



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

In this issue we acknowledge the work of Will Monk, long-time manager of Literacy Whangarei who has stepped down from the role after almost a quarter century.

Professional Development (PD) opportunities provide practitioners with resources that will assist students to achieve their learning goals; and help practitioners to grow their own understanding of adult learning and teaching practices. For those looking for PD via their digital device there are links from recent hui and wānanga /fono and upcoming events included in this issue.

Strategic Goal *Te Rito: Focusing on What Matters* continues to provide impetus for Literacy Aotearoa in working to formalise relationships with businesses

including Vertical Horizonz, a workplace safety training organisation.

On the back page, Literacy Feilding promotes its latest publication of War Stories from Manawatu residents.

During Adult Learners' Week – He Tangata Mātauranga, 4-10 Mahuru (September), events will be taking place across the country. Events in Auckland during the week will include 'Talking Matters – Kōrerotia mai Summit' and the Maths Craft Festival.

This week Literacy Aotearoa will hold Te Hui ā Tau (AGM) and the 2017 National Planning Hui. We look forward to meeting with Governance Members, Managers and other personnel from Ngā Poupou for discussions that will create a future blueprint for Literacy Aotearoa.

## Will Monk - a quarter century with Literacy Whangarei

After almost 25 years in the job, Will Monk recently retired from his role as Manager of Literacy Aotearoa Poupou: Literacy Whangarei. In 1993, Will began working as coordinator of Literacy Whangarei (then 'ARLA').

He worked for Literacy Aotearoa as Te Kaiwhakahaere Tauīwi (co-chairperson) of Te Kōruru, the governing body of Literacy Aotearoa. During this period Will's familiarity with Te Reo Māori enabled him and Te Kaiwhakahaere Māori (Matiu Maniapoto) to provide joint leadership in the process of normalising the use of Te Reo in the organisation.

Will has also been involved as a national trainer, and participated in various working groups developing

qualifications for adult literacy tutors, and Te Poutama Painga - Quality Assurance Standards.

His passion for adult education saw him closely involved in the development of innovative programmes using music as a tool for learning, driver licencing education programmes, whānau literacy programmes and distance learning for adult learners living in remote communities.

While Will has stepped down from the Manager role, he is still involved on Te Poupou governance committee and with workplace literacy programmes.

Will was acknowledged for his work at an event held recently in Whangarei.



*Ka mahi te Tawa uho ki te riri e Will. Hurihia to aroaro ki te rā tukuna tō ātārangi kia taka ki muri i a koe.*

*(Will, whose work is like the heart of the Tawa, turn to face the sun let your shadow cast long behind you.)*





## He Taunga Waka Wānanga / Fono 2017

He Taunga Waka is TEC-funded to deliver quality workshops for educators working with adult literacy and numeracy Māori and Pasifika learners. In early Hōngongoi (July), He Taunga Waka hosted its second Wānanga / Fono under the leadership of Ako Aotearoa and Literacy Aotearoa at the Manukau Institute of Technology Pasifika community centre. The theme of 'Educators making a difference for Māori and Pasifika learners through literacy and numeracy' was conveyed by six keynote speakers and across 15 workshops over the two-day Wānanga / Fono.



### What does success look like?

Te Tumuaki (CEO) Bronwyn Yates and Researcher Katrina Taupo of Literacy Aotearoa facilitated an 'inter**active workshop**' entitled: "Successful programmes: How do we know?"

After providing a quick overview of Literacy Aotearoa statistics for 2016, Bronwyn presented an outline of Te Kete Mauri Ora (TKMO), the Quality Assurance Framework of Literacy Aotearoa.

The 'Fish Soup development story'\* was adapted and used to illustrate the different aspects of the framework or logic model by identifying inputs or resources, activities, outputs, outcomes and impacts.

By using the framework as a tool, the mapping process helps align results at different levels across providers and the sector.

Participants in the workshop were asked to reflect on how they experienced or viewed success in their various roles as: learner, tutor, and in programmes.

Participants were also asked to identify a task they would carry out as a TEC Commissioner to ensure success for learners, programmes.

