



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

In this first issue of Tui Tuia for 2017, two workplace programmes are featured. In each case, the programme content assisted workers to improve their literacy, numeracy and communication skills for their workplace roles and in their personal lives. Participants increased their understanding of processes in the workplace including decisions and actions impacting on health and safety.

Since completing the programmes, participants have commented on working more confidently in their roles and contributing ideas in team meetings. Participants are now able to calculate percentages and comment that they can assist customers with questions about discounts. Others are helping their children with their homework.

Links to professional development opportunities and resources for students and tutors are also featured.

### *Strategic Goals:*

1. *Te Kōmako: Extending our reach*
2. *Te Rito: Focusing on what matters*
3. *He Tāngata: Growing the demand*

## *Celebrating 20 years' service – Southern Adult Literacy*



In February 1997, Averil Mawdsley began at the Southland Adult Learning Programme as an office assistant working five hours per week.

Today she is an integral part of Southern Adult Literacy as Community Coordinator and database administrator. She meets and matches students and tutors, arranges all group enrolments and does many other jobs that help make the programme tick.

“It was a privilege to be able to mark this event. We also presented five NCALNE\* Certificates on the night,” says Nellie Garthwaite, Manager Southern Adult Literacy.

Photo: Bernadette Milne (Chair SAL), Averil, Nellie Garthwaite (Manager SAL) at First on Windsor Café.

### *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.

### *Literacy is:*

listening, speaking, reading, writing, numeracy and critical thinking... interwoven with the knowledge of social and cultural practices. Literacy empowers people to contribute to and improve society.



**the warehouse** //  
where everyone gets a bargain

## The Warehouse Limited (TWL) Workplace LLN programme

In 2016, for a third consecutive year, The Warehouse Limited (TWL) Community and Environment Group and Literacy Aotearoa collaborated to provide a 24-hour Workplace Literacy, Language and Numeracy (LLN) programme for TWL staff. The Understanding Words and Numbers programme was delivered to small groups from 23 participating TWL Stores. A total of 97 Team Members were recruited nationwide with 89 completing the programme. Programme content was tailored to meet the needs and learning styles of participants in order to achieve their learning goals.

Literacy Aotearoa Poupou worked together with TWL Store Leaders (Store Managers, Team Leaders or Supervisors) to discuss potential participants, schedules and suitable venues. The programme was promoted by TWL (through team meetings, brochures/notices/videos that were shared on the TWL facebook site). Team members took part in an initial one-to-one interview with the Poupou programme manager/tutor to identify work and personal goals they hoped to achieve over the 12-week programme. These goals were recorded in an Individualised Learning Plan (ILP). Participants also completed TEC (Tertiary Education Commission) Reading and Numeracy assessments. Results from assessments provided a baseline to enable tracking of learning progress at the end of the programme. In some cases Team Members were assessed against NZQA Unit Standards. Not all participants wanted to complete the Unit Standards.

The *Understanding Words and Numbers programme* assisted Team Members to achieve their personal and workplace goals. They enjoyed revising maths problems as applied to store discounts, decimals and fractions as well as practising other basic math principles. They grasped budgeting concepts and applied them in practical ways. As a result they reported becoming quicker and sharper at answering customer queries about discounts on the spot, as well as:

- Handling cash transactions more confidently and improving their ability to count back change;
- Confidently using a feature of the retail management system to price 'override tickets';
- Improved understanding about how to calculate percentages for discounted items.

A number of participants said they can now work out discounts and percentages independently, where previously they had to ask for help.

*(continued next page)*

*"Team Members have increased confidence dealing with customers and making decisions at checkouts..."*

*Supervisor*



*"My spelling has improved and now I am better with incident forms."*

*Participant*



*"I can now help my children with their school work such as fractions and percentages."*

*Participant*





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continued...

Team Members also reported improvements in their reading of workplace documents. They could now read information using skimming and scanning techniques, and were better at prioritising ideas and activities. These improved skills lead to increased confidence for participants, including:

- Writing applications or business letters as well as notes to their children's schools. One participant reported being able to write faster without double-checking and hoping that everything was correct.
- Ability to transfer thoughts and ideas into written form that make sense and have a positive impact.
- Recording customer details as a result of improved spelling and punctuation techniques. This has led to participants writing clear handover notes for co-workers to follow up on.
- In listening, speaking and overall communication skills, participants have improved the way they engage with each other and with information such as Health and Safety documents.

Participants now apply reading strategies such as breaking words into syllables (chunking) and clarifying their meaning. This has led to more efficient processes, greater accuracy and fewer misunderstandings. This outcome aligned to the TWL business goals for the programme.

