



Literacy Aotearoa
Choice Change Freedom

2013

*Literacy, Language and Numeracy for Māori adults and their
whānau for Literacy Aotearoa & Te Puni Kōkiri*

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Executive Summary

This report represents a whānau literacy, language and numeracy (LLN) picture for over 342 learners who engaged, enrolled and took part in the pilot programmes. The programmes have illustrated a number of good practice models that range from placing a high value on building positive relationships with learners, to developing relevant pedagogy that included elements that address the social, economic and cultural needs of learners. The common themes, and the additional information gained from learners' profiles, have indicated some areas that need further consideration. The programmes have also contributed to engaging effectively with whānau, hapu, iwi and the wider community. At the same time the programmes have identified opportunities for improvement across policy, practice and professional learning development.

When Māori adult learners and their whānau gain confidence through engaging and learning literacy, language, numeracy and Te Reo, their confidence levels increase and their lives are transformed. This was made evident in this series of whānau-led literacy, language and numeracy (LLN) pilot programmes delivered by Literacy Aotearoa and supported by Te Puni Kōkiri in conjunction with a range of key community stakeholder organisations.

The report draws on data provided by Literacy Aotearoa Poupou (literacy providers) and tutors about the successes and challenges that emerged during the roll out of three Whānau LLN based programmes, and a Modern Apprentice programme from October 2012 to July 2013. The report also covers two programmes that provide training for Whānau Ora workers that assists them to identify the literacy needs of their clients.

The report demonstrates the resilience of community directed initiatives that drew on whānau LLN and Te Reo led pathways. Through these practices and combined with key stakeholder collaborations and learner centred strategies, the programmes demonstrated the value and impact of critical literacy in transforming individuals and their whānau lives.

Poupou were selected on the basis of evidence of success in engaging with Māori learners and their whānau and having Māori tutors to carry out the tuition. The evidence was gathered from the national database of Literacy Aotearoa. A total of 23 Poupou were involved in this pilot programme across Aotearoa as well as the learning and qualification section of Literacy Aotearoa National Office. Ongoing support for Ngā Poupou was provided through the National Office of Literacy Aotearoa.

The success of the pilot programme was due to the following strategies:

1. Literacy Aotearoa quality assurance guidelines;
2. Focus on student centred learning;
3. Relationships that built on trust and respect.

Tutors had access to a range of resources including those of Te Poutama Painga, the Literacy Aotearoa Quality Assurance standards that assisted them when dealing with various components of the LLN programme. Tutors were also required to be both literacy and culturally competent. A review hui (meeting) held in Pipiri (June), that included Poupou managers and tutors, provided a forum for the discussion of the links between tutors' teaching practice and cultural competencies necessary for the delivery of LLN to Māori adult learners and their whānau (family). Whakawhanaungatanga (the process of establishing relationships) was identified as being pivotal to their LLN practice model.

The tutors referred to notions identified by Mason Durie to describe the learning journeys of participants. It is clear that for effective engagement, the fact that tutors were Māori was most important for some learners. In the next part of learners' journey, LLN skills were embedded in cultural skills and this facilitated learners having a sense of control over their learning journey and their healing. The tutors, in their delivery of LLN, do so within their Māori world view to both learners and whānau who engaged with them as Māori, and as whānau.

During the learners' learning journeys the tutor built their relationships with learners. This facilitated the learners' ability to build relationships and respect with their own whānau as demonstrated throughout the individual cases.

Many of the learners in these pilot programmes identified with negative learning experiences, which they addressed early on in their initial assessments. At this stage, tutors worked with learners to facilitate their independence and inter-dependence that would lead them to exercising their own tino rangatiratanga.

All the programmes carried out an initial assessment interview with each learner. From this the individual learning plans and goals were developed. Progress was reviewed by a formative and summative review of the learner's progress over the course of the LLN programme. For the Te Ataarangi programme, a Te Ataarangi initial assessment was used and the Outcomes Framework was adapted to record the gains in Te Reo at the formative and summative assessments. There were also assessments for English literacy to identify the learner's needs and validate their successes.

What did the Whānau LLN programmes reveal?

The Whānau LLN programmes demonstrated that low literacy and numeracy levels have significantly impacted on people's lives. Examples such as helping children with their homework, understanding notices they received from school or ECE and contributing to discussions in the home or in an open forum. The programme also revealed that learners affected by negative learning experiences required more intensive support to help break down barriers to learning.

As learners set personal achievable goals and worked closely with tutors they developed rapport and trust and quickly began to grow in self-confidence. Examples of learners' confidence was illustrated when parents who previously struggled to read medical prescriptions or fill in legal or financial documents reported that they could now do so, with support initially, and then on their own. Across all the LLN programmes, learners gained confidence in communicating, writing, reading and applying mathematical principles and concepts to everyday tasks.

This confidence led to:

- better relationships between parents and their children;
- greater understanding of language;
- being able to assist children young and old;
- employment opportunities;
- families working together;
- challenging intergenerational issues including lack of confidence, communication, inactivity;
- families now participating in sports activities together;
- children's positive experiences of their parents, whānau;
- parents learning with and alongside their children;
- changing negative attitudes and behaviours for positive affirmative attitudes and behaviours;
- public speaking, writing and engagement;
- developing strategies for life;
- renewed and improved relationships with friends, family and peers;
- developing tools to deal with difficult circumstances;
- gaining a sense of identity through language, Te Reo.

What made for effective whānau LLN programmes?

The evidence from these programmes demonstrates that effective whānau LLN programmes need to be tailored to meet the complex needs of the learner. Teaching practices were co-constructed through individual learning plans that were carried out in contexts that were meaningful and purposeful for the learner and their whānau. Of significant importance was the recognition that success could be achieved through a process of identifying the learners' strengths and learning needs and matching these needs with the relevant assessment tools and teaching methods. Learners, whānau and Poupou all valued various things for different reasons. For example,

Learners valued:

- the importance of learning and connecting with Te Reo;

- determining learner goals and taking ownership of the assessment processes;
- growing confidence;
- the ability to make positive changes at home;
- the ability to engage with others in positive ways at work;
- taking responsibility for engaging with teachers;
- speaking up as Māori, a mother, a father;
- knowing how to use their medication;
- being financially independent.

Whānau valued:

- improved communication in Te Reo and English;
- increased activities together as whānau;
- whakawhanaungatanga;
- integrating intergenerational learning into whānau activities;
- other whānau members obtained assistance for themselves as a result of the changes in their mother or father;
- understanding that sometimes whānau may not be supportive.

Poupou valued:

- the need to take their services to where the people are;
- the importance of delivering programmes that are Māori centred and Māori focused;
- that whakawhanaungatanga was an important step before talking about their programmes;
- the need to provide regular support for learners;
- that other aspects of learners' and whānau lives will often take precedence over the learning sessions;
- the need to address providing tutors who are appropriate for engagement.

What does this mean for what we do differently?

A key strength of the Whānau LLN programmes was that it provided a toolbox of strategies and concepts that drew on Te Ao Māori, Mātauranga Māori, Te Reo, tikanga and cultural values to complement LLN teaching and engagement practices.

For some Poupou these programmes required a new way of working and engaging with Māori adult learners. There were opportunities for Poupou to engage in tuakana-teina (senior-junior) relationships, whakawhanaungatanga and manaakitanga as they carried out programme content.

This environment created opportunities for some learners to initiate activities for themselves and incorporate these at home with their children. It also placed a high value on building positive relationships with learners and their whānau by enabling them to achieve success beyond the acquisition of literacy and numeracy skills and abilities. As learners' confidence in Te Reo and self-identity grew, so did their ability to develop transferable skills that they could apply into other areas of their lives. As demonstrated throughout this report, learners' confidence was transferred to situations where they could help their children with their schoolwork.

The programmes provided opportunities for Poupou to interact with learners beyond their usual geographical area, which, in turn encouraged the development of new ways of engaging, recruiting and maintaining learners and their whānau. There were opportunities for Poupou to develop and maintain new collaborations and external relationships formed with local community organisations and agencies. These developments encouraged flexibility and adaptability to enable tutors to deliver literacy and numeracy concepts to suit learners and their whānau with their complex needs.

In some of the programmes, tutors made direct connections with learners and their whānau at the grass roots level and supported them by addressing issues that gave rise to barriers for some of the participants. These issues included childcare, elderly care, transportation, eyeglasses or hearing aids, proper nutrition, pastoral care, career counselling, motivation and personal counselling.

The development of the pilot programmes was supported by a series of collaborative agreements, procedural guides and templates. The procedural guides provided guidance for each Poupou in relation to the various aspects of the programme, including referrals, recruitment, retention and delivery.

Overall it appears that the Whānau Literacy programmes were generally well supported. There were a number of external stakeholders involved in the set-up, implementation and management of the programmes and, for the most part, these stakeholders demonstrated a high level of commitment to the programmes. As noted above the successful implementation of the programmes requires a significant adjustment in the way in which Māori adult learners and their whānau can be adequately supported.

The challenge is to find the balance in achieving the aspirations identified through the programmes that can strategically meet a range of deliverables, and is affordable. Supporting programmes that have a whānau-based intergenerational focus will ensure current and future generations will benefit through the efforts of their parents and whānau who have embarked on improving their LLN needs.

Through its organisational business goals and strategic priorities, Literacy Aotearoa has advocated all adult learners engage in lifelong learning as they pursue improvements in their LLN needs. To this end the pilot programme has identified a number of key findings that encourage a more cyclical, integrated approach to designing and delivering whānau-centred literacy and numeracy

programmes. The findings encourage the reconceptualisation of supporting adult learners and their whānau who have identified LLN needs, with particular reference to vulnerable whānau who constantly face economic, social, cultural and political issues. The pilot programme has helped to confirm the stance of Literacy Aotearoa of taking a ‘business as unusual approach’ to advocate literacy and numeracy success for whānau Māori in ways that are more effective and suitable to their LLN needs and beyond.

Policies, practices and professional learning opportunities

Poupou emphasised the need for LLN strategies be tailored to the learners’ and their whānau environments. This was viewed as an important feature of successful LLN uptake and retention with Māori adult learners. Alongside this approach is a list of key elements that may be useful for further consideration.

This list might include:

- key timing and planning activities;
- the range of different relationships (including with other providers, schools and ECE relationships) to cover all aspects of the LLN programme;
- ensuring all key parties are clear about roles and resource allocation;
- that the range of LLN programmes that focus on Māori adult learners and their whānau ensure staff are properly trained in Māori cultural protocol;
- cross-organisational sharing of resources and existing good practices. This report could also be used as a further check on critical elements for effective LLN practices.
- supporting increased school and ECE partnerships in the adult LLN process and engagement by working closely with school staff. This is likely to result in increased understanding of the child, tamariki and their homework.

Section One: Overview

Introduction

This Literacy, Language and Numeracy contract has been greatly appreciated by Literacy Aotearoa. The foresight of Te Puni Kōkiri to foster collaboration between Ngā Poupou and other organisations such as Te Ataarangi, Whānau Ora providers, schools and Early Childhood Education providers puts an emphasis on the need for Māori development across sectors. This is of particular relevance with regard to the Parents Family Whānau (PFW) programme, with collaboration across agencies that included the Ministry of Education as well as Child, Youth and Family, Probations, Ministry of Social Development and other community agencies.

To date we have learnt that this contract offers Literacy Aotearoa the opportunity to carry out 'business as unusual'. Literacy Aotearoa has explored how these programmes will meet the additional outcomes of Te Reo and Māori content.

As a minimum, we understand that to carry out such programmes requires that:

1. the tutor must be a trained literacy tutor who is preferably Māori;
2. learning contributes to whānau engagement and success; and
3. tuition fosters cultural affirmation, cultural development and a sense of identity.

The Whānau Literacy, Language and Numeracy (LLN) Pilot Project was established in Here turi kōkā (August) and Whiringa ā nuku (October) 2012 and managed by Literacy Aotearoa. Te Puni Kōkiri provided funding which enabled selected Poupou (Literacy Aotearoa providers) to deliver four tailored programmes to Māori parents, whānau, tamariki and/or apprentices/trainees and two tutor training programmes for Whānau Ora workers.