### Success is when I am able to:

#### ... as a Learner

- give back to my family/whānau/community
- complete my course
- move into employment

#### ... as a Tutor

- know students and build relationships with them
- tap into students' prior knowledge and use this for learning

#### ... deliver Programmes that

- show Māori and Pasifika are excelling
- see enrolments increase for Māori and Pasifika students

#### ... as a Policy Maker

- deliver programmes using relevant pedagogies so that students engage and grow
- enable staff to connect with each other to give a range of appropriate support to students as well as each other

Responses were collated and shared with TEC Principal Advisor Kathryn Hazlewood who welcomed the feedback by saying, "having this sector view is an important piece of the puzzle".

\* Outcome Mapping Learning Community, Ricardo Wilson-Grau: <https://vimeo.com/38146768>

\* TEC: Tertiary Education Commission NZ





## Literacy Aotearoa Growing Partnerships

Literacy Aotearoa Business Development Manager Peter Isaacs is focused on developing Memoranda of Understandings with Industry Training Organisations (ITOs) and other businesses to develop support services for students.

One of these agreements has just been formalised with Vertical Horizonz (VHNZ) – a company that specialises in workplace safety training.

“At VHNZ we aim to advance people in safety with certainty and our partnership with Literacy Aotearoa helps us to help our trainees and employers to advance themselves and employees in literacy and numeracy.”

VHNZ promoted the relationship in their newsletter recently.

<http://www.verticalhorizonz.com/nz/news/blog/vhnz-and-literacy-aotearoa-a-partnership>

*Photo: Peter Isaacs and Maurice Boyd, VHNZ Academic Manager.*



## Professional Development for Practitioners



### Tools for the Sector

This workshop will be an opportunity for providers and members to learn more about supporting learners and their learning goals. The workshop will explore the application of ACE Learner Pathways, ACE Place and ACE Trace (learner outcomes) tools. To register, please email [analiese.robertson@aceaotearoa.org.nz](mailto:analiese.robertson@aceaotearoa.org.nz)

18 August - Taupo

25 August - Palmerston North

22 September - Wellington

13 October - Dunedin

18 October - Invercargill

3 November - Hokitika



### ACE Resources

The ACE Aotearoa resources page includes the ACE Aotearoa winter newsletter, videos and a range of presentations.

<https://www.aceaotearoa.org.nz/resources>



### ACE Conference 2017 Keynotes

Presentations and video of the keynote speakers from the ACE Conference held in Pipiri (June) 2017, can now be viewed on the ACE Aotearoa website:

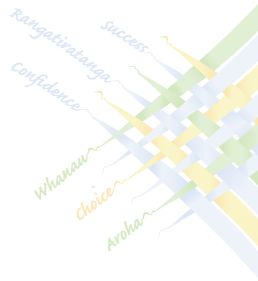
<https://www.aceaotearoa.org.nz>

This includes presentations from Professor Paul Spoonley (Massey University), Maureen Mallon (Education Scotland), Mavis Mullins (NZ) and Andy Jackson (MoE, NZ).

[Click here for more information.](#)

Photos from the conference and awards are also available on the [ACE Aotearoa facebook page](#).





## Online Resources for Practitioners

### New Zealand Literacy Portal - Quarterly July newsletter

View here , featuring:

Adult reading teachers' beliefs (2016)

By Janet McHardy & Elaine Chapman

#### ABSTRACT:

Despite large-scale interventions, significant numbers of adults worldwide continue to have problems with basic literacy, in particular in the area of reading. To be effective, adult reading teachers need expert knowledge at practitioner level. However, practices in adult reading education vary widely, often reflecting the individual beliefs of each teacher about how an adult can learn to read. In this study, phenomenographic\* analysis was used to identify categories of approaches to teaching adult reading, used by a group of 60 teachers in Western Australia and New Zealand. Four approaches were identified: reassurance, task-based, theory-based and responsive. It is argued that for teachers to become effective and consistent in responding to learner needs, they must understand their own beliefs and the consequences of these. The identification of different approaches in adult reading education is an important step in this process.

<http://epress.lib.uts.edu.au/journals/index.php/lnj/article/view/4809>

*\*Phenomenography: Phenomenography is a qualitative research methodology, within the interpretivist paradigm, that investigates the qualitatively different ways in which people experience something or think about something. It is an approach to educational research which appeared in publications in the early 1980s. It initially emerged from an empirical rather than a theoretical or philosophical basis (source: wikipedia)*



### Khan Academy

<https://www.khanacademy.org>

'You can learn anything. For free. For everyone. Forever.'

