

Tui Tuia

Newsletter of Literacy Aotearoa

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Ngā mihi mahana kia koutou katoa... Welcome to the first issue of *Tui Tuia* for 2014.

We are already midway through the first term of learning programmes for 2014. Professional development is taking place at all levels of the organisation, with the recently held Managers' Hui in Tāmaki Makaurau outlining priorities and key projects for 2014, and the inaugural Blended Learning Training for the Certificate in Adult Literacy Tutoring (CALT) just begun for trainee tutors in Wellington.

Meanwhile throughout the country Ngā Poupou are delivering Literacy, Language and Numeracy programmes to meet the learning needs of adults and whānau in their local communities. In this issue, Mary Philip, manager of Ashburton Learning Centre, discusses how they have adapted their provision to cater for youth and adults from many different backgrounds in their growing town.

Literacy Aotearoa Strategic Goal 1

1. Kaupapa: Walking the Talk: To express our kaupapa, through respect, engagement and continuous learning.



Ashburton Learning Centre – Walking the Talk

Ashburton Learning Centre has transformed the ways in which they deliver their services to meet the needs of adults and youth in their radically changing community. Ashburton is a large town at the centre of the vast Canterbury Plains agricultural and pastoral farming district, about 90km south of Christchurch. The population has grown significantly in recent years because of changes in the farming industry. A large percentage of farms have been converted to dairy farms or have become providers of grazing service to dairy farms. Additionally, the meat works have made changes in how they process their products.

These changes have led to an influx of migrants from overseas to work on the dairy farms and in associated businesses: at the same time a number of Samoan and North Island Māori have relocated to take up jobs in the meat works.

“We've had this big influx of Pasifika people to work for *C&P Canterbury* and *Silver Fern Farms* who both employ a large number of Pasifika people. They go to the Islands and actively recruit workers. The demographics of the local population have changed radically over the last five years with people from all over South America, the Philippines, Japan, China, the Ukraine and Russia... (this is)... because of the huge change in our agricultural landscape, we've changed from dry land sheep farming to irrigated dairy farming,” says Mary Philip, Manager of Ashburton Learning Centre.

Recognising the changes in the local community, Ashburton Learning Centre has adapted its provision of literacy and numeracy services and set up a number of programmes to better meet the needs of the new residents.





Networks throughout the Ashburton Community have enabled the Learning Centre to offer learning programmes on the marae and in the district hall as well as from the Centre's premises on Park Street.

"We do a lot of tuition on our local marae, Hakatere Marae. My husband Tipene, gives me the right advice and drives the programmes here, and has the connections. That's one of the reasons why the Learning Centre has been able to deliver programmes on the marae."

Hakatere Marae is a relatively young marae, established in the 1970s. The history of its development, its kawa (i.e. marae procedure, or 'what to do'), and plans for future development are detailed on the [Hakatere Marae website](#).

One programme operating out of the marae has Richie Leef teaching Te Reo Māori once a week, while in another programme learners were taught raranga (weaving with flax/harakeke).

"Richie comes in to advise us and helps with Te Reo for learners. He and his family have done a lot of kapa haka tutoring in the schools. We also brought down a tutor from the Far North, Moewa Waru from Kaitaia, to set up a weaving programme. We tried to source somebody locally but were unsuccessful. Moewa is Richie's sister. She came down for about two weeks. It was fabulous. We had some amazing experiences out of that. We had one lady who said,

"This is the best time I've had in years. It was just like being home back on my marae."

While it was initially intended as a course for adults, a number of youth attended the weaving course as well.



"It really seemed to connect with so many people that had come down from the North Island."

They feel so disenfranchised... a lot of them have come down to get away from negative influences and for employment."

The finished products are beautiful, and *some of the learners have been motivated to enrol in other learning programmes offered by the Centre.*



"It was so fabulous... the young ones made some amazing backpacks and bags and they dyed them too. They looked amazing. Some have then signed up for other courses, three of the younger ones for the *Open Wānanga* courses. And another young one at the moment is working through us on the ACE* programme with Richie who is helping him with his Te Reo."

* Adult & Community Education

Learners have also maintained their relationship with the marae.

"They all come to the marae now, this is apart from the Learning Centre. They have a strong connection with it and feel very involved in it, and have a say within the committee with how things should be organised and how things should go. I suspect for a lot of the people that we deal with, they were probably disenfranchised. Now... they don't feel like that down here, they are setting down roots here, for their children, this is their marae now."

There are plans for further learning opportunities and programmes for learners to gain more skills and continue their involvement with the marae.

"We have just had funding down here for our wharenuī. It is just starting to be built and should be completed early next year. We are hoping to assist learners in getting their Te Reo up and to get them to help with the opening... there are a lot of protocols around what should happen with that. We want everyone to be comfortable and confident... and this is something they never would have experienced in their home towns. We are helping them, working in conjunction with the marae *...down here they are actually becoming leaders* in that area."



“We would like to bring Moewa down again, for a longer period of time. One of the aims is to get together probably a group of young women, late teens to early 20s, who have left school and don’t know what they want to do, and (they could) make these (backpacks and kete) on a regular basis and sell them from the marae and set up a cottage industry. We are talking about how we can fund that and get it up and running. But for now the area is busy with the building of the wharenuui.”

