

# Annual Report

2022



**Literacy Aotearoa**  
Choice | Change | Freedom

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# The Essence of Literacy Aotearoa



Ko te manu e kai ana i te  
miro nōnā te ngahere,  
ko te manu e kai ana  
i te Mātauranga nōnā te ao.

The forest belongs to the bird  
who feasts on the miro berry,  
the world belongs to the bird  
who feasts on education.

Established in 1982, Literacy Aotearoa has continuously developed, promoted and delivered accessible, quality literacy services. Ensuring that the literacy services we provide value the adult status of learners, the potential contribution of whānau, and the wealth of experience that both bring to the learning situation.

Literacy Aotearoa has a strong commitment to being a Te Tiriti o Waitangi-based organisation, operating in accordance with Tino Rangatiratanga and guided by Manaaki Tangata. This is reflected in our governance structure, our values, the cultural understandings and practices of our staff and the inclusive ways in which we place the context, cultures and aspirations of learners at the centre of our engagement with community and whānau.

Since 1990, Literacy Aotearoa has adopted the Kaupapa to honour Te Tiriti o Waitangi. The organisation has embedded practices that demonstrates this, including:

- Recognising that literacy in Aotearoa refers to literacy in Māori, English and New Zealand Sign Language (NZSL).
- Ensuring that all tuition is learner-centred, and that learners are supported to direct their own learning, share responsibility for it, and be involved with the tutor in the joint evaluation of their achievement and the effectiveness of the literacy services they receive.
- Promoting literacy for Māori by Māori as a movement towards Tino Rangatiratanga as affirmed by Te Tiriti o Waitangi.
- Ensuring that literacy services affirm, reflect and promote Māori knowledge and cultural values.

New Zealand has over 1 million people whose well-being and life opportunities are limited by their lack of critical literacies. We give priority to those learners who have been underserved in the past by systems that have not acknowledged links between education, economic welfare and social wellbeing



Specifically, Literacy Aotearoa has sought to address the literacy and numeracy needs of adult learners throughout Aotearoa, providing programmes as part of the Adult and Community Education sector, to workplaces, Industry Training Organisations (ITOs), other Private Training Establishments (PTEs) and clients from government agencies including Ministry of Social Development (MSD) and Ministry of Pacific Peoples (MPP).

Over two-thirds of our learners have no school qualifications and/or are beneficiaries Recognising that, because literacy difficulties may be the result of inequalities in social and economic systems, addressing them should involve learners becoming more aware of the world and better understanding the power relations and influences, which operate within it.





## Ngā Mātāpono Principles

### Kaupapa

Literacy Aotearoa will honour Te Tiriti o Waitangi by operating in accordance with Tino Rangatiratanga and guided by Manaaki Tangata.

### Mission

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



## Ngā Whanonga Pono Values

Our values outline the ethical framework of our practice and behaviour.

<b>Pono Sincerity</b> Being true and sincere in the work we do for the benefit of the people and the communities we serve.	<b>Tika Justice</b> Providing the inputs that achieve equitable outcomes of improved literacy and numeracy competencies and wellbeing for learners.
<b>Manaaki Tangata Respect</b> Of others and self - nurturing all leadership and development capabilities to demonstrate the integrity of our values and the kaupapa and principles of Literacy Aotearoa.	<b>Mana Honour</b> The respect and care shown for the organisation and others; our mana, our respective perspectives and our needs.

For Literacy Aotearoa, these values were established in our Kaupapa and ngā Whanonga Pono are the values that dictate how we engage with learners, their whānau and communities.



# Ngā Kaiwhakahaere Foreword

After three years of a challenging transition from an Incorporated Society to a Trust the organisation returned to profitability and we largely met our contracted obligations.

Underpinning this, and particularly pleasing and a tribute to our hard-working staff was:

- The quality of our delivery was maintained in the face of an environment that was often difficult for both our staff and learners
- The new systems for recording and monitoring delivery and performance across over 40 sites now provided timely and accurate information
- The organisation restructuring that had taken place at the end of 2021 was fully implemented and with the planned cost savings achieved

Aotearoa New Zealand has a huge challenge to increase the life prospects of many of the people whose prospects and wellbeing are being limited by low levels of literacy in different dimensions.