The objective of the Whānau LLN project was to pilot a series of programmes that would provide appropriate literacy and numeracy tuition for Māori adult learners and their whānau that would in turn lead to the increase in the LLN levels of those learners and their whānau, and improve their well-being. A further aim was to identify how success was achieved through the delivery of LLN programmes tailored to meet Māori adult learners' and their whānau needs. The development of these programmes involved establishing and maintaining local initiatives that addressed the specific needs of learners. The two tutor training programmes were designed to provide Whānau Ora workers with training that enabled them to identify the literacy needs of their clients.

Methodological approach

This section outlines the methodological approach that was applied to assess the effectiveness of these programmes in increasing the literacy, language and numeracy skills and abilities for Māori parents, whānau, tamariki and/or apprentices/trainees. It includes a brief overview of the theoretical assumptions that form the basis for the programmes and is followed by a brief overview of the methods of data collection and the analysis that was employed.

Testing the water – theoretical rationale

Two research reports prepared by Literacy Aotearoa and Te Wahanga, New Zealand Council for Educational Research *He Whānau Matau He Whānau Ora* (2011) and *Hei Ara Ako Ki te Oranga* (2012) concluded that effective literacy and numeracy requires:

1. valuing learners' stories;
2. recognising that literacy, language and numeracy issues are intergenerational;
3. fostering cultural affirmation, development and identity;
4. identifying the importance of a learner-focused approach to the learning where the learner and their whānau are at the centre of the programme;
5. improving economic well-being leading to whānau having choices;
6. validating learner stories and judgement of their progress in a way that leads to a sense of ownership and enhanced identity.

The findings from the above mentioned reports gave rise to the development of these programmes in Here turi kōkā (August) 2012. The programmes draw on the theoretical underpinnings of health and well-being (Durie, 1994 and 2003). Professor Mason Durie's conceptual health model Te Whare Tapa Whā¹ that identifies the integration between spirit, body, mind and thought as a holistic assessment for well-being (Durie, 1998), was evident in the themes identified in the two reports referred to above. It is important to note that where one of the four dimensions is imbalanced in some way, a person or a collective may become 'unbalanced' and subsequently unwell.

The model can be applied to adult literacy and can be seen in circumstances where some whānau do not have confidence due to their level of literacy and numeracy. This situation gives rise to difficulties in supporting their children and mokopuna especially regarding their school and educational achievements. These difficulties lead to negative impacts on whānau taha wairua (the spiritual dimension). Further to achieving Māori well-being, Professor Durie identified a framework for considering Māori educational achievement² that states Māori success is when Māori are enabled to "live as Māori; to participate as global citizens; and, to enjoy good health and a high standard of living" (Mason Durie, 2003, 2001).

The research, together with the programmes outlined in this report, also emphasises the importance of literacy in the lives of people and their social practices (Barton and Hamilton, 2009; Barton, Ivanic, Appleby, Hodge & Tusting, 1998; and Hamilton, 2001).

This approach focuses on increasing Māori LLN levels that will help build skills and well-being that strengthen whānau, hapu and iwi. To live as Māori means to be able to access Māori cultural

¹ Whare tapa whā: Taha Wairua (spiritual side) Taha Tinana (physical side) Taha Whānau (the family) Taha Hinengaro (thoughts & feelings). This model is based on the four walls of a whare (house): Each wall is necessary to ensure strength and balance and each component represents a complementary dimension of well-being. With its strong foundations and four equal sides, the symbol of the whare illustrates the four dimensions of Māori well-being.

² Durie, M. (2001) A framework for considering Māori educational achievement. Opening address, Hui Taumata Maturanga, Turangi

knowledge and the world through Te Reo. Te Reo is fundamental to Māori cultural practices and values and, when reflected in Māori lives, enables the revitalisation and development of Māori identity to empower future generations. As a result Māori can participate as citizens of the world through meaningful educational and literacy practices.

Data collection methods

Multiple methods and triangulation are pivotal to obtaining in-depth understanding of evidence gained from information generated (Denzin & Lincoln, 2000). This approach adds rigour and breadth to an evidence strength based approach. In this regard a number of different data methods were used including, learners' feedback through evaluation forms, face-to-face hui and assessment processes.

Additional information was provided at the review hui held in early Pipiri (June) 2013. At this hui representatives from Ngā Poupou involved gave presentations about their programmes that addressed the issues involved in developing and implementing the programmes, and provided a narrative that included the stories of learners and their success. Information was also gathered from Literacy Aotearoa national database, as well as reports through survey monkey and Poupou progress reports.

Data analysis and synthesis

The process enabled the development of thematic analyses of the data collected from a number of sources. These included an inductive analysis approach through which we reported on patterns drawn from learners' and Poupou experiences and processes. The information gathered was aligned to the LLN programmes' objectives (Thomas, 2003, 2006)³. The themes have been derived from detailed readings of the information generated, with a number of 'checking back' processes with staff during the development of the themes. The themes arose directly from the analysis of the data gathered and not from any prior expectations or models.

The thematic analysis of the individual programmes was completed and themes identified through detailed reading across three Whānau LLN programmes, two Whānau Ora training LLN programmes and one ITO LLN programme. This approach enabled patterns to be developed across programmes and within each of the Te Puni Kōkiri programmes.

³ Thomas, D., (August 2003) A general inductive approach for qualitative data analysis, School of Population Health, University of Auckland, Auckland. <http://www.frankumstein.com/PDF/Psychology/Inductive%20Content%20Analysis.pdf>

Thomas, D., (2006) A general inductive approach for analysing qualitative evaluation data, American Journal of Evaluation 2006, 27:237

What do effective Whānau LLN strategies look like?

Effective Whānau LLN strategies include supportive literacy and numeracy environments that are Māori centred and incorporate Māori concepts and values such as manaakitanga, Te Reo, tikanga, tuakana/teina and whakawhanaungatanga. They also help learners make connections to existing literacy learning and knowledge. These strategies have been illustrated in the following sections of this report.

Whānau Literacy, Language and Numeracy Pilot Programme states:

Each LLN programme was delivered across a number of Literacy Aotearoa regions managed by Poupou (Literacy Aotearoa providers) and facilitated changes as they emerged over the course of the programme.

The regions were selected to ensure:

- a spread of LLN programmes across the country;
- a mix of urban, semi-rural and rural communities;
- the inclusion of communities with high social and economic needs.

Poupou ran programmes in Term 1 of 2012 and Terms 1 and 2 in 2013. The duration of the programmes varied from 10-20 weeks in total. Programmes were delivered in one-to-one or group sessions for between 2-2.5 hours per week or twice per week depending on the formal arrangements established between Poupou and external providers. Some Poupou second programme was rolled out in Term 2, 2013.

A summary of the LLN programmes include:

Programmes	
One	Delivery of 10 Whānau Literacy Programmes (in collaboration with the Parent, Family and Whānau (PFW) Ministry of Education).
Two	Delivery of 20 Whānau LLN Programmes (in collaboration with a school or Early Childhood Education provider).
Three	Delivery of five Whānau-based Literacy Programmes in towns and communities in provincial and rural areas in collaboration with Te Ataarangi.
Four and Five	Delivery of 22 Certificates in Adult Literacy (Level 5) Courses to Whānau Ora providers. Delivery of 20 Literacy, Language and Numeracy Assessment Courses.
Six	Raising the achievements of 30 Māori modern apprentices (and other Māori trainees).

Key findings from this Whānau LLN Pilot Programme report

The findings from this report have demonstrated how adult literacy programmes can improve and benefit Māori adult learners and their whānau lives. This was achieved by assessing how learners' personal goals were achieved against the short-term outcomes of these programmes. The short-term outcomes for each programme are identified in the relevant sections of this report. A summary of the findings highlights the common themes that arose for the learner, whānau and provider. These are highlighted below.

Findings from the view point of the learner

As a result of the Whānau LLN programmes, the learners, in addition to gains in LLN, valued the following: learning Te Reo and acknowledging its importance and relevance in their lives; developing and co-constructing learning goals, programme and assessment processes; growing confidence; the ability to make changes at home; the ability to engage with others at work; taking responsibility for engaging with teachers and school leaders; speaking up as Māori, a mother, a father; knowing how to use their medication and learning how to become financially independent.

Findings from the viewpoint of the whānau

Whānau valued improving communication in Te Reo and English; increasing activities together as a whānau, whakawhanaungatanga; integrating intergenerational learning into whānau activities. Other whānau members obtained assistance for themselves as a result of the changes in their mother and father, and sometimes learnt to understand that whānau were not always supportive.

Findings from the viewpoint of providers

Ngā Poupou identified the need to take their services to where the people are. They also valued the importance of delivering programmes that are Māori centred and Māori focused; incorporating whakawhanaungatanga as an important step before talking about their programmes with learners and; providing regular support for learners. Poupou also found other aspects of learners' and whānau lives often took precedence over the learning sessions. Another key theme was addressing the needs of tutors to ensure that they were appropriate for engagement.

Structure of the report

This report sets out the findings in the following sections:

- Section One provides an in-depth description for each programme that examine strategies that worked for learners and Poupou as well as challenges to implementation.
- Section Two presents programme activities undertaken with Parents Family Whānau in collaboration with the Ministry of Education.
- Section Three focuses on programmes supporting learners and their whānau who are linked to schools and Early Childhood Education providers.

- Section Four sets out programmes with Te Ataarangi highlighting how Te Reo and English literacies can be enhanced through the use of Māori protocols and cultural values and presents challenges relating to cultural competency.
- Sections Five and Six demonstrate the activities for Whānau Ora training and the LLN assessment. These programmes provided Whānau Ora workers with an Adult Literacy Training Course that is designed to enable them to identify the literacy needs of their clients. The programmes also provide an opportunity for Whānau Ora workers to gain a literacy tutoring qualification.
- Section Seven illustrates key findings generated from the delivery of the Māori Modern Apprentice/Industry Trainees Programme.

At the time of writing this report and as indicated above, a number of programmes were still underway and therefore a proportion of the learners who have made gains are still engaged in tuition that they will complete in Hōngongoi (July) 2013.

Map of Literacy Aotearoa nationwide

The map below shows the locations of the various Poupou of Literacy Aotearoa



Section Two: Whānau Literacy, Language and Numeracy Programmes with Parents Family Whānau (PFW)

Introduction

Map 1: Te Puni Kōkiri LLN Parents Family Whānau Programme Delivery Locations



The Whānau Literacy, Language and Numeracy (LLN) programme was aimed at Māori parents, caregivers and guardians to better support their tamariki. The Ministry of Education Parents Family Whānau (PFW) unit referred individuals who were identified as being within vulnerable whānau environments. With support from Te Puni Kōkiri, the Ministry of Education PFW advisors and Literacy Aotearoa set about undertaking a Māori-centred approach to LLN engagement and the take up of various programmes and activities delivered under this programme. The primary objective of the programme was to ensure adults who recognised their own LLN needs were empowered to build up their confidence and develop their literacy so that they would become better equipped to participate effectively in their own children's

learning and educational aspirations and achievements.

Context and source of learner recruitment

Learners were referred from a number of sources. These included Ministry of Education PFW advisors and Poupou; family/friends; community groups; social service organisations and Work and Income New Zealand. Most learners experienced ill health, overcrowding, unemployment and financial difficulties. A high proportion of learners indicated they had been discouraged from school in their earlier years and were now seeking opportunities to improve themselves.

Programme delivery

The targeted number of 10 Whānau LLN programmes was achieved and they were delivered across eight regional areas of Aotearoa. A total of 43 learners have been referred and enrolled over a 20-week period. Some of the programmes continued until July 2013. Most programmes were delivered on a one-to-one basis with one or two Poupou opting to deliver group sessions as decided with learners. Tutors and learners mutually agreed where the venue for the delivery session would take place. The frequency and duration of the programmes were dependent on the individual needs of the learner and their whānau and usually consisted of weekly 2-hour sessions. Programmes were conducted during the school term and have averaged between 25 to 50 hours in total.

Tutors conducted face-to-face initial assessment interviews with learners to discuss the course, enrol them in the programme and set learning goals in relation to what the learner wanted to achieve. After an initial interview was completed, a pre-assessment was conducted to gauge where the learner was at in terms of writing, oral language, speaking and reading.

Programme objective

The objective of this programme was to support participants to “gain increased whānau literacy, numeracy and language skills, enabling them to gain the confidence to engage and effectively support their children at school”. Learners achieved the following short-term outcome when they increased whānau literacy, numeracy and language skills, enabling them to gain the confidence to engage and effectively support their children at school.

The short-term outcome for this programme was achieved throughout the course of this programme and will be considered in detail below.