Of significant importance for Team Members was their ability to work through their lack of self-confidence and learn to trust in their own abilities. The communication activities resonated with participants as they worked together practising written and spoken communication. Despite being shy, one Team Member is now more confident to ask questions about things when feeling unsure, and will now ask management for help when needed, instead of trying to do it alone and possibly getting it wrong.

*"I don't panic so much when required to process a hire purchase agreement."*

*Participant*



*"The whole leadership team is absolutely committed to the programme and can see the benefits from it for our team. We request that we have this programme again and more often".*

*Store Manager*





## Workplace Health & Safety Programme

Managers at Sunblade New Zealand (Penrose, Auckland) understand the importance of safety in the workplace. They sought to improve employees' understanding of workplace safety and health.

A Workplace Literacy Needs Analysis was conducted by Adult Literacy Tamaki Auckland (ALTA) and Literacy Aotearoa in Haratua (May) 2016 to assess the gap between the literacy levels of the workers and the literacy and language demands of their job role as Installers.

Results from the analysis indicated key areas for improvement, including: speaking up at meetings and understanding Kiwi English; understanding site drawings, abbreviations and acronyms; and contributing to the ideas board.

ALTA (with support from Literacy Aotearoa National Office) was engaged to develop a 12-week learning programme with Literacy, Language and Numeracy (LLN) objectives. Programme content aimed to improve employees' knowledge and understanding of work health and safety issues in line with recent changes to the [New Zealand Health and Safety at Work Act 2016](#).

The programme content was finalised following enrolment of five employees\* who identified their own specific personal and work goals to achieve in the 24-hour course.

Pre and post assessments using the TEC Learning Progressions\* demonstrated LLN gains for all participants. Participants also demonstrated that they had achieved the company's goal, 'to be conversant in health and safety'.

The Sunblade NZ General Manager Ryder Senior commented on some of the gains made, reporting that employees were: "asking questions themselves rather than through a colleague with better English"; "making improvements in the quality of their ideas"; and had "improved confidence in literacy and language for work life".

At the same time employees reported learning new skills, gaining better understanding of workplace documents and the health and safety aspects of what is involved in their workplace tasks. They also gained an awareness of how to speak effectively and practised asking questions and summarising main points, as well as ways of contributing ideas and suggestions for identifying hazards while on the job. They felt more confident communicating with others at work and with their own workplace practice.



The goals of the company and the participants in the Workplace Health and Safety programme were achieved, with improvement in participants' literacy skills and communication capabilities actively demonstrated and obvious to other personnel at Sunblade. The company has gained further knowledge about the importance of LLN issues and their impact on business. Management have acknowledged the benefits of improved productivity as a result of upskilling employees, as well as meeting legislative requirements.

*\*Four participants completed the programme*

*\*TEC: Tertiary Education Commission Learning Progressions with reading speaking, listening, communicating and writing strands.*





## Resources & Professional Development



### Ngā Hui Heke - Regional Hui

#### Te Heke Tuatahi/Region One

Thurs 27 – Fri 28 Paenga whāwhā (April)  
Literacy Bay of Plenty, Tauranga

#### Te Heke Tuarua/Region Two

Thurs 20 – Fri 21 Paenga whāwhā (April)  
Whanganui Learning Centre, Whanganui

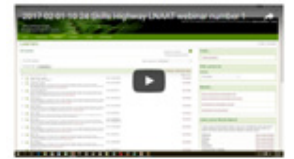
#### Te Heke Tuatoru/Region Three

Wed 5 – Thurs 6 Paenga whāwhā (April)  
Literacy South Canterbury, Timaru



### Literacy Aotearoa Te Hui ā Tau & National Planning Hui

25-27 Hōngongi (July) 2017



The Skills Highway website has a professional development page with a webinar providing an introduction to the use of the LNAAT in a workplace setting:

<http://www.skillshighway.govt.nz/resources/building-capacity/professional-development>

This web page also contains a range of presentations from the Skills Highway Workplace Literacy and Numeracy Forum, in October and December 2016.

To sign up for the Skills Highway newsletter go to their home page and scroll down and fill in your contact details.

<http://www.skillshighway.govt.nz/>



A collection of worksheets for tutors to use and adapt for learners to meet their learning goals. Categories include:

- Reading
- Writing
- Spelling Tips
- Numbers
- Reading practice
- Writing practice
- Filling in forms
- Word searches and puzzles
- Crosswords

<https://www.nala.ie/tutors/worksheets>



A flipbook has been created with presentations from the Māori and Pasifika Literacy and Numeracy Forum held in October 2016 at the Pasifika Community Centre, Manukau Institute of Technology.

[Click here to view](#)

The theme of this Wānanga / Fono for Māori and Pasifika educators working in the literacy and numeracy space was: *Mātauranga, talanoa and taokotai: knowledge, conversation and collaboration.*