The need for, and benefits of, greater investment in building stronger literacy skills across New Zealand's populations is very clear. Too many New Zealanders have levels of literacies that limit their wellbeing and their opportunities. Increased levels of digital, financial and communication literacies are important responses to addressing skill shortages and to meeting the growing complexities of workplaces and daily lives. .

The progress we made in 2022 was very important and essential to Literacy Aotearoa Charitable Trust to have a stronger platform and the confidence to reach and benefit more learners over the coming years.

Thanks again to all our staff for the work they do. Like many people in New Zealand, they have had to cope with the stresses of health issues in the community and families and the uncertainties that characterise our current time. Their passion and commitment to make real differences for our learners is the real strength of this organisation.

Finally, we acknowledge Bronwyn Yates who left the organisation at the end of November. Bronwyn has been at the heart of Literacy Aotearoa for over 35 years. Bronwyn's leadership of the organisation and her strong and consistent advocacy for adult literacy has helped make a difference to the lives of many thousands of people. We wish her well and every success in her future endeavours.

Nga Kaiwhakahaere



Norm McKenzie and Howard Fancy



## Our Nationwide Reach

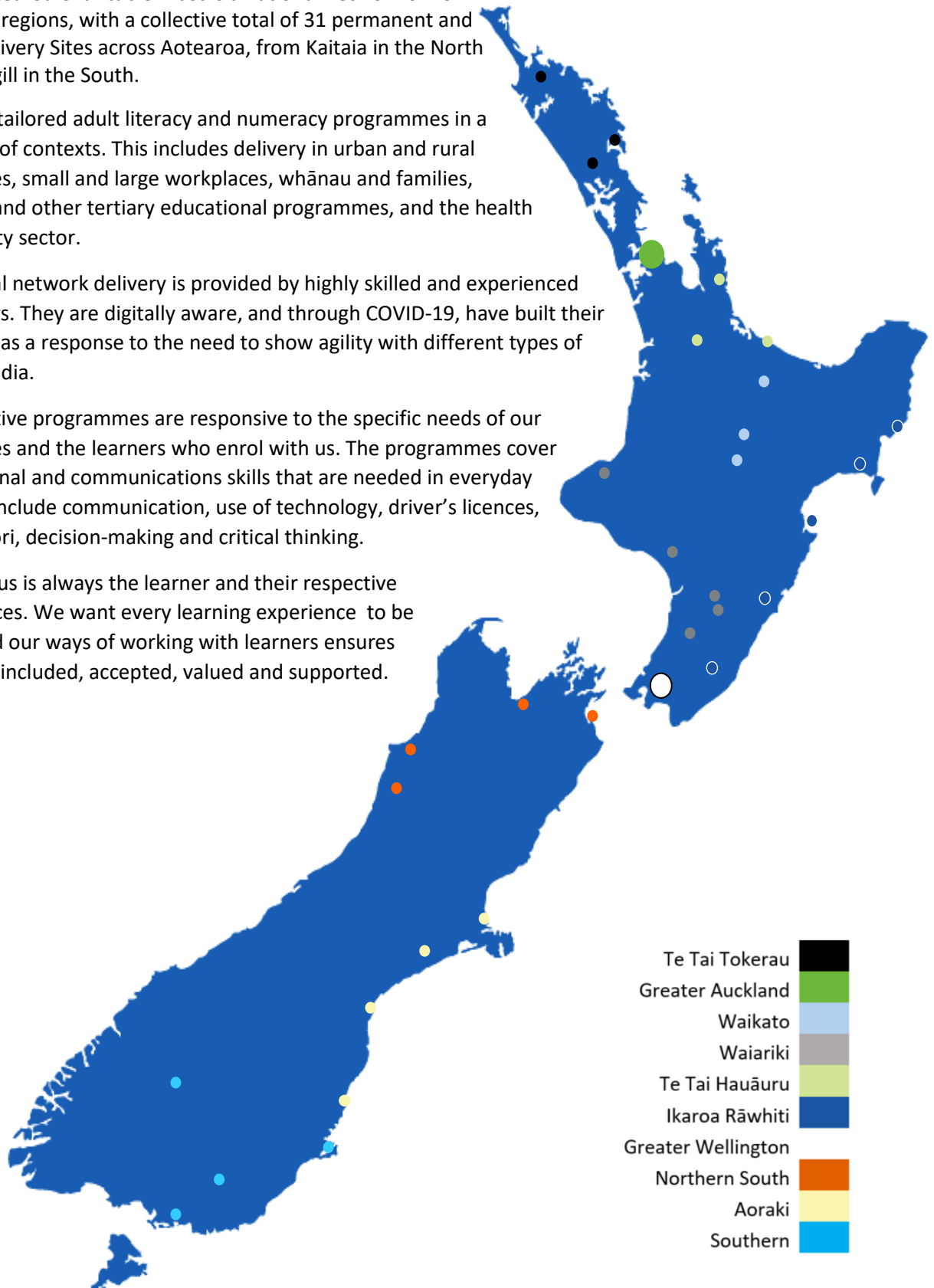
Literacy Aotearoa Charitable Trust is a national network of 10 Clusters, or regions, with a collective total of 31 permanent and satellite Delivery Sites across Aotearoa, from Kaitiaki in the North to Invercargill in the South.