The following table highlights learner profiles including the regional location, programme delivery venue, age range of learners, number of learners and gender and the learners’ ethnicity where identified.

Table 1: Whānau Literacy Programmes - Participant Profiles (regional location, delivery venue, age and gender)

PFW Regional Locations	Programme Delivery Venues	Age Range	Number of Learners & Gender
Kaitaia	Learners’ homes	39-57	Five Female One Male
Whangarei			
Auckland	<ul style="list-style-type: none"> • Learner’s home • Marae • Poupou venue 	24-53	Three Female Two Male
West Auckland	<ul style="list-style-type: none"> • Learner’s home • Community Centre 	19-52	Five Female Four Male
South Auckland	<ul style="list-style-type: none"> • Learner’s home • Citizens Advice Bureau • Public Library 	23-65	Four Female
Porirua	Where??	22-43	Seven Male
Lower Hutt	<ul style="list-style-type: none"> • Poupou venue • Learner’s home 	28-45	Seven Female
Invercargill	<ul style="list-style-type: none"> • Learner’s home • Poupou Venue • Tutor’s home 	29 - 46	Five Female
Total			29 Female 14 Male = 43

Findings

The information gathered for this report has identified a number of successful elements discussed below. These include identifying how learners achieved success; how learners achieved outcomes; strategies that worked for learners; strategies that worked for Poupou and the challenges that emerged throughout the running of the programmes delivered.

How did learners and their whānau achieve success through participation in the Whānau Literacy, Language and Numeracy – Parents Family Whānau (PFW) Programme?

Success for Māori adult learners and their whānau was achieved when learners demonstrated confidence in themselves based on gaining new knowledge about understanding words, phrases and their meanings. When they demonstrated their understanding of text, word phrases and their sequence, their whānau began to see shifts in the learners' behaviour, attitude and confidence levels.

While some learners in this programme navigated their way through challenging circumstances as they participated in the course, their determination to stay the course was paramount. For example, a learner presented with various family issues at the beginning of the course, which distracted her learning. However as a result of the course her reading, writing and communication skills have improved and her children who are following in her footsteps have acknowledged this. Her 17-year-old son began a forestry training course recently, successfully completed three assessments and is free from addiction and dependence on illicit substances.

Also, her other children have successfully adjusted to their Mum gaining part-time employment. The impact of the LLN programme has been life changing for members of her whānau.

Attending the course to qualify for a learner licence and gain financial literacy was critical for a learner who wanted to develop strategies to help support her family. By identifying SMART goals and working with vision boards the learner boosted her own personal confidence enabling her to understand through greater comprehension of language what was being said to her. She was able to complete forms and processes that enabled her son to move home with her.

Many of the learners set personal goals to develop and improve their reading, writing and spelling skills in order to grow personal and work-based skills. One learner expressed in her evaluation forms that she wanted to break down barriers to encourage intergenerational literacy support. The learner has improved her reading, writing and spelling skills:

“This programme has given me and my girl something to work to now.” (Learner)

A change in whānau -learner's participation in the programme has generated positive changes within whānau. Whānau members observed changes for their Mum through programme participation. For one learner, whānau exclaimed:

“We notice Mum has more confidence and motivation to do things and to finish them. Mum never used to do that. She does the kids home work too. Before she used to ask us.” (Whānau member)

From the same whānau the learner (Mum) talked about the transformation taking place among her daughters as a result of her participation on the course. She shared with the Poupou the following:

“Two of my girls are enrolled in courses I heard about from my tutor. Now another daughter wants to get out of the house and do courses too. This is great because my daughter has isolated herself from everyone. She ... aims to enrol in the pre-enrolment nursing course next year.” (Learner)

Other learners have identified changes in their whānau as a direct result of course participation. This is expressed by learners who stated:

“I am reading to my kids every night now. One of my kids has learning difficulties. We are around the same level so when I do my homework he comes and sits with me and we do it together. Sometimes we check each other’s work.” (Learner)

“My relationship with my niece has strengthened – she now asks me questions and expects an answer.” (Learner)

Most learners shared a common goal to better themselves and support their children in reading, writing and education. At the same time they sought growth in personal confidence.

A parent who felt motivated about being genuinely involved in her children’s school illustrated this. Prior to the course she reacted negatively to the teachers and school supports. But since her writing, spelling and reading have improved she has embraced a positive outlook by “listening to the teachers instead of being hostile and defensive”.

One learner expressed their frustration at not being able to spell. Since the course the learner said,

“I have a new attitude to learning.” (Learner)

Learner outcomes achieved: learner literacy and numeracy gains

Māori adult learners enrolled in this programme demonstrated significant literacy and numeracy gains in a wide range of areas that have increased their confidence to complete learning tasks and achieve their personal goals. For many of the learners the course motivated them to try new things and explore pathways they would never have considered. It also presented learners with ideas about what they could do after the programme as one learner illustrated:

“I am more motivated to try other things and courses. I want to go back into horticultural work and learn about trees and planting.” (Learner)

Other learners wanted to gain confidence with writing particularly in groups or in front of people. One learner talked about how she became stressed when writing in public view. Since the course she has engaged in breaking down big words into small words and participated in mini writing activities. Now she is sharing what she is learning with others in group sessions.

One learner set out to improve her reading, writing and maths so that she could help with her children’s education. She advised her tutor she was interested in communicating with the school,

kindergarten and other agencies that were involved in helping her whānau. Based on these personal goals she set for herself she was adamant that she would achieve the following:

“Writing skills – Increase letter and sound associations, consonant blends, use plurals correctly, use correct tense, use correct spelling patterns, use basic punctuation correctly and use basic grammar for sense in writing.

Oral language skills – Increased vocabulary, add end sounds to words, say correct end sounds in words, think about what she wanted to say, check that her ideas are on topic and focused and modify her speech to be clear and understood.

Reading – To use comprehension strategies to understand text, to use strategies to locate information and to develop awareness of what to do when comprehension breaks down.” (Learner)

The oral language aspect of the course helped the learner to explain the logical sequence of ideas. This was a gain for many of the learners who were not confident about communicating in positive and meaningful ways with individuals outside their whānau, including school staff.

As learners grappled with describing their thoughts and feelings about particular issues, they were able to identify the sequential process that could turn an escalating argument into a constructive debate. As one learner stated:

“I now know strategies to help me work out how to spell words. It makes me feel good because I know how to spell words when writing notes to the teacher.” (Learner)

“I’m doing more challenging reading – research, complex legal documents – as in a trust paper. I can now send email attachments.” (Learner)

As learners gained confidence they became excited about their improvements made on the TEC online assessments reading and writing strands. These improvements appear to have lifted their confidence in their own ability as a direct consequence of a greater desire and fortitude to continue study and gain confidence to work towards other pathways, such as gaining or improving employment opportunities.

Another learner wanted to gain entry into a scaffolding course. Despite his lack of confidence in speaking, spelling and understanding measurement concepts, the learner made some significant gains in that he was able to focus on his LLN tasks without getting distracted. He began applying independent reading strategies that he could incorporate in his work. His tutor assisted him to gain skills and confidence in writing sentences and has supported him to develop a clearer understanding of mathematical principles directly related to his desired course and potential future employment opportunity. For example, he now has a clearer understanding of decimals by being able to order them and convert them between decimal and fraction format.

Because he has a greater comprehension of language, literacy and numeracy he now has a better understanding of hearing as well as listening to others and expressing himself clearly and

confidently. This has led to relationships with his friends, whānau and workmates improving exponentially.

In another case a learner improved his reading as he became familiar with understanding the New Zealand Road Code to qualify for his learner licence. The learner gained confidence in his ability to analyse and answer the questions involved in the Road Code tests through his increasingly active contributions to class discussions and assisting fellow learners in the completion of the learning tasks. By incorporating his new vocabulary he began to engage in more advanced vocabulary skills that required a higher level of literacy skill and now he is achieving at a consistently high level. The learner is motivated to achieve his goal to improve his chances of gaining employment.

Another learner developed strategies by improving his basic multiplication facts. He completed a multiplication grid of up to 12 times number facts on his own in under four minutes - a feat he did not believe he could achieve. This gain has given him confidence to continue towards his personal goal of increasing his confidence for job interviews and being able to help his children with their homework.

Some effective strategies tutors employed for reading and writing exercises that learners responded to included finding small words in bigger words; identifying root words, suffixes/prefixes; manipulative resources; spelling and sound patterns. As a result one learner who lacked confidence in trying things started to gain confidence in being able to understand information on forms. Before the course the learner had to have information explained before she could sign anything.

Other learners gained a step in the Learner Assessment Report for Pre-Reading.

Strategies that worked to support learners

Literacy Aotearoa National Office assisted Poupou, tutors and support staff to identify and implement key strategies that would most benefit learners and their whānau undertaking the LLN programme. As the needs of the learners were diverse and complex, a significant feature of the programme was the ability to be flexible and adaptable around lesson plans and delivery. Successful strategies included motivating factors; tutor-learner relationships; factors that affected learning. These are outlined below.

Motivating factors: Learners expressed their motivation for taking up the whānau LLN course was due to supporting their children with their school work. This also extended to parents with young adult children who were experiencing difficulties. One said that he did not want to join the LLN programme and resisted being involved until his daughter was due to appear in Court. This situation highlighted the need for the parent (learner) to fill in court documents and other information. As a result he began to embrace the LLN course and started to identify key words and basic concepts that enabled him to fill out the forms with confidence.

Tutor – learner relationships: Tutors set out to build trust and rapport with learners in order to develop empathy. As learners gained trust and confidence in the tutor, they took part in an initial

assessment that involved a one-to-one hui and group session. Tutors and the Manager provided kai and drinks as part of whakawhanaungatanga that allowed people to interact and get to know one another before undertaking the LLN programme.

The learners gained confidence in the tutor when the process to support them to achieve their learning goals was tailored to maximise their potential. This included the possibility of running programme sessions in a safe and comfortable environment conducive to learning. Some environments included Poupou premises, community locations and where suitable the learner's or tutor's home.

In addition tutors took responsibility for arranging transportation for learners when they could not attend the sessions at the Poupou venue. External volunteers also helped Poupou with transport issues. At the same time tutors were adaptive and flexible when agreed meeting times were changed and planning and session delivery needed to be revised.

Factors that affected learning: In some cases participants presented with serious health issues and trauma. Contextualising learners' needs helped tutors and Poupou to initiate strategies aimed at assisting the learners in their time of need. Often this came in the form of external support.

For example, some learners were assisted by other organisations e.g. social services, health organisations and marae. The support provided by personnel of Poupou gave learners and their whānau a sense of value and relief at being able to undertake difficult situations, such as filing for bankruptcy, filling in court procedural documentation and much more.

In cases like this, tutors worked at the learners' pace, slow and steady, to ensure learners were provided every opportunity to achieve their learning goals. To this end success for the learners had a direct impact. They identified a need and with the help of the tutor and/or external organisations were shown a pathway to achieve results.

Strategies that worked well for Poupou

Poupou and tutors highlighted a range of approaches that worked well in supporting learners and their whānau.

These included:

- Whānau Model approach;
- building maximum flexibility;
- collaborations with key stakeholders.

Whānau Model approach: The programme was targeted to reach population groups who have admitted to being discouraged and disengaged from literacy, language and numeracy. The programme required a unique approach to engage learners with complex needs. A Whānau Model approach was incorporated into the establishment and engagement phases of the programme. This

approach drew on Te Reo, tikanga, manaakitanga and relevant Māori cultural practices such as whakawhanaungatanga.

Whakawhanaungatanga enabled learners, their whānau and the tutors to come together to meet and greet in an informal way. They shared personal information about themselves, such as their pepeha that links them to geographical landscapes and ancestral lands to identify to others where they were from and who their whānau are. Sharing kai and a cup of tea consolidated the new relationships being forged whereby mutual respect was established between the learner, their whānau and the tutor that supported a reciprocal learning relationship.

The advantages of the Whānau Model were evidenced by a tutor who worked on various writing tasks with a learner in his home on various writing tasks. While in the home the tutor observed the learner had two young adult sons who were at home all the time. With consent from the parent (learner) the tutor engaged in whakawhanaungatanga with one of the sons, at which point an initial assessment followed to assess the son's goals and LLN needs.

The tutor discovered the son was interested in computers. This prompted the tutor to contact relevant institutions for course information. The tutor then referred the son to the Ministry of Education PFW advisor for on-going support.

