

# Tui Tuia

Newsletter of Literacy Aotearoa

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

**Tūturu – Keeping it Real:** During 2015 we have commenced a number of projects that will guide Literacy Aotearoa into the future. These projects will assist the organisation to improve practices, meet the TEC priorities and to achieve our Mission. Three regional hui brought Ngā Poupou (Member Provider) managers together recently to discuss changes in Literacy Aotearoa systems and Tertiary Education Commission (TEC) requirements for 2016.

Stories of learning success in this issue include Blended Learning (a mix of face-to-face and online contact) in the Wairarapa, Embedded literacy and numeracy in the Far North through kōrero, whakairo and story writing and on the back page the 'Key Points' and Priority 4 from the TEC Strategy 2015-19.



## Literacy Aotearoa Managers' Hui

Managers at the Hui discussed the Literacy Aotearoa 2016-2020 Strategic Plan and the Big UPS (Uniformity of Practices and Systems) Project.

Online developments already underway include the Intranet as a portal to a range of templates and resources for service delivery; the EnrolPro database for learner and tutor data; Xero for accounting; Skype for Business and the Microsoft 365 suite of programs.

Poupou<sup>1</sup> Websites will be developed in the New Year. The design will provide a uniform look and feel that incorporates the Literacy Aotearoa brand and programmes with local Poupou kaupapa, programmes and branding.

TEC personnel provided updates to clarify the priorities for Tertiary Education providers for 2016, including the Investment Plan Guidance and ACE<sup>2</sup> Contestable Funding requirements (See box on right).

The small group format ensured great engagement from all participants and feedback was positive.

Investment Plans should demonstrate:

- how you will make progress against the TEC's [Embedded Literacy and Numeracy \(ELN\) Practices](#)
- how you will increase your rate of initial (where appropriate) and follow-up assessments
- how you will use this information to inform effective teaching
- how you will continue to maintain and develop the capability of your foundation level teaching workforce
- how you are contributing to improved learner outcomes.

See more information on the TEC Strategy on the back page.

<sup>1</sup> Poupou: Member Provider of Literacy Aotearoa

<sup>2</sup> ACE: Adult and Community Education

**Mission: Literacy Aotearoa is established to develop, promote and deliver accessible, quality literacy services designed to ensure the peoples of Aotearoa are critically literate and able to realise their full social, cultural and economic potential.**





## Blended learning approach - Literacy Wairarapa

*To get where you want to go requires dedication and perseverance... thanks to Literacy Wairarapa tutor Grey Tuck for sharing this story.*

Leigh-Ann knew what she wanted. She wanted to become a police officer. After applying to enter the New Zealand Police she was unsuccessful but that didn't stop her. Despite nerves, a loss of confidence and family and work commitments, she sought help from Literacy Wairarapa.

Leigh-Ann completed an initial assessment (using the Literacy and Numeracy Assessment for Adults Tool) for reading comprehension achieving a step 4. A high step 5 or step 6 is required for acceptance into the Police College. Leigh-Ann began learning sessions with Literacy Wairarapa tutor Grey Tuck, who is experienced with working with prospective police recruits.

To overcome problems of distance to travel and time pressures the tutor adopted a 'Blended Learning' approach using Skype, Google docs, Pathways Awarua and face-to-face tutorials.

Leigh-Ann worked her way through the Pathways Awarua modules at her own pace when time allowed. The tutor monitored her progress weekly and provided regular encouragement and constructive feedback via Skype and Google docs, as well as a little texting and email.

Leigh-Ann recalls, *"Grey set me some tasks on Pathways Awarua, some of it basic, but also some of it very informative. There were some things I didn't learn in school that were key to understanding questions that were in the entry tests."*

Connectivity issues around bandwidth meant abandoning Skype, so Google docs became the main form of communication.

*"We set up a Gmail account (for me) and Grey started sending me work through Google docs. I would do the reading comprehension or report writing exercises and send it back via Google docs where he would read and check my answers. Any that were wrong or not quite right, he would help me to understand the correct answer and the underlying strategies to use,"* says Leigh-Ann.

Leigh-Ann completed two more reading comprehension assessments to measure her progress. In her final assessment she achieved step 6. Her place at the Police College was confirmed in early September. Mission accomplished.

Leigh-Ann sums up her experience with blended learning this way,  
*"This way of learning has worked so well for me, I was able to do all the work in times that suited me and I was able to work it around my family. I have been able to pass valuable information on to my kids to help them. Grey was always accommodating with time, help where I needed it and always encouraging, even baking a brownie the night I had to re-sit my assessment test. I would highly recommend this style of learning especially for busy people like myself!"*

<sup>1</sup> Blended Learning – is a formal education program in which a student learns at least in part through delivery of content and instruction via digital and online media, allowing the student a large degree of control over time, place and pace of learning. Blended learning is a mixture of face-to face methods and computer-mediated activities.

<sup>2</sup> Google Docs is a way of sharing documents and it allows contributors to share and make comments. It is a very collaborative way of sharing information or exercises.

### Literacy Aotearoa Intranet - Collaborative Docs, Microsoft 365 and Skype for Business

The Literacy Aotearoa Intranet provides the opportunity to develop similar blended learning programmes to the one in Wairarapa by using Collaborative Documents. These Collaborative Documents are part of a Microsoft 365 suite of programs: <http://literacy.org.nz/intranet/collaborative-docs> The Intranet also provides users with improved connectivity with Skype for Business.