The Ashburton Learning Centre is not only meeting the needs of Māori in their community. They have programmes that target learning goals of Pasifika residents. One is a computer programme that has attracted mainly Pasifika women.

“It wasn’t intended to be just for women,” says Mary, “but they were the ones that came to that programme. We have had individual (Pasifika) men come in for different things, for work-related issues, so we’ve made some good connections with them through one-to-one.”

Learning opportunities are also offered to new migrants, with extra care taken with scheduling and venues for learning sessions, to allow easy access.

“We also do a lot of ESOL tuition; that tends to be for people from within the dairy industry. We have a course held in a district hall. The tutors travel out there for two hours a week... it is too far for the dairy workers to come in to the Learning Centre.”

The student-centred approach to programme delivery demonstrates the commitment of staff at the Ashburton Learning Centre to their Kaupapa of *Walking the Talk*. Adults and whānau are empowered to make choices and decisions about their learning as they strengthen relationships in their community.

“We see a group that needs something and see that it can’t be delivered in the conventional way, so we have to think about alternative ways of doing things. We are a vibrant place, you just carry on working, you don’t stand back and say, ‘That’s quite cool’. You are normally just burrowing away doing what you’re doing, and don’t have time to stand back and look at it.”



Some examples of the Literacy, Language and Numeracy skills or tasks required and acquired from raranga (weaving) include:

Literacy:

- Interpret and record instructions, e.g. taking notes to keep as a reference for future weaving.
- Follow instructions on commercial dye packaging, step by step.
- Create promotional flyers, invitations and signage for display purposes for a ‘gallery evening’ at Te Poupou premises or local marae.
- Write a story/poem about what you have learnt throughout weaving wānanga /course.

Language:

- Understand spatial/directional language concepts, e.g. above, below, behind, in front, underneath, through, over.
- Understand the tikanga of harvesting and working with harakeke.
- Learn kupu Māori (words), e.g. raranga, harakeke, whenu, ara, whiri, muka, kete.
- Follow instructions accurately, e.g. ‘2 up 2 down’, ‘under 3 over 1’.

Numeracy:

- Calculate time required for preparation of materials, harvesting.
- Consider length and quantity of leaves.
- Decide how many whenu (strips) are required to make a back pack of approximately 40cm (width) x 80cm (length).
- Plan ahead: to produce certain patterns, the number of whenu must be in multiples of three or four.
- Determine appropriate length of straps and amount of material required to make them.
- Calculate ratios as required for mixing of commercial dye products.



The Literacy Aotearoa Pilot Course for the Blended Training delivery of the *Certificate in Adult Literacy Tutoring (CALT) - Level 5*, has just begun with trainees from



Read Write Plus (Upper Hutt) and Literacy Turangi.

Blended Training is a combination of face-to-face lectures and an internet, online (e-learning) component. Dziuban et al (2004) refer to blended learning as courses that combine face-to-face classroom instruction with online learning and reduced classroom contact hours.

For this course, Blended Training is a combination of four days of facilitated training (2 workshops) with an internet online (e-learning) component for Sections Two and Three.

Workshop 1 covers an introduction to blended training, the kaupapa and history of Literacy Aotearoa, adult literacy theory, Te Tiriti o Waitangi and Section One: Historical and Contemporary Contexts of Adult Literacy Provision in Aotearoa New Zealand.

Workshop 2 will cover Section Four: Assessments, Planning and Evaluation as well as clarifying the practicum requirements.

The **Class Forum (online chat room)** enables learners to chat online or to post texts (questions and thoughts) as well as a space called a 'Student Café forum' which is less formal for students. Class Forum is held twice a week, Tuesdays and Thursdays, 4.30-6.30pm, and learners are expected to do two posts a week – that could be as small as, 'Hey, all is going well for me.'



Literacy Aotearoa
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2014 Calendar of Events

Paenga whāwhā (April)

- Te Hui Heke Tuatahi,
10-11/04/14 Host Poupou: Literacy Taupō

Haratua (May)

- Te Hui Heke Tuarua,
7-8/05/14 Host Poupou: Literacy Wairarapa
- Te Hui Heke Tuatoru,
15-16/05/14 Host Poupou: Literacy Marlborough

Adult Literacy Practitioners Association (ALPA),
Wellington. <http://www.alpa.co.nz/>

VALBEC Conference (Victorian Adult Literacy and Basic Education Council) ...and the learning goes on: anytime, anywhere, anyhow, anyone. Melbourne 16/05/14 [more...](#)

Pipiri (June)

ACE Conference, Conference 2014: *Learning to Learn Ako Ki Te Ako*, Wellington. 17-19/06/14

Hōngongoi (July)

- Te Hui ā Tau (AGM) and National Planning Hui, tbc

Mahuru (September)

International Literacy Day, Monday 8/09/14

Adult Learners' Week - He Tangata Mātauranga,
8-14/09/14 [more...](#)



Ngā Poupou Managers' Hui, held 18-19/03/14