We deliver tailored adult literacy and numeracy programmes in a wide range of contexts. This includes delivery in urban and rural communities, small and large workplaces, whānau and families, vocational and other tertiary educational programmes, and the health and disability sector.

Our national network delivery is provided by highly skilled and experienced practitioners. They are digitally aware, and through COVID-19, have built their capabilities as a response to the need to show agility with different types of learning media.

Our innovative programmes are responsive to the specific needs of our communities and the learners who enrol with us. The programmes cover life, vocational and communications skills that are needed in everyday life. These include communication, use of technology, driver's licences, Te Reo Māori, decision-making and critical thinking.

Our key focus is always the learner and their respective circumstances. We want every learning experience to be positive and our ways of working with learners ensures people feel included, accepted, valued and supported.





# Adult Literacy and Numeracy

Literacy Aotearoa is a quality literacy and numeracy specialist organisation that reaches over 5,000 learners annually, our learners span an age range from late teens to superannuitants, with on average, learners reporting as 30% Māori, 10% Pasifika and 50% Pākehā. Every year, usually over 50% of all learners register as non-employed or beneficiaries with the majority of our learners, on average 65%, having no or low qualifications.

We have a specific focus on reaching priority groups of underserved citizens, inclusive of Māori, Pasifika and Youth.

## Priority Group 1

People in families and communities whose life prospects, personal, social and financial well-being would be most assisted by higher literacy levels.

- Literacy Aotearoa will further extend the reach of our whānau and community-centred services to ensure we reach those with no or low school qualifications.
- We focus on building relationships and working with many whānau communities including Māori and Pasifika.

## Priority Group 2

People in workplaces whose ongoing employment and earnings capability would most be enhanced through gaining higher literacy levels.

- Literacy Aotearoa will further grow our capability and capacity to work with those seeking vocational training in workplaces.
- We focus on working with employers and their employees who are most vulnerable to changes in skill sets and employment conditions and build transferability of foundation skills and competencies.

For close to 40 years, our learner-centred, flexible practice has seen us provide quality literacy and numeracy programmes to countless individuals across the motu. Literacy Aotearoa recognises the many needs and barriers our learners face and continues to work with and for our communities to ensure their needs are met.

Close to 1.3<sup>2</sup> million New Zealand adults experience difficulties with their literacy and numeracy skills. Twice as many Māori and Pacific people of working age (25 to 49 years) have no qualifications when

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<sup>2</sup> Derived from the 2014 Survey of Adult Skills, a major survey conducted as part of the Programme for the International Assessment of Adult Competencies (PIAAC). The Survey measures adults' proficiency in key information-processing skills - literacy, numeracy and problem solving - and gathers information and data on how adults use their skills at home, at work and in the wider



compared to the national average. Likewise, the proportion of people living with disabilities and no qualifications is double the proportion of non-disabled people.<sup>3</sup>

With respect to tertiary and vocational education, we know that:

<b>4% of workers have a lower literacy level than is required for their job (OECD, 2016).</b>	<b>12% of school leavers in 2019 did not have an NCEA-level qualification. This was up from 11% in 2018, with boys and Māori being the most affected (Gerritsen, 2020).</b>
<b>In New Zealand, 43% of participants with no school qualifications had no learning activities and did not want to undertake any further education or training.</b>	<b>11.8% of adults in New Zealand attain only Level 1 or below, with an OECD average of 18.9% (OECD, 2016).</b>
<b>28.4% with low literacy and numeracy levels are unemployed (OECD, 2016).</b>	<b>31% of New Zealand's jobs are at a high risk of automation over the next 20 years, meaning that those jobs