Please contact [Alysha Hiha](#) at National Office with any queries.



Te Awa Toi Whakairo is one of FNAL’s new innovative literacy programmes. The programme aims to use the skills and learning strategies of toi whakairo to engage with rangatahi/youth and adult learners as they are introduced to a Māori world view of literacy and numeracy.

Jay Rupapera, Manager Far North Adult Literacy, shares the success of some of the learners enrolled and explains that students will be able to link learning to whakapapa, mana whenua, whānau and hapū.

“It has been an exciting learning journey for us as we draw out all of the literacy, language and skills through the activities,” says Jay.

“We want to extend a huge thank you to Stan Young for coming in and supporting the literacy kaupapa.”

### Wharepouri (Whare)



Wharepouri has enjoyed learning to design a pattern using kōwhaiwhai which he then transfers onto wood for carving. Once his piece is finished Whare translates the whakairo into a written story. During the programme Whare has expanded his language and vocabulary, learning how to pronounce Māori place names, structure sentences and tell a story. Whare has progressed from writing one-line descriptions to now telling a whole story. The Patu is one of three pieces that Whare has completed over seven weeks and depicts his whakapapa.

FNAL will attend Te Mana Oranga Trust Whānau Day on 10 Hakihea (December) where Whare will present his Whakairo to the ‘Residential support’ team at the Trust and read his story.

“Students are learning new skills using a number of measuring and hand tools. As part of the programme students look at vocational pathway plans and discuss further training and employment opportunities, where they can transfer these new skills into workplace opportunities,” says Jay.

### DJ

DJ is another learner enjoying literacy services at FNAL. DJ introduced himself to Stan our tutor of Te Awa Toi, and immediately made himself at home. DJ is a story teller who loves music and composing songs. He writes stories about his life and the challenges he has had to overcome with the loss of his Aunty Rose.

“She was my strength. My Aunty Rose was my anchor and she will be with me forever.”



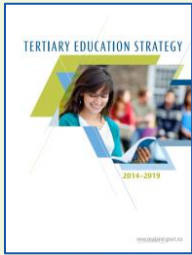
The photos above show DJ’s first designs. When we asked DJ why he chose this symbol, he said it reminded him of his Aunty who always encouraged him to stay at school.

DJ recently gifted his first piece to the Kaitaia WINZ office where his Aunty Rose used to work.

Kupu:	Translation
kōwhaiwhai	painted scroll ornamentation
patu	Weapon, club
(Toi) whakairo	(art of) carving

If you are unsure of the meaning of any kupu in Te Reo Māori click here:

<http://maoridictionary.co.nz/>



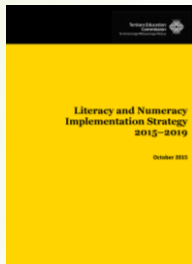
[www.tec.govt.nz](http://www.tec.govt.nz)

### *Tertiary Education Commission: Priority 4: Improving adult literacy and numeracy*

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All adults need to have sufficient literacy and numeracy skills to fully engage in the economy and society. This means ensuring as many people as possible have the opportunity to improve their skills and capabilities.

The workplace is one of the most important areas for targeting learners, as a large number of people with literacy and numeracy needs are in the workplace in low-skilled occupations.



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### *TEC Literacy & Numeracy Implementation Strategy - [Key Points](#) (Page 4)*

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Where you're planning to deliver foundation-level education, you'll need to demonstrate how you will contribute to the goals in the [TEC's 2015–19 Literacy and Numeracy Implementation Strategy](#).

The Tertiary Education Commission (TEC) Literacy and Numeracy Implementation Strategy sets out how we will work with the tertiary sector, with employers and across government from 2015 to 2019 to lift literacy and numeracy skills.

The strategy has been developed following consultation with stakeholders in the tertiary education sector and with employers. See the Key Points from the LNI Strategy below.

- New Zealand needs a population with high-level literacy and numeracy skills to build a high-productivity, high-wage economy and an inclusive society where everyone can participate.
- 1.3 million New Zealanders do not have sufficient literacy and numeracy skills to fully engage in the economy and society (as of the most recent assessment in 2006).
- This is 43 percent of adults aged 16 to 65. Māori and Pasifika adults are over-represented among this group.
- About 40 percent of people in the workforce do not have sufficient literacy and numeracy skills to function well in a knowledge society and information economy.
- Lots of people need help, but the reasons for people's current literacy and numeracy skills can vary significantly. Solutions need to be tailored to their specific needs.
- But we want to be able to reach more people so they can succeed and better target our support to individual learners to help improve their outcomes.
- To ensure that TEC continues to make progress in improving literacy and numeracy outcomes for more people, this Strategy sets targets for us to achieve by 2019.
- This Strategy sets out our plan to:
  - reach more people so they can succeed;
  - better target support to individual learners to help improve their outcomes;
  - ensure that tutors and trainers are well equipped to help their learners succeed; and
  - support and influence other agencies.



**Literacy Aotearoa**  
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Literacy Aotearoa Incorporated

*Delivering Quality Literacy for Over 30 Years*

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