items for the literacy and numeracy assessment tool to enable more accurate assessments of Māori learners.
2. Kaupapa Māori professional development training workshops for literacy tutors, 'He Taunga Waka' to support the delivery of culturally appropriate literacy to Māori learners.
3. A National Māori Adult Literacy Strategy: Haea Te Pū Ata.

TWR suggests that a national kaupapa Māori adult literacy strategy is critical to reversing the current day significantly high levels of adult Māori disengagement with literacy. However, Haea Te Pū Ata has not been implemented as a TEC strategy but as a work stream. Aneta stated that, "By doing this the TEC has shifted decision-making concerning literacy for Māori to wider tertiary and industry sector participants who do not have any experience or knowledge of kaupapa Māori literacy or the wider historical and contemporary context of literacy for Māori."

## David Do, TEC

David's presentation provided some background and an update on the Literacy and Numeracy Implementation Strategy.

The 2006 OECD results reported that 1.3 million (43%) New Zealanders had low or very low literacy and numeracy skills; 40% of people in the workforce had literacy or numeracy skills below an internationally accepted level of what you need to engage in today's economy and society.

TEC's role is to implement the government's Tertiary Education Strategy and to work with the sector and employers to lift literacy and numeracy skills. The Minister asked TEC to refresh the strategy with a focus on targets and success indicators to reach more people who need assistance and to better target the support required. TEC has developed four work streams for the strategy.

1. **Workplace and collaboration with more agencies:** More employers and employees in workplace literacy and numeracy programmes. Developing more resources for workplace context.
2. **Targeting particular groups of learners:** e.g. Māori and Pasifika, younger learners; adults who are new to New Zealand (migrants and refugees); adults with learning difficulties. Professional development for providers, more resources targeted to these groups.
3. **Professional development for tutors and trainers:** Grow the Assessment Tool: new options, educational resources, Te Ata Hāpara, Pathways Awarua, etc., and a national publicity campaign about adult literacy and numeracy.
4. **Working across government agencies/ organisations:** Working with the Ministry of Education to improve the skill levels of secondary school students.

*Participants had the opportunity to provide feedback on the draft Strategy in a workshop later in the day.*



*Bridget Murphy & David Do*

## Jan Eyre, NZCER

Jan is the Project Leader for the 'Starting Points Assessment' and presented an update on the ongoing development of resources for assessment of adult learners.



Jan Eyre

There are two areas under development:

**1. Listening Vocabulary and Reading resources** for learners who fall below Step 1 of the Learning Progressions.

Since January 2015 the team at NZCER have been developing, writing, testing and reviewing questions in conjunction with the reference group. In addition consideration is given to the design components in the online environment such as intuitive navigation; using symbols and audio cues; what can be assessed practically in an online format and what the IT developers can create. Online piloting is underway and the assessments will be trialled from September 2015.

**2. Te Ata Hāpara:** reading assessment resources to reflect more of a Māori world view.

This assessment is now live and is on trial until sufficient learners (read: thousands) have completed the assessments. It is available online and paper-based. The home page has a welcome video to walk learners through what/how/why.

Kaupapa Māori practices have informed the design of this assessment and a matrix was developed to ensure that content provided is inclusive of all iwi.

This assessment resource has also been through robust review cycles. Analysis and calibration will continue until the release of the final options in 2016. All of the Te Ata Hāpara items will then be added to the adult literacy assessment bank.

## Alison Sutton, COMET

### *'Literacy Collaborations across towns and cities'*

In 2015 Alison was awarded a Winston Churchill Memorial Fellowship which took her to 11 cities, and nine different organisations in England and the USA to look at the trends in literacy collaboration that could inspire literacy action for New Zealand. She believes we need a new national vision. "We used to be a world leader in reading... What can we do better?"

Initiatives in the UK have a focus on raising literacy for family wellbeing and a way out of poverty. Current campaigns aim to inspire reading to and with children at home. Early literacy is promoted in Middlesbrough in hospital maternity wards encouraging young mothers to read to premature babies so they will gain confidence in reading, engage with and help settle their baby, and grow positive relationships between the parents, family and the hospital staff. The release of data showing poor literacy results of children from impoverished backgrounds inspired the 'Read On. Get On.' (Save the Children) campaign to get every child reading (or read to) for ten minutes a day. 42 percent of poor 5-year old boys do not have the language skills expected, compared to 28 percent of poor girls. "They think they are going to lose a whole generation due to such poor literacy results, particularly poor boys," said Alison.

In the USA, the focus was on language in the home and parents' role as 'first teacher and brain builder'. School Readiness statistics (Stanford University) demonstrated a **30 million word gap**, where over a 5-year period a stressed poor family might expose their children to 30 million fewer words than children from affluent families. By age 5, a typical middle-class child recognises 22 letters of the alphabet, compared to 9 for a child from a low income family.

She asked hui participants to consider how to activate local champions in Aotearoa and to think about joining up with others to promote book rich and language rich homes.



Alison Sutton & Jane Rigby

## Mark Smith, Unitec Institute of Technology

Mark spoke of the challenges faced by teachers entering tertiary institutions and the new skills they require to deliver foundation-level programmes. He described the experience as having three phases.



Mark Smith

**1. Secure Orientation:** *know who you are, where you are, where you fit.* Tutors at Unitec are experienced in a particular vocation, e.g. plumbing, hairdressing.

**2. Disturbing disorientation:** *change.* In becoming a tutor they need to adopt new language and new skills and a new identity and to start to identify themselves as a teacher. This move leads to insecurity and change.

**3. Surprising Re-orientation:** *movement from one state to another.* In addition teachers are required to embed literacy and numeracy into their courses, so they need to learn another new set of skills.

So, how do tutors move from disturbed disorientation to surprising re-orientation? **Structure** and **texture** assist in re-orientating tutors. Examples of structures include the 'Knowing the learner' model, or the Learning Progressions.

The literacy 'textures' of learners include:

**from:** backgrounds, challenges, skills they bring with them

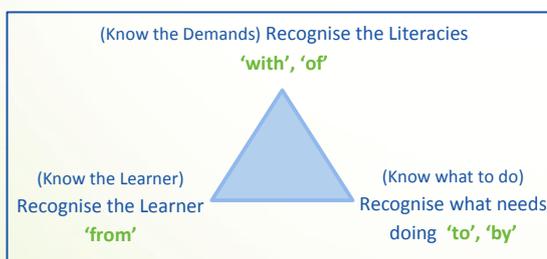
**with:** literacies are part of a community with ways of operating and constructing knowledge

**of:** chosen field, subject, profession/skills/language required

**to:** forward-looking to where students want to go, accountants, nurses, etc.

**by:** the activities/strategies/ interventions/actions tutors take with learners to improve their literacy & numeracy.

Tutors use this transition framework to understand where to begin and how to meet the



needs of learners and create assessments that scaffold students toward the academic and literacy skills they need to achieve their goals.



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## Workshop Snapshots – NPH2015