Building maximum flexibility: A key feature of this programme, as noted earlier in this report, was based on the extent to which support by Poupou was flexible and adaptable to reflect the complexity surrounding the learners' lives. In some instances retention rates became problematic due to issues relating to childcare, transportation and other factors. Provision of the programme necessitated adapting delivery venues to ensure people who could not attend LLN sessions could then do so.

An example of this occurred in one region where learners were 10 kilometres away from the Poupou premises and, due to transportation and childcare issues, could not attend the weekly tuition. Poupou initiated a response by contacting the local community centre close to the learner's residence and set up learning sessions at the centre, enabling space for the learner and their whānau to attend. This approach by Poupou helped maintain and improve the retention levels of the learner's participation.

Collaborations with key stakeholders: Poupou successfully created new relationships with key stakeholders including community groups and Government agencies such as the Police, Ministry of Social Development, Work and Income New Zealand, Accident Compensation Corporation (ACC), ACC rehabilitation providers, workplaces, Industry Trade Organisations and rural community workers. Successful collaborations occurred when trust and rapport was built between parties and common understanding was gained. Poupou used the Memorandum of Understanding and put in place communication and engagement strategies with key stakeholders to maximise accountability and support for learners.

While there have been successful strategies applied that have benefited learners and Poupou, the following section considers the barriers that developed as a result of the Whānau LLN PFW programme.

Challenges

The challenges for the Whānau LLN programme were identified as referrals and recruitment; retention and attendance; time frame; and community of practice and reporting. These are outlined below.

Referrals and recruitment: Increasing challenges emerged for Poupou in the context of referral and recruitment processes. Initially, Poupou were advised to work alongside Ministry of Education PFW advisors in the recruitment stages of identifying relevant candidates for the Whānau Literacy programme. It was widely known that the Ministry of Education supported the initiative but had limited resources to support the project. This led to difficulties in making contact with some Ministry of Education PFW advisors. This was addressed by Poupou utilising their own networks.

Retention and attendance: The complex nature of learners' and their whānau lives meant that it was often difficult to ensure learners took part in regular sessions. Participants' attendance in the programme was affected by such issues as health, general concerns, breakdowns in relationships and appointments for tamariki, emotional and physical. For example a participant experienced a miscarriage, others had a change of geographical location and other learners just did not want to engage.

Time frame: A challenging aspect of the Whānau Literacy programme was the short time frame within which Poupou, tutors and support staff were required to participate. The short time frame required careful coordination, administration and delivery, which placed stress on some people who felt they were already overworked. Insufficient time to plan and prepare for the roll out of the programme meant that people felt rushed and overwhelmed, particularly when the people they were working with needed intensive support and advocacy. Future programmes would be more effective where the need for additional time for planning period and roll out and regular contact with other stakeholders would enable Poupou to engage at a pace that is adequate and feasible for them, the learner and whānau.

Community of practice: Poupou recognised the need to build a community of practice amongst themselves as well as their external stakeholders for the purpose of sharing ideas and exchanging resources.

Reporting: Some Poupou said that the timing for reporting on the programme did not coincide with the school terms, which created problems for the uptake of the programme. In one case, learners were recruited before a two-week holiday break. When the school term started again, half of the learners who enrolled in the course withdrew, as did the primary programme coordinator from the

local kindergarten. The preferred time frame for programme provisions should coincide with the school terms and the programme should be rolled out for 20 weeks over a six-month period for 40 hours per week. This approach would be a better fit with the communities targeted by this programme.

Conclusion

This programme was designed to support Whānau LLN needs specifically, parents, caregivers and guardians of tamariki. Many of the learners came from complex backgrounds and required extensive wrap around support. Despite learners' extensive needs, the Whānau Literacy programme was a success because the majority of learners achieved both their personal goals and the overarching programme objective.

An important feature this programme highlighted was the need to redefine success in the context of the learners' real life experiences. Success for learners was recognised when whānau members gained the courage and confidence to consider further educational and employment opportunities as a result of their parents' active participation in the Whānau Literacy programme.

Success for learners was also identified when they knew how to fill in forms and decipher information to make informed decisions. When parents were able to exercise judgement on certain tasks it became easy to see changes in their children's lives such as attitudinal and behavioural shifts.

At the same time some of the challenges Poupou faced revolved around the high levels of flexibility and adaptability needed to accommodate learners' and their whānau needs. In essence Poupou were creating a sense of community as they shared successes with other collaborators including Ministry of Education PFW, community networks and government agencies. By working closely with Ministry of Education PFW representatives some Poupou felt supported and in a better position to assist learners' LLN needs. Of vital importance was being able to think critically about how to assist parents and whānau in developing more confidence to better support their children and engage with their schools.

Poupou have demonstrated the significant changes that have occurred in learners' and their whānau lives in such a short time frame. The learners' journeys to self-determination have far and long-reaching consequences for all, including the consideration of education and employment opportunities not considered possible prior to enrolling in the course.

Section Three: Whānau Literacy, Language and Numeracy Programmes with Family Literacy at School and Home (FLASH)

Introduction

Map 2: Te Puni Kōkiri – Family Literacy at School and Home Programme Delivery Locations



This programme focused on supporting adult learners and their whānau who were linked with a school, Early Childhood Education (ECE) provider, Te Kōhanga Reo or Kura Kaupapa. The programme targeted Māori adult learners who identified Literacy, Language and Numeracy (LLN) needs. The intent was to create a positive impact on learners and their whānau as a whole. Outcomes identified by learners were reflected in the programme design that also aligned to the outcomes of Whānau Ora.⁴

The LLN-FLASH programme embedded literacy in the actions of various programmes such as nutrition, budgeting and descriptive writing. The learners in this programme extended their own literacy

and language while learning about ways to support their tamariki. For instance they responded to reading and writing through literacy activities tailored to their personal interests and need. As a result they in turn learnt strategies to engage in reading exercises and dialogue activities with their children.

The key features of this programme led to learners beginning to provide a home environment that supports their children's learning needs; the learner becomes more involved in their children's school work and progress; the learner is communicating with school and ECE teachers and support staff and their encouragement to their children to complete their homework by reinforcing work completed at school.

Another key feature of this programme was the successful collaborations that were forged between Poupou, schools, ECE, Kōhanga Reo, Kura Kaupapa and other providers on behalf of the learner. Whānau Literacy programmes have placed significant emphasis on whānau for whom LLN is a life goal. The programme design and content was driven by the literacy needs of whānau and their

⁴ Whānau Ora outcomes were identified as self-managing; living healthy lifestyles; participating fully in society; confidently participating in Te Ao Māori; economically secure and successfully involved in wealth creation and cohesive, resilient and nurturing. (Literacy Aotearoa, 2013)

learning goals that are established at the initial assessment phase through individual interviews and group feedback sessions conducted by tutors. A variety of assessment tools and evaluation methods were used to gather feedback from participants and whānau to monitor progress against learning goals and overall programme delivery. Tutors also compiled learner portfolios encouraging learners to keep a record of their learning journey.

Programme delivery

Twenty Whānau Literacy – Family Literacy at School and Home (FLASH) programmes were developed and delivered across 10 regional areas of Aotearoa. A total of 91 learners were referred, enrolled and took part in the programmes over a 10-week period. Most programmes were delivered in Term 1 and 2, 2013. Delivery occurred in a group format of 2.5 hours, twice weekly for 10 weeks in each term (50 hours in total). Some sessions were held one day a week for five hours in the home of the learner with children present during Te Reo classes. Others provided Wananga where members of whānau could also participate. These varied sessions were agreed to at the discretion of the tutor. Venues were agreed between Poupou and the school or ECE provider. A minimum of six adult learners participated in each programme. Where learners required further assistance after the first programme they were offered the opportunity to continue in the second programme.

Poupou developed a range of literacy and numeracy programmes to meet the diverse needs of Māori adult learners that were embedded in the following broad areas: nutrition and healthy eating; Whakapakari i Te Reo; marae protocol and bi-literacy; early childhood development; driver licence; First Aid Certificate. These programme topics aimed to meet the LLN programme objectives in collaboration with a local school and ECE provider.

Programme objective

The Whānau Literacy programmes had a positive impact on Māori adult learners and their whānau that resulted in increasing:

- awareness and understanding of whānau bi-literacy;
- literacy in both reo and kaupapa Māori;
- creativity, confidence and enjoyment regarding lifelong learning;
- ability to identify their own learning and literacy competencies and needs;
- ability to achieve at least 80 per cent of self-identified learning and literacy goals;
- literacy for all participants – particularly regarding core literacy skills in oral expression, reading, writing and numeracy;
- intergenerational support for and involvement in whānau literacy;
- effective whānau communication skills;
- community understanding and support for whānau literacy.

These short-term outcomes were achieved throughout the course of this programme and will be considered in detail below.

The following table highlights learner profiles including the regional location, program delivery venue, age range of learners, number of learners and gender and the learners ethnicity where identified.

Table 2: Whānau Literacy Programmes - Participant Profiles (regional location, age and gender)

Whānau Literacy (FLASH) Regional Locations	Programme Delivery Venues	Age Range	Number of Learners & Gender
Dargaville	• School		• Three Female
Waiheke	• Learners' home marae	22-63	• 12 Female
North Shore	• ECE Learning Centre	20-47	• Seven Female
South Auckland	• Poupou venue	18-58	• Eight Female • Seven Male
Turangi	• Kura Kaupapa	30-70	• Seven Female • Three Male
Levin	• Learner's home • ECE Learning Centre	21-42	• Four Female • Two Male
Wellington	• Poupou venue	22-64	• Four Female • One Male
Whanganui	• School	17-57	• 17 Female • One Male
Nelson	• School whare	29-42	• Five Female
Ashburton	• School	21-61	• 13 Female
Total			• 77 Female • 14 Male = 91

Source of learner recruitment

All the learners in these Whānau Literacy programmes came from diverse backgrounds with a wide range of needs. They were also recruited from different sources including self-referral; schools; Early Childhood Education providers; Te Kōhanga Reo and Kura Kaupapa referrals; community organisations and word of mouth.

Learner identified goals for the programme

Many of the learners spoke of the links between their learning and their goals beyond the programme. Learners identified a range of learning goals they wanted to achieve in the programme such as healthy living; gaining full-time employment; qualifying for driver licence; improving computer and financial literacy by developing focused budgeting skills; developing reading, writing spelling and maths skills and building Te Reo, tikanga and whaikōrero skills with confidence. The literacy and numeracy was embedded in these programmes.

The next section outlines the key themes that emerged throughout the design and delivery of the programme.

Findings

How did learners and their whānau achieve success through participation in the LLN – FLASH Programme?

Learners and their whānau achieved success through personal transformations that included improved attitudes at home; increased involvement in their children's lives - this had direct flow on effects to children enrolling in sports activities, for some the first time in two generations; improved budgeting and choosing healthy nutritional options. These successes were highlighted by a learner and a whānau member who said:

“This course has made me more motivated than I have ever been in my whole life. It has been difficult because I have only known one path, Mongrelism. The course has helped me to appreciate my Māori language, my people and my marae. It has been a struggle trying to break the other language that I am used to (swearing) but now I have some helpful words when I get home like...ataahua.” (Learner)

“I see the changes in my mokopuna. They seem more content in the home now.” (Learner)

Some learners said they noticed personal achievements such as their confidence to speak and that they could overcome their shyness.

While many of the learners focused on developing career and work skills, the majority of learners were interested in learning more about how and what their children learn at school. Learners were particularly interested in what they could do to assist them with their schoolwork as they sought to aspire for positive futures for them. In some instances whānau relationships were strained. As learners grew confidence in literacy and numeracy they found themselves developing new

communication skills that enabled them to engage with their estranged parents in ways that they never did before.