Salman Khan is an American educator who founded the Khan Academy, a free online education platform and an organisation with which he has produced over 6,500 video lessons teaching a wide spectrum of academic subjects, originally focusing on mathematics and sciences. (Wikipedia)

Khan Academy uses short video clips of a tutor talking and using a blackboard to draw, write and explain concepts. Activities include 5-question quizzes that provide instant feedback. Currently subjects include Math by subject or grade; Science & engineering; Computing; Arts & humanities; Economics & finance; and Test prep.

By choosing a subject area such as Arts and Humanities (subjects: Art History, Grammar, Music, US History, World History) and scrolling to the bottom of the page you can click on 'staff pick' videos and learn about the things that you didn't know that you didn't know...

### Grammar – Who knew about Dosascomp?

Have you heard of [Dosascomp](#)? Did you know that there is a conventional order for adjectives?

Determiner – opinion – size – age – shape – colour – origin – material – purpose, and 'the thing'.

[Click here to find out more.](#)



Literacy Aotearoa Te Hui ā Tau & National Planning Hui

25-27 Hōngongoi (July) 2017, Auckland

International Literacy Day

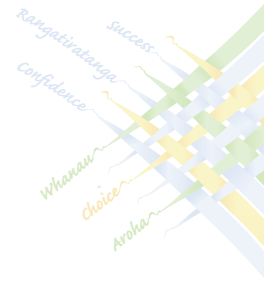
8 Mahuru (September) 2017

Adult Learners' Week - He Tangata Mātauranga

4-10 Mahuru (September) 2017







## War Stories 2 - Feilding



With thanks to  
Ruth Dalzell,  
Manager  
Literacy Feilding:

Literacy Aotearoa Poupou: Literacy Feilding has produced its second book of war stories collected from Manawatu residents and their relatives.

As well as more WWII stories in the second book, there are stories of other conflicts, such as Korea and Vietnam where local people had fought. We had not included Māori Battalion members or professional soldiers from Manawatu in the first volume. We owed it to those people to try and capture their stories.

Feilding cabinet maker Rex Flavall tells his story. His brother Jack went to Europe with the New Zealand Army and his story was in the first volume, but Rex stuck to his Christian Pacifist beliefs and refused to fight. As a conscientious objector, he tells of the effect this had on his wife and family, and even his business. These repercussions lasted long after peace was declared.

Literacy Feilding received funding from Manawatu District Council, (a Creative Communities grant) as well as a small grant from Feilding and Districts Historical Society.

The 64-page book is printed on high quality gloss paper with colour photos. Copies of both War Stories and War Stories 2 are available at a cost of \$20 each, from Literacy Feilding: [literacy.feilding@xtra.co.nz](mailto:literacy.feilding@xtra.co.nz)

## International Literacy Day (ILD) & Adult Learners' Week - He Tangata Mātauranga (ALW-HTM) 4-10 Mahuru (September) 2017

Planning has begun throughout the country for this year's International Literacy Day on Friday 8 Mahuru (September), and Adult Learners' Week – He Tangata Mātauranga events.

The ACE Aotearoa Adult Learners' Week webpage has links and resources to posters, certificates, a media release and information about this annual celebration of adult learning.

Events taking place during the week include:

### Talking Matters Kōrerotia mai! 2017 Summit

6 Mahuru (September) 2017



'The Talking Matters Summit is an opportunity to talk across our sectors, disciplines and communities about the power of talk. Join experts from education, child development, family services and community organisations as we explore the current situation and what we can do together to wrap interaction and rich oral language around all our children.'

<http://www.talkingmatters.org.nz/>

### The Maths Craft Festival

9-10 Mahuru (September)

10:00am - 5:00pm. Auckland War Memorial Museum



<http://www.mathscraftnz.org/>

Located in the amazing Event Centre, the circular room on the roof of the museum, with 360 degree views of the city and harbour. Come along and knit a mathematical knot, crochet a Möbius strip, fold an origami tetrahedron or colour a Latin square.

Listen to guest speakers talk about the fascinating relationships between maths and craft or participate in one of our craft workshops. No booking is required. Entry to the festival is free with a museum ticket (which is free for NZ residents).

To get inspired listen to Dr Jeanette McLeod and Dr Phil Wilson talk about maths and crafts on Radio New Zealand:

<http://www.radionz.co.nz/national/programmes/afternoons/audio/201835180/maths-and-crafts-using-crochet-and-origami-to-teach-mathematics>