For example, one learner said:

“The course has brought me and my mother closer. It has helped us to learn how to communicate rather than do what we always do which is argue with each other.” (whānau member)

“As a result of my Mum coming on the course it’s sparked a yearning for me to learn with my parents and it’s really made us look at the way we treat one another. So it feels good that we all want to change and make our lives better by learning to listen to each other so that we can all be happy and live in harmony.” (whānau member)

Learner outcomes achieved: learner literacy and numeracy gains

TEC Step gains - Some learners in this programme successfully gained a step against the TEC starting point’s assessment. This achievement boosted the confidence of these learners who achieved changes in their confidence, which flowed on to their whānau members. LLN achievements were illustrated in various ways. In one region the focus of their LLN programme was based on nutritional healthy food. Learners gained knowledge about converting measurements such as cups to grams and recipes into metrics. They also learnt to read food labels and developed budgets for meals based on identifying healthy food options. Learners also gained ideas about building their own māra kai, vegetable garden. As one learner stated:

“I want my family to have healthy food as an option.” (Learner)

Te Reo - At the same time a number of learners aimed to improve their skills in Te Reo as this was acknowledged as a significant step towards building their personal confidence about who they were and where they came from. This was particularly important for parents who did not have a relationship with their hapu, iwi or marae and wanted to gain a sense of identity for the benefit of passing the knowledge down to their children. For instance a learner gained confidence by undertaking descriptive language and punctuation activities through working with Māori legends, designs, kupu and picture cards and building stories from the resources provided. These exercises and others helped learners to build their Te Reo and in turn strengthened their whānau as a number of different whānau have said:

“I wanted to learn Te Reo with my husband and children so they can speak it in the home.” (Learner)

“My daughter has moved up a class and she loves to play the games made during the programme and is more confident with her reo now.” (Learner)

“Our whānau learn the Te Reo activities together we are closer and flower better.” (Learner)

English - Other learners enjoyed improving their English sentence structures such as when, where and who and appreciated gaining an awareness of how people act and the different ways to respond in different situations. When learners extended their vocabulary they gained confidence to practise

interview questions and asking people for information and more broadly to look into career options. For example, one learner set herself a goal to gain a food safety certificate and bar licence and improve on interview techniques. After establishing an action plan to achieve future goals the learner has followed up with job opportunities and hopes to get a job interview with an ECE provider. She has also started studying towards her bar and food licence and is planning to make a garden at home to improve the diet of her family.

Some learners in this programme gained a step as a result of being measured for reading and maths using the TEC assessment tool. A school Principal summed up the significant impact the Whānau Literacy – FLASH has made on Māori adult learners, their whānau, the school and the wider community by saying:

“The programme is viewed as the beginning of bigger things that will benefit a greater number of whānau in the community....” (School Principal)

Strategies that worked to support learners

Understanding the strategies that motivated and supported Māori adult learners and their whānau in the Whānau Literacy programme has made a contribution to the success of the programme as evidenced by Poupou feedback on a range of diverse factors. These include integrated intergenerational literacy; Māori and whānau-centred programme; student-centred learning; resources and teaching.

Integrated intergenerational literacy: The focus of this programme was to provide whānau - centred literacy programmes to boost whānau abilities to respond to challenges they faced in their daily lives. Poupou observed changes in parents’ attitudes and behaviours as they built literacy skills illustrated by learners’ abilities to read texts, understand instructions, read numbers and words on signposts. This affected parents whose children were in school and ECE. Some parents were able to use what they learnt in the class and apply it in their home, as was the case for learners below:

“The classes gave me the confidence in my own skills to start helping my tamariki.” (Learner)

“I have always worked with tamariki but I could now formalise my strengths, that is make a plan; assess where my tamariki are at, what their goals are and how to help them achieve.” (Learner)

Māori and whānau-centred programme: A significant feature of this programme was the Māori- focused content that set the foundation for embedding Te Reo and English literacy. Activities based on Te Reo, tikanga, whakapapa and karakia enabled learners to learn about their identity or reacquaint themselves with who they are and where they are from. It also opened up opportunities for learners and their whānau to engage in LLN activities such as Whakapakari i te Reo, harvesting harakeke in its natural environment where they learnt to measure and assesses critical elements from these activities.

Student-centred learning: Some learners expressed a desire to experience a programme that allowed them to give input into the design, planning and delivery of the learning session. They felt

more open to offering ideas and opinions when they saw themselves in the lessons rather than feeling like they were in a class environment being told what was involved without any of their own input. The course has made the learner stop and look at how the course could help their family interact and have good conversations.

Resources and teaching: A range of resources and teaching techniques were used in the facilitation of the Whānau Literacy programme. These included whānau whakapakari – discussion cards (print media); Te Reo activities; websites; field trips; print media; guest speakers; online programmes; library visits. Learning styles included role-plays, games and activities.

Strategies that worked well for Poupou

Poupou and tutors highlighted a range of approaches that worked well in supporting learners and their whānau. These included collaborations with key stakeholders; flexibility and adaptability; whakawhanaungatanga – emphasis on cultural protocol and extending themselves beyond their own comfort levels; and voluntary services. These strategies will be outlined below.

Collaborations with key stakeholders: Poupou formalised collaborative working relationships with local primary schools, Kōhanga Reo and ECE providers. For some Poupou, the collaborative nature of working with the learner, whānau, Poupou, school and other organisations was a new way of working that provided challenges and opportunities for everyone involved. Overall success was achieved when all parties shared skills and knowledge as they focused on supporting the primary goal of helping learners and their whānau achieve success in the Whānau Literacy programme.

This programme enabled Poupou to build strong relationships with their communities and continue to work with organisations including health services and social services to identify vocational and tertiary qualifications and institutions for on-going learning opportunities.

Flexibility and adaptability: Learners' attendance rates fluctuated due to a wide range of personal circumstances. However in situations where Poupou felt they could assist, they would. For example, some Poupou took responsibility for finding care for learners' tamaiti and/or mokopuna to enable learners to participate in the learning activities. Poupou arranged minders for their children and even set up a crèche service while the learners were in class.

Whakawhanaungatanga: Form of engagement. Poupou valued the direct focus and importance the programme placed on incorporating a Māori approach to the design, content, delivery and implementation of the programme. By adapting and immersing themselves in Māori cultural practices such as whakawhanaungatanga, it helped to affirm what some Poupou already do in terms of embedding whānau literacy programmes and practice though drawing on holistic models such as Mason Durie's Te Whare Tapa Whā health Model and other related strategies.

One Poupou tasked with recruiting Māori adult learners for the programme from their community soon recognised the importance of engaging in appropriate cultural procedures. The lessons gained

from this experience were invaluable to the tutors because it highlighted the importance of taking care and not rushing a process before it had begun. Upon reflection the tutor said that following the leadership of a Māori organisation to create a time and space for whakawhanaungatanga, was pivotal in breaking down barriers and preconceived ideas about what was being asked of whānau members.

The importance of taking time to make links to whakapapa enabled learners and whānau, to build trust and respect, which took precedence as it provided the basis for walking together to achieve an agreed common goal. As Māori adult learners gained trust and rapport through whakawhanaungatanga they began to share ideas about what they wanted to achieve from an LLN programme. The tutor reported:

“We applied a Fish and Chip menu analogy that drew on a smorgasbord of LLN ideas for activities that learners could choose from. When the learners saw themselves in the programme they owned it and the emphasis was taken away from meeting time frames and compliance obligations. They simply wanted to be involved in it because they saw the value in learning and improving their reading, writing, comprehension and maths skills.” (Tutor)

Voluntary services: Often learners were recruited from outside Poupou core areas, which meant that tutors went beyond their geographical areas to recruit and meet with learners. This provided opportunities for Poupou to broaden their networks by building relationships with local businesses and organisations in order to successfully carry out the programme.

In other cases, Poupou worked additional voluntary hours to cater to the sudden change in circumstances that impacted learners’ participation. For example, prior to the programme starting a two-week holiday began. Over the break, the key contact person from an ECE who recruited participants left the ECE. Four learners who enrolled also left the programme due to moving away and so the original enrolled six learners dwindled down to two. As a result Poupou scrambled to find new participants. After successfully assessing more potential learners, Poupou had a full quota. During this time Poupou forged new relationships with new organisations after attending many parent group sessions with the aim of recruiting new students.

Challenge

Despite the successes noted above, effectively embedding literacy and numeracy practices in this programme can be hindered by a number of challenges. Many of these have been highlighted in sections above.

However, one particular challenge stood out for this programme:

- Recruitment

Recruitment: Some Poupou discovered they had difficulty recruiting learners during the initial phase due to using conventional methods of promoting the programme such as print media,

newspapers, school newsletters and radio. These efforts did not encourage learners. This may be due to the notion that the programmes are trying to attract learners with low literacy and numeracy skills who are often wary of and are resistant to formal education and learning institutions.

Other Poupou found that recruiting learners through word of mouth, personal and social networks worked best. Another key factor was bringing in Māori tutors and staff to initiate and organise programmes. This encouraged culturally responsive programmes that incorporated tino rangatiratanga (self-determination for the learner and their whānau), acknowledgement of the learner's taonga tuku iho (validating Māori learner aspirations) and ako Māori (culturally preferred pedagogy). Poupou utilised multiple tutors who had diverse expertise and experience in sharing and learning. Learners appreciated Māori and Pakeha tutors' passion and support of them in their learning. This included the encouragement of tuakana-teina relationships where appropriate.

The tuakana-teina relationship is an integral aspect of Te Ao Māori that essentially provides a model for an older or expert tuakana (brother, sister, cousin) to assist a younger or less expert teina (younger sibling, or cousin of the same gender). This principle was successfully adapted by some of the programmes, as learners more experienced in the art of harakeke or first aid were able to assist and support those new to the learning. Tuakana offered guidance about the right way to collect and harvest harakeke as a natural resource, while at the same time providing pastoral care over the teina who is grasping new knowledge. The tuakana-teina relationship increases intergenerational learning.

Conclusion

Overall Māori adult learners enjoyed learning in the school, ECE, Kōhanga Reo or Kura Kaupapa environment as they felt part of the learning community. This was important as participants identified positive strategies about how they could work through a range of issues including addressing past hurts, mending previously broken relationships with whānau members and increasing engagement and participation with people generally.

Raising awareness through LLN programmes for Māori adult learners and their whānau has enabled many Māori and their whānau to implement changes in their own and their whānau lives, with far reaching and intergenerational consequences including increased capacity to confidently navigate Te Ao Hurihuri, due to increased knowledge in numeracy, literacy, communication and learning in general, and most importantly developing improved relationships with their children, whānau and communities.

Section Four - Whānau-based Literacy Programmes in collaboration with Te Ataarangi

Introduction

Map 3: Te Puni Kōkiri – Literacy and Te Ataarangi Programme



This Whānau-based Literacy programme in collaboration with Te Ataarangi focused on supporting Māori adult learners and their whānau to read and write and be bi-literate. The programme aimed to improve Māori adult learners Te Reo and English literacy and numeracy. These programmes were purposefully offered to whānau in locations that had the greatest potential to benefit from quality literacy, numeracy and Te Reo programmes but had the least opportunity to do so. The learners were specifically recruited from towns and communities in provincial and rural areas with high Māori unemployment rates. Many of the learners presented multiple and complex learning needs.

Programme delivery

The target of five mobile Whānau-based Literacy programmes were developed and delivered to a total of 62 students for two hours per week over a 20-week period. This time frame is inclusive of the initial assessment, tuition, resources, liaison and monitoring activities undertaken by Poupou with learners. Poupou worked closely with local Te Ataarangi Kaiwhakaako to co-deliver the programme. Kaiwhakaako provided Te Reo Māori acquisition support and Literacy Aotearoa tutors addressed the LLN needs of whānau. The programme was delivered across five regional areas of Aotearoa and each Poupou site would recruit 12 learners each. Most programmes were delivered in Term 4, 2012 and Term 1, 2013. Venues were agreed between Poupou and learners and included marae noho.

An initial assessment was conducted with learners by the tutor and together they developed a personal learning plan to outline learning goals. In addition the learner also identified long-term goals beyond the literacy course at which point the tutor would assist them by looking at various pathways. The majority of students were assessed against the Tertiary Education Commission Starting Points (TEC, 2008) and Te Reo Māori Formative Assessment (reference).

Student context and recruitment sources

Many of the students were recruited from Poupou referrals, community organisations such as health and word of mouth. Students came to the programme with a desire to improve their literacy levels in Te Reo and English, enabling them to support their tamariki and mokopuna in Kōhanga Reo and Kura Kaupapa. Some students endured ill health and others had socio-economic issues.

Nonetheless, they all shared a common goal to learn how to speak confidently in their own language Te Reo as some learners claimed English was their first language.

Programme objective

The objective of this programme was to provide literacy, numeracy and Māori language services in low socio-economic communities and in areas where there is low participation in the workforce.

The impact of the programme enabled learners and their whānau to:

- receive whānau-based foundation literacy skills to assist them to meet broad health, social, educational and work outcomes for their daily lives;
- receive whānau-based Te Reo acquisition support to strengthen their Reo Māori; and
- develop support and maintenance of literacy support and capability, together with local communities.

These short-term outcomes were achieved throughout the course of this programme and will be considered in detail below.

The following table highlights learner profiles including the regional location, programme delivery venue, age range of learners, number of learners, gender and the learner's ethnicity were identified.

Table 3: Whānau Literacy Programmes - Participant Profiles: (regional location, delivery venue, age and gender)

Te Ataarangi Regional Locations	Programme Delivery Venues	Age Range	Number of Learners & Gender
Bay of Plenty	Poupou venue	16-23	3 Female 8 Male
Taupo	Poupou venue	20-60	10 Female 3 Male
Gisborne	Marae	26-61	21 Female
Dannevirke	Poupou venue	21-76	5 Female 4 Male
Palmerston North	Poupou venue	43-88	4 Female 4 Male
Total			43 Females 19 Male = 62

What were the main activities utilised to support learners' literacy in Te Reo and English?

Te Ataarangi, in conjunction with Literacy Aotearoa providers and support staff, integrated a holistic approach to whānau literacy grounded in Te Ao Māori and the social world. As a bi-literate programme the main activities utilised were Te Ataarangi methods and the Basic Adult Learning Principles and, where appropriate, Tertiary Education Commission assessment tools. An embedded approach to building learners' literacy and numeracy skills required tutors who are aware of students existing strengths and weaknesses. By identifying learners' capabilities tutors employed strategies using Te Ataarangi method including understanding kupu hou (new vocabulary) in subject context, identifying the appropriate use of karakia, rārangī kōrero, pepeha, mihimihi and waiata. At the same time tutors identified key activities to support their literacy in English.

Findings

How did learners and their whānau achieve success through participation in the Whānau-based Literacy Programme?

Learners and their whānau achieved success from this programme as they gained improvements in their literacy in two languages, English and Te Reo. The programme succeeded in normalising Te Reo for learners and their whānau as they took part in relevant activities and strategies that supported their learning and engagement. As learners engaged in the programme they grew familiar with Te Ao Māori through conceptual analysis of various cultural values and the importance of observing these practices at particular times. The more people became familiar with kupu, new words and phrases, the more they started to feel pride and a strong sense of identity.

The programme sparked a natural curiosity for learners and this boosted learners' confidence to try new things such as learning to weave (raranga), learning to karakia, waiata in ways that helped push them beyond their comfort levels. Learners became confident to speak in Te Reo and English and initiated korero/conversations with whānau members and in turn created an atmosphere where Te Reo became normalised in the home and in their everyday lives.

Learners also benefited from the fact that the programme was aligned to hapu and iwi visions and aspirations for Te Reo. English and Te Reo were predicated on the way LLN activities assisted the delivery of the programme. While learners set a goal for themselves to learn about Māoritanga through Te Reo and cultural practices, they also set goals to achieve English literacy by improving their reading, writing, comprehension and grammar.

Learner outcomes achieved: learner literacy and numeracy gains

Varied levels of literacy and numeracy gains in English and Te Reo were captured in learners' individual learning plans and tutors' progress reports. One learner said she tended to stutter when there were lots of people looking at her while she spoke as this affected her confidence. During the course, Poupou saw the learner open up and share ideas in group sessions. This boost of confidence reassured the learner that she could achieve her goal to speak confidently in front of people which occurred more frequently than before she began the course.

Another learner identified she wanted to increase her spelling ability. At the time she enrolled in the course she indicated her spelling was at a low level. She wanted to improve this and was making steady progress based on various activities her tutor offered. Other learners made step gains in the writing component of the TEC Starting Points Assessment guide. During a writing exercise linked to learners' driver licences, the tutor suggested a learner write a letter apologising for a traffic infringement. The tutor used this opportunity to introduce descriptive writing practices. A learner admitted to running a red light and wrote,

“I have a legit excuse, my missus was in labour.” (Learner)

Whānau literacy: Te Ataarangi learners demonstrated basic understanding of simple verbal instructions and began to develop concepts through a range of activities, including letter writing exercises. Learners enjoyed learning as part of a group because they could openly share ideas and techniques. Students valued learning kupu hou (new words), pronouncing kupu correctly through ariari ngao. Learning mihimihi and karakia created opportunities for learners to use new words based on repetition and refinement where appropriate.

Literacy gains were also made when lessons about whakapapa involved individuals undertaking mini research projects to gather information about themselves. This included interviewing family members, reading books and visiting marae to gauge the geographical context their whakapapa relates to. It also gave learners new insights into learning new Māori concepts and words based on karakia, mihimihi and waiata-ā-ringa unique to their area. Learners also worked on filling out forms for different agencies.

They also learnt how to assess their work every step of the way and utilised the skills they acquired by caring for harakeke, native resource in the local community. The classes were well planned and each programme had a clear curriculum guide with learning objectives. Learning exercises and assessments were based on topics learners identified with.

Strategies that worked to support learners

The programme highlighted a number of key strategies that worked to support Māori adult literacy learners and their whānau. These included engagement in Te Reo and Māori cultural practices, student-centred learning and contextualised learning and resources. These are detailed below.

Engagement in Te Reo and Māori cultural practices: Many of the learners on this programme desired to learn to speak and understand Te Reo that would enable them access career opportunities as well as being able to support their tamariki in school. Through engagement in Te Reo and Māori cultural practices such as karakia, waiata and whaikōrero and others, learners began to memorise kupu hou, new words that linked to information from their pepeha which took into account Māori formulaic expressions of connecting landmarks and waterways that they spiritually identified with, such as Ko wai tō Maunga – Who is your mountain? Ko wai tō Awa - Who is your river? Through this process learners extended their kupu hou, vocabulary and learnt correct pronunciation.

Being able to stand with confidence and draw on new found oral language skills was foremost for some learners. These learners had noticed they were reading more Māori magazines and were making conscious choices to watch Māori television programmes to continue practising their reo. Learners also said they gained confidence to try things and that they had a new appreciation for culture and more importantly the value of Te Reo. This was evident as learners participated in activities such as preparing harakeke. This activity encouraged learners to engage in karakia practices with the intent of acknowledging its medicinal purposes as well as its genesis, Tāne Mahuta, guardian of forests and plant life.

Through the harakeke exercise learners gained literacy skills through working out mathematical problems associated with estimations and measurements.

Student-centred learning: Poupou outlined the principles that underpinned Te Ataarangi and Literacy Aotearoa to ensure they were in alignment. This synergy provided a strong focus on allowing the learner to generate the pace and content of the sessions. Ensuring sessions were fun, meaningful and relevant to the learners was an important aspect of the tutors' teaching practice. It also involved tailoring lesson plans to match the learners' literacy needs. Understanding the environment the learner came from and being empathetic to their needs helped to reassure learners as they made progress towards achieving their personal and short-term goals.

Contextualised learning and resources: The provisions of appropriate resources for teaching were very effective. The resource Whakarauora Reo set the foundation for the reo sessions. This resource is from Te Ataarangi. Rakau or coloured rods were also used to deliver lessons as a way to support learners to speak using only Te Reo. Some tutors based their resources on using the Basic Adult Learning Principles, which were acknowledged as effective teaching practices. Others used Te Whare Tapa Whā and similar strategies to support the reo Māori and English concepts associated with health and well-being.

Te Ataarangi has a strong focus on encouragement and support for all learners. It is a strengths - based model that employed contextualised learning and resources that evidenced positive teaching strategies by kaiako. Learners talked about the āwhina and tautoko they received from their tutors.

Strategies that worked well for Poupou

- value of Te Reo me Te Ao Māori;
- value of expertise;
- strength-based resources;
- appropriate venue.

Value of Te Reo me Te Ao Māori: Many of the Poupou talked about the strength of the programme being based on the focus in Te Reo. Some Poupou also saw learning Te Reo helped to build their confidence and skills alongside the learners. It also forced Poupou to think outside the

box and overcome barriers about learning a new language, or relearning a language in some cases, because it encouraged innovative learning. For other Poupou this programme reinforced their common practice, values and beliefs in the context of the delivery of a Māori-centred programme for learners. A lot of the Poupou valued the synergy between all parties that emerged when Te Reo was spoken. They felt that the dual needs of learning bi-literacies encouraged them to change tactic and introduce new ways of doing things, for example forging new relationships to community organisations such as Kōhanga Reo which are usually accessed through referral processes.

Value of expertise: Ensuring core competencies of tutors delivering literacy in English and Te Reo was pivotal for the success of this programme. In most cases two tutors delivered the course activities. However in one region a tutor was qualified in both Te Reo and English Literacy adding significant value to the success of this programme. Most tutors delivered the courses at separate times. Te Reo classes were held in the morning followed by English Literacy classes in the afternoon. However, the tutor who delivered Te Ataarangi and Literacy and Numeracy combined the course as agreed by participants.

Scaffolding learning: Tutors incorporated strength-based resources that reflected learners' lives and experiences. In some cases tutors drew on whakapapa to initiate lessons about life stories, which helped the descriptive writing component of the literacy process. Other tutors undertook library tours with learners. These activities and others helped support learners beyond their LLN needs and also enabled them to feel confident to engage with their whānau, hapu and iwi so that the learning is secure beyond the LLN programme.

Appropriate venue: A unique feature of the programme was hosting learning sessions at different venues depending on the needs of the learners. Some programmes were delivered at marae, schools and learners' homes. Marae-based learning was well received by learners as they felt that it was a natural setting for learning Te Reo. Some learners felt sessions at the marae encompassed a safe co-learning environment conducive to learning Te Reo.

Another programme was delivered at the local school. This had its benefits where tamariki and mokopuna could see their Mum, Dad or Kui and Koro undertaking schoolwork on the school premises. As one tutor stated:

“The school became our place of belonging our turangawaewae. Tamariki saw Nanny doing her school work at school.” (Tutor)

Unfortunately, where the sessions were held within the school grounds, learners could only attend the programme if they were associated with the school. Nonetheless, learners embraced the opportunity to learn specific words and symbols as well as mathematical formulae.

Challenge

Attendance: Attendance for learners was problematic in some instances because they were either unwell or seasonal workers. This was remedied as some Poupou initiated an open door policy that enabled people to drop in and out as and when they could complete their course requirements.

Some learners were also sick or had children who were unwell or they were unable to attend because of difficulties with transport. In situations like these, Poupou organised learners to be picked up and dropped off where available.

Conclusion

Literacy Aotearoa and Te Ataarangi have demonstrated that through its delivery and implementation of this LLN programme, learners, whānau and stakeholder needs were met. Poupou have developed strong relationships with other Māori language providers in the region and meetings are being discussed in Te Reo. Evidence was presented from the feedback forms and evaluation hui that the success of the programme was due to the ability of tutors to adjust and assist the needs of the programme.

All the adult learners in this programme identified their reason for enrolling was to 'tautoko' (support) their tamariki to achieve at school. Many of the learners also expressed a desire to upskill their knowledge of Te Reo Māori in order to stand confidently in front of an audience and deliver a whaikōrero (incantation and speech), or to participate in groups comfortably to share knowledge. Other learners wanted to gain confidence in reading English, pronouncing words and spelling as well as increasing their knowledge of percentages, fractions and decimals. The majority of the learners wanted to be able to have a conversation with their tamariki and mokopuna competently in Te Reo and English.

Section Five: National Certificate in Adult Literacy and Numeracy Educators (Education) Level 5 to Whānau Ora providers & language

Introduction

Map 4: Te Puni Kōkiri – Training for Whānau Ora providers



The National Certificate in Adult Literacy course was designed to support Whānau Ora provider staff members to develop specialist capability through the Level 5 Certificate in Adult Literacy. The purpose of the training was to enable Whānau Ora staff to build capacity and capability to support their clients to overcome their literacy, language and numeracy (LLN) barriers. It also aimed to support the staff to learn appropriate and effective initial LLN assessment strategies.

Programme delivery

The course was delivered to 10 trainees from 10 Whānau Ora providers across 11 delivery sites from Kaitiāia to Invercargill. The training programme involved three block training sessions. Block one required two days of training learners about adult literacy history and theory. Block two consisted of three days of reading, writing and numeracy. Block

three involved three days of practicum, enabling trainees to apply the knowledge they gained from the first two blocks. Trainees were required to develop relevant lesson plans based on new found skills and strategies and were encouraged to take part in a group presentation.

Literacy Aotearoa Tutor Training content included:

- **Section One: The Historical and Contemporary Contexts of Adult Literacy Provision in Aotearoa**
- **Section Two: Adult Learning and Tutoring**
- **Section Three: Literacy Tutoring Strategies**
- **Section Four: Planning, Assessment and Evaluation**
- **Tutor Practicum**

Delivery of Literacy Aotearoa Tutor Training Sections One and Two to Whānau Ora providers was commenced nationwide by nine National Trainers. Sections Three and Four were delivered between Kohi tātea (January) and Paenga whāwhā (April) 2013.

A total of 131 Whānau Ora staff enrolled in the National Certificate in Adult Literacy and Numeracy Educators (Education) Level 5. Ten staff members withdrew. However, 50 Whānau Ora staff gained a qualification (CALT L5 and NCALNE L5).

A new round of letters of invitation to attend Literacy Tutor training workshops have been sent to Whānau Ora providers from nine sites.

Programme objective

Whānau Ora staff members achieved the following short-term outcomes as a result of the training:

- Whānau Ora staff developed an increased awareness of Māori adult literacy;
- participation in these trainings has provided opportunities for Whānau Ora practitioners to work alongside other Whānau Ora practitioners and extend their relationship networks;
- participants have reported positively about the training content and relevance to their work;
- participants also recognised the value of and appreciate the opportunity to attain the qualification.

Table 4: Certificate in Adult Literacy (Level 5) and Literacy, Language and Numeracy Assessment Courses to Whānau Ora Providers – (Delivery Locations, Number of Enrolled Students, Student Attendance for Blocks One, Two and Three and Student Delivery Hours)

Delivery Locations	Students Enrolled	Block One Attendance	Block Two Attendance	Block Three Attendance	Student Delivery Hours
Whangarei 1	14	12	10	8	168
Whangarei 2	10	10	10	9	140
Tāmaki Makaurau	9	9	9	9	126
Kirikiriōroa	16	15	15	15	224
Waikato	10	10	10	10	140
Tauranga	10	10	11	11	140
Rotorua	5	4			56
Whakatane	13	10	10	10	140
Te Kūiti	7	7	7	6	98
Hawkes Bay	9	9	8	8	126
Taranaki	16	13	11	11	182
Ōtautahi	12	11	9	8	154
TOTAL	131	121	110	109	1694

Information for the National Certificate in Adult Literacy has been gleaned from 43 learner evaluation forms from six of the 11 delivery locations.

Findings

Almost all of the trainees who completed evaluation forms across six delivery locations were very happy with the design, delivery and roll out of the course. A small number of participants expressed their dissatisfaction with the course based in part on the tutor's capability and the requirement to submit intensive assessments. These issues and others will be discussed in detail below.

Many of the trainees valued different elements of the training for different reasons. These include reconceptualising literacy and numeracy; embedding literacy and numeracy practices; professional development and adequate resourcing. These too are outlined below.

Reconceptualising literacy and numeracy: Some Whānau Ora staff members said they felt challenged by the course content and information. It helped to break down learners own preconceived ideas about schools being the only voice responsible for embedding literacy and numeracy through reading and writing activities. One learner said:

"I didn't know why people couldn't read or write. I thought if they went to school EVERYONE could read and write." (Learner)

Another learner gained a fresh appreciation about other people's views. For example:

"This course has allowed me to view the world from the learners' perspective. Now I have developed new skills to assist them." (Learner)

Embedding literacy and numeracy practices: Trainees felt the course helped to increase their level of knowledge around literacy and numeracy practices that could be better suited to support a new learner. They commented on the usefulness of the literacy tools, skills and practices the training covered that enabled new ways to think about literacy and numeracy processes, and the appropriate modes of delivery that can be applied to support new learners. For example one learner talked about the ability to categorise different forms of literacy and numeracy practice that could improve attitudes, skills and knowledge.

The course also encouraged a disciplined approach to planning literacy and numeracy lessons based on clarity and objectivity, and identifying students' literacy needs, goals and desired outcomes. This knowledge prompted the majority of learners to think about how they could hone their new-found skills that will make a difference in their approach to delivering courses to their students.

Increased professionalism: Some learners felt the course enabled them to strengthen their personal and professional resolve to support their clients and other learners. It did this by helping learners to overcome their shyness by using their own personal experiences to empower, affect and teach others. The training provided trainees with sufficient verbal and written communication skills to ensure helpful creative lesson plans.

Adequate resourcing: Some learners stated they would have liked access to resources including computers and internet for ease of writing up assessments. Other learners said they were

adequately resourced and the use of powerpoint and whiteboard capability as well as visual aids, audio and kinaesthetic was a much better way to engage with course content and material.

Effective teachers: Most of the learners felt encouraged, supported and appreciative of their trainers' teaching and mode of delivery. They valued the clear instructions and direction trainers gave when completing activities. One learner said that:

"The tutor's approach was refreshing considering the weight and dry subject matter. Instead of going home tired each night, I was eager to write down ideas and plan teaching and assessment tools." (Learner)

Challenges

Time frames: A common challenge many of the participants highlighted was the rushed nature to complete the programme assessments. More time for class participation was called for by some who needed this time to bed down the information. Participants said the topics covered in the sessions were "putting my head in a spin" due to the condensed nature of the material that was provided.

Often the pace of delivery was hard to grapple with for some learners - as one learner said:

"Two years crammed into seven days is unrealistic and has been difficult to consolidate information." (Learner)

Venue: The venue of some of the training sessions did not rank high on the evaluation forms. Many of the trainees talked about being distracted from the course sessions due to competing work commitments. When training sessions were held at people's work places this caused issues for being able to meet the course requirements and their work commitments.

Conclusion

Overall participation in this course enabled Whānau Ora staff members to begin to develop capability to better support their clients to improve their literacy, language and numeracy skills. Collectively the effect of this initiative was achieved as the beginning of a network and resource base or 'Whānau Ora Community of Practice' of 50 qualified National Certificate in Adult Literacy and Numeracy Educators has been established to support Whānau Ora providers and whānau with literacy, language and numeracy needs.

Section Six: Literacy, Language and Numeracy Assessment

The Literacy, Language and Numeracy Assessment Course follows on from the National Certificate in Adult Literacy Training programme. The programme enabled Whānau Ora staff members trained in adult literacy to carry out appropriate and effective initial literacy, language and numeracy (LLN) assessments. Participants gained an understanding about the links between initial assessment and programme development. Learners also gained a comprehensive understanding of the Tertiary Education Commission Learning Progressions and LLN Assessment tools and processes used to assess students. At the same time learners were encouraged to increase their confidence and skills to carry out appropriate and effective initial LLN assessments that supported and encouraged learners to engage in further education.

Section Seven: Whānau Literacy and Numeracy Programme for Māori Modern Apprentices/Industry Trainees

Introduction

Map 5 – Te Puni Kōkiri Whānau Literacy and Numeracy Programme for Māori Modern Apprentices/Industry Trainees



The Whānau Literacy and Numeracy programme for Māori Modern Apprentices/Industry Trainees was designed to help improve their literacy and numeracy skills in order to complete their Modern Apprentice qualifications. The programme also aimed to increase the literacy and numeracy awareness of trainee employers in order to improve their abilities to support their trainees.

At the start of this programme, seven Industry Trade Organisations (ITOs) took part in the Whānau Literacy and Numeracy programme. One ITO withdrew from the programme due to work restraints that impacted on their trainees' ability to participate in the programme. However, another ITO seized the opportunity to take part and began working through programme specifications.

The target group for this programme was 30 trainees across the ITOs. A total of 25 trainees were referred of which 19 were enrolled and began tuition. Five trainees were automatically withdrawn as their ITO pulled out of the programme and another three trainees from other ITOs withdrew for various reasons that will be considered further in this report. At the end of July 2013, referrals were still being made with ITOs including Skills Organisation who enrolled Vodafone trainees.

Programme delivery

The Whānau Literacy and Numeracy programme was conducted across eight Literacy Aotearoa Poupou sites. Seven ITOs were invited to participate creating opportunities for each ITO to refer five Māori trainees. Literacy Aotearoa National Office received all referrals from the ITO Head Office of which trainees received 40 hours of trainee-specific LLN support.

The Modern Apprentice training programme was based on innovative work that Literacy Aotearoa piloted in 2008 with the Tertiary Education Commission to provide literacy, language and numeracy support to 100 Modern Apprentices throughout Aotearoa (Sligo, Professor et al, 2008). Based on the key learnings that emerged out of the Modern Apprentices programme, this programme, supported by Te Puni Kōkiri, aimed to deliver quality LLN programmes that met the trainees' needs.

Trainee referral and initial LLN assessment

The six ITOs identified a Māori trainee who evidenced an LLN need at which point the ITO Training Advisor discussed LLN support with the trainee and employer. Once the trainee and employer agreed to participate, the ITO Training Advisor directed a referral to the Literacy Aotearoa National Office who processed the referral and directed it to the most appropriate Pou pou.

Pou pou and the ITO Training Advisor worked together to arrange an initial assessment with the trainee. The ITO Training Advisor worked alongside the trainee to confirm the time and venue for the LLN assessment and fed this information back to Pou pou. It was important for Pou pou to build a working relationship with the ITO Training Advisor so that both parties could support the trainees.

An initial assessment interview was set up where the Pou pou met with the trainee to conduct an LLN assessment and TEC full assessment. The interview included discussions about the trainee's learning aspirations, SMART goals and process issues. At the end of the session an individual learning plan was agreed by Pou pou who contacted the ITO Training Advisor to provide an overview of the trainee's assessment plan and future actions to support the trainee's progress.

Tuition was delivered through two, one-to-one, two-hour training sessions per week over 20 weeks. Trainees' participation in this programme was managed by ITOs and Pou pou with support from the Literacy Aotearoa National Office and the trainees' employers.

The participating ITOs included:

- Building and Construction ITO – BCITO;
- Career force workplace training – CITO;
- Electricity Supply Industry Training Organisation – ESITO;
- NZ Motor Industry Training Organisation – NZMITO;
- Primary Industry Training Organisation – PITO;
- Skills Organisation - formally Telecommunications ETITO;
- Infratrains (withdrew).

Programme objective

The objective of this programme was to increase Māori Modern Apprentices' and Industry Trainees' knowledge of literacy and numeracy fundamentals including reading, writing, maths and comprehension and gain competency in personal and workplace skills.

The short-term outcomes for this training included⁵:

- increased LLN skills of apprentices (workplace and personal);

⁵ Refer to Schedule A – Purpose of Funding, Enabling Whānau Literacy Funding Agreement, (Te Puni Kōkiri, 2012:11)

- increased retention rate of Māori apprentices in their first year of study;
- increased number of Māori apprentices completing course requirements in a reasonable time frame;
- increased number of Māori employees highly experienced in the trade and being effectively supported to gain qualifications through Industry Training Organisation Recognition of Prior Learning Processes; and
- increased literacy awareness of trainee employers and ability to support the trainee with trade qualification completion.

The following table 5 -an overview of the programme delivery locations, Industry Trade Organisations, age range of trainees, and the status of where trainees were at in the programme.

Programme Delivery Locations	Industry Trade Organisations	Age Range	Number of Male Learners	Status
Whangarei	ESITO		1	Trainee withdrew
Waitakere	ETITO		1	Trainee withdrew due to change in trainee's qualification
Waikato		18-26	2	Not available
Rotorua	BCITO		1	Trainee had accident & is now on ACC
Te Kaha	BCITO		1	Not available
Dannevirke	PITO		2	Not available
Gisborne	BCITO		2	One trainee withdrew
Taupo	ESITO	20	1	Not available
Lower Hutt	MITO	39	1	Not available
Christchurch	MITO	35	1	Not available
Ashburton	MITO	21-24	2	Not available
Hawkes Bay	Infratrain		5	All trainees were withdrawn from the programme
Total			20	

This programme highlighted a number of key features that contributed to its success. These included:

- three-way communication between Literacy Aotearoa National Office, Pou pou, ITO Training Advisors and trainee employers to strategise and monitor best possible solutions to support

the trainees' engagement in literacy programmes to achieve LLN skills and trade qualifications;

- flexibility and adaptability of the programmes;
- increased confidence of the participants in their work environment;
- employers' observations of trainees' literacy and numeracy gains.

Findings

Strategies that worked for Poupou and key stakeholders

The strategies that worked for Poupou, ITO Training Advisors and trainee employers have been identified as: three-way collaboration; flexibility and adaptability; Increased confidence and employers' observations of trainees' literacy and numeracy gains.

Three-way collaboration: As already mentioned one of the effective methods that contributed to the success of this programme was adopting a proven process of working collaboratively to achieve a common goal. Based on key findings from the Modern Apprentices Report 2008, Literacy Aotearoa was quick to encourage open communication for all interested parties to take place at the beginning of the programme. It was imperative for all parties to gain clarity around process, expectations, time frames and contractual agreements. This was achieved when all three parties developed strong relationships by agreeing to work together to establish methods tailored to trainees' learning styles and preferences.

Often National Office helped to resolve issues that emerged by working alongside Poupou, ITO Training Advisors and where appropriate the trainee's employer.

Flexibility and adaptability: When Poupou were flexible and adaptable around the duration, frequency and location of programme delivery times, it greatly increased the likelihood of learners' attendance and retention. In some instances trainees lived in rural locations outside the programme delivery areas. In these situations tutors negotiated an appropriate location, time and day that suited the trainee and their employer. At the same time other trainees were employed in seasonal work, which meant that learners were often unable to attend the training sessions at the agreed time. On these occasions tutors and the ITO coordinators continued to follow up with the trainee to ensure they did not drop off the programme due to absences in a few of the sessions.

Trainees responded positively when literacy material reflected their hands-on work experience in the trade industry. Trainees who began the training with initial problems completing reading tasks soon began to comprehend phrases and meanings of words as they related to their working contexts. As a result trainees gained confidence in themselves which was evident in their contributions to class discussions and question and answer sessions. As one stakeholder observed:

"Trainees have worked well through their own workbooks and now they are motivated to complete to achieve." (Supervisor)

“They reacted positively because they could see that these addressed their learning styles and challenges they had.” (Supervisor)

Based on some of the initial assessment results for trainees it was evident that some trainees required intensive literacy and numeracy support throughout the training programme. Despite initial problems with completing assessments a number of strategies were identified to support trainees with spelling, comprehension, interpreting questions, breaking up large words, retaining and recalling information. Trainees engaged comfortably with the tasks in their workbooks and formed strategies such as setting SMART goals.

Increased confidence: Trainees who enrolled in this literacy and numeracy training programme came from a wide range of backgrounds. Despite their diverse backgrounds they all shared a common goal which was to increase their confidence in reading and writing to gain a trade qualification. Trainees were encouraged to set personal goals after they had an initial assessment with a tutor to identify what their learning goals would be. While many of the trainees identified having achieved some credits at secondary level, others acknowledged they had not gained any formal secondary qualifications and were committed to upskilling themselves through this training programme.

Based on the personal goals and aspirations identified by the trainees, the tutors tailored a range of comprehensive lessons and activities that included discussing reading topics. Other activities included explaining words and concepts and developing methods for locating relevant responses to assessment questions using key words.

Trainees were also encouraged to increase their vocabulary enabling them to use appropriate terminology based on forming spelling strategies, structuring sentences and paragraphs. These activities combined with the support of the tutor encouraged the trainees and confidence levels increased as evidenced in comments they provided in their evaluation forms, such as:

“I have more confidence with speaking to customers and conducting phone work. My writing and spelling has improved and I have heaps more confidence in reading.” (Trainee)

“I have learnt how to read and understand the information in the newspaper, text books and general reading. My writing was very limited before I received tutoring. Now I can write much better with confidence.” (Trainee)

“I have gained a lot of confidence over the last few months. I am finding it easier to understand what is actually being asked for in questions and I can write reasonable sentences with fewer mistakes.” (Trainee)

While some learners achieved their personal goals and met their objectives of the literacy and numeracy programme, other learners required extra tuition and support to complete their assignments. This extra support gave these trainees the opportunity to understand the material at their own pace and encouraged them to extend their original goals and to request support to do this.

“Trainees are now asking questions and are responding and extending their original goals. They have gained confidence in requesting support for new goals.” (ITO Training Advisor)

However, a small number of trainees withdrew from the course after an initial assessment was undertaken. This was due to trainees either moving away to another town and/or because of changes being made to the trainees’ qualification requirements.

Employers’ observations of trainees’ literacy and numeracy gains: Overall the feedback from employers was very positive towards their employees’ literacy and numeracy gains. They saw marked improvement as a result of the training. One employer remarked on the changes and progress he observed from the trainees throughout their tuition. Another employer talked about how much they valued the contribution the trainee made to the organisation and supported the trainees’ desire to increase their numeracy skills. Other employers made specific comments about seeing changes in the way that the trainees’ workbooks were coming along after they completed various sections.

Challenges

While there have been some successful strategies in this programme a number of challenges were identified such as: differences between literacy and trade programmes; following up with learners and meeting tight time frames. These are discussed below.

Differences between literacy and trade programmes: The programme highlighted the value of literacy and numeracy. Some Poupou felt that the literacy tasks and processes are not often recognised by the trade industry. A possible solution is supporting a stronger literacy connection to trade practices that will embed reading and writing skills as literacy and numeracy learning into trade learning and continuing to build effective collaboration between employers, ITOs and Poupou to follow up and support trainees.

Following up with learners: In some instances trainees were not available for their whānau literacy and numeracy session due to personal circumstances. In most cases tutors sent learners text messages to confirm and arrange tutorial sessions. They were also in regular email contact with ITO Training Advisors who helped to encourage the trainee. The information received from Poupou on the progress made meant they could also assist the trainee to understand what was needed to complete tasks in their workbooks.

Time frames: The challenges above reinforce the timing issues that incurred when Poupou tried to engage with learners. As learners were being recruited from external organisations it took a long time before the referrals came through and then more time to assess the needs only to have some learners disengage.

Conclusion

This programme set out to support Māori Modern Apprentices / Industry Trainees during their tailor- made LLN tuition. The success of the programme was demonstrated by the effective recruitment and retention strategies that drew on clear communication and meaningful collaborations with key stakeholders. Other critical features of this programme included flexibility around how sessions were delivered and the regularity of those sessions. When learning sessions were adapted to meet learners' needs, there was a higher likelihood of attendance and retention.

Despite the challenges that hindered the success of some trainees, others achieved their personal goals to the point where some extended their original goals with the support of their tutors, employers and ITO Training Advisors. Through on-going improvements to communication strategies by all key stakeholders in this programme, successful completion of this training programme will strengthen future employment prospects for these trainees in the trade industry.

Conclusions

Literacy Aotearoa with the support of Te Puni Kōkiri have successfully created Whānau Literacy, Language and Numeracy programmes that provide opportunities for Māori adult learners and their whānau to engage in lifelong learning and pursue improvements with their LLN needs. The Whānau LLN programmes have as their purpose to empower Māori adult learners and their whānau to begin to take ownership of their own futures by participating in Māori focused LLN programmes.

From August 2012 to July 2013 Poupou carried out LLN programmes for whānau over a course of 10 to 20 weeks that included initial assessments, tuition, resourcing, liaison support, pastoral care and monitoring of individual learning plans and development. These processes have generated some key findings for future practice, that recognise the need for a more integrated approach to designing and delivering whānau-centred literacy and numeracy programmes that recognise the differing contexts of each learner. While a primary focus of the pilot was to assist Māori adult learners' uptake of LLN, the Māori learners targeted by the programmes were often those who have been difficult to reach due to a range of complex circumstances.

There were over 342 learners and their whānau engaged, enrolled and who took part in the pilot programmes. The programmes have illustrated a number of good practice models. These range from placing a high value on building positive relationships with learners, to developing relevant pedagogy and including elements that address the social, economic and cultural needs of learners. The common themes, and the additional information gained from learners' profiles will be reviewed to determine how the service can develop in the future. The programmes have also contributed to engaging effectively with whānau, hapu, iwi and the wider community. At the same time the programmes have identified opportunities for improvement across policy, practice and professional learning development.

When Māori adult learners and their whānau gain confidence through engaging and learning literacy, language, numeracy and Te Reo, their confidence levels increase and their lives are changed and they take ownership of their learning. This was particularly evident in these whānau-led literacy, language and numeracy (LLN) pilot programmes.

There were two programmes designed to provide professional development for Whānau Ora workers. These were designed to provide participants with the capability to identify the literacy needs of their clients and also provided the opportunity to gain a qualification. These programmes are still being delivered and will be completed by the end of 2013. There have been positive reactions from people who attended the programmes so far.

The LLN programmes gave Literacy Aotearoa providers the challenge to carry out 'business as unusual' - a term coined in the development of the programmes.

By this we understand that the key factors for the development and success of these programmes involved:

1. Responding to the environment in which the learners are involved to deliver meaningful, relevant and appropriate adult literacy programmes.
2. The literacy provision is embedded in the cultural and social life practices of the learner.
3. The focus of the programme is learner centred in that learners have ownership of the development of programme content and assessment.
4. People's stories are important in validating their identity and provide for dynamic interaction between learner, whānau and the tutor.
5. The issues of literacy are intergenerational which means that tamaiti and tamariki have the opportunity to reach their potential when their whānau have the literacy to support them.
6. Such programmes were creative and moved people from comfortable practices to those that could be uncomfortable.

Recommendations/considerations

Based on the findings of the LLN pilot programmes, the following recommendations and considerations have been identified to assist the company to achieve its programme objectives.

Literacy, language and numeracy programmes that focus on Māori adult learners and their whānau require staff properly trained in Māori cultural protocol.

Reporting requirements

- That one form of reporting is required and that those reporting requirements are clear i.e. TaDa.

Assessment processes

- That learning progressions are sufficient for learners' needs.
- That National Online Assessment is revamped to better mirror the abilities of the learners.
- That an investigation be undertaken to determine whether the Tertiary Education Commission Assessment tool is the most appropriate form of assessment and that an assessment tool in Te Reo is made available.
- That anecdotal evidence (i.e. digital stories, poroporoaki) be collected on a quarterly basis to determine learner progress and development in place of existing reporting requirements i.e. survey monkey, Ace learner outcomes, te reo learner and whānau.

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Appendix 1: Literacy Aotearoa National Organisation

Literacy Aotearoa honours Te Tiriti o Waitangi and is a Treaty-based organisation that operates in accordance with Tino Rangatiratanga, guided by manaaki tangata. We are a national, not-for-profit organisation that was established in 1982 (Incorporated Societies Act, 1908). We have 30 years experience developing, promoting and delivering accessible literacy services designed to ensure people of Aotearoa are ‘critically literate’⁶.

In carrying out this mission, Literacy Aotearoa upholds a fundamental commitment to student-centred learning, at no direct cost to the learner. We engage and work with over 7,000 clients nationally on a yearly basis. We have nationwide coverage with 45 Ngā Poupuu (member providers) located in cities, towns and rural areas. Our National Office is based in Grey Lynn, Tāmaki Makaurau (Auckland).

Our core business areas include:

1. Provision of literacy services -
 - community literacy tuition
 - workplace literacy programmes
 - vocational / pre-employment training programmes
 - study and literacy support for apprentices and workplace trainees.

2. Provision of professional development and support for literacy practitioners (tutors and managers) -
 - learning and training resource development
 - training for literacy practitioners and managers
 - Adult Literacy Education Qualification Training (Level 5)
 - programme design, delivery, assessment, monitoring and evaluation.

3. Organisational capability building, support and sustainability -
 - organisation development and strategic planning support
 - quality assurance and capacity development
 - professional development programmes
 - governance training and support
 - succession planning.

4. Research and development in adult literacy.

⁶ 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. *Te Poutama Painga – Quality Assurance Standards of Literacy Aotearoa Inc*

5. Advisory role to government working parties and groups.

Literacy Aotearoa is an NZQA accredited provider, operating within a three-year NZQA audit cycle. Our organisation is committed to a high standard of excellence in delivery of all services. We have developed our own organisational quality standards – Te Poutama Painga. All affiliated Poupou are regularly audited by Literacy Aotearoa, and provided ongoing organisational support to maintain these standards.



A two day noho to celebrate Matariki and foster whānaungatanga and to support each other⁷.



An initiative to encourage reading with tamariki⁸.



A workplace programme that positively impacted on whānau.



Waiheke Adult Literacy – Te Pā Harakeke

⁷ Tui Tuia, Issue no 6 Hongongoi (July) 2008, article: [Matariki – A Time of Learning](#)

⁸ Tui Tuia, Issue no 6 Hongongoi (July) 2011, article: [Literacy Wairarapa – Read with a child](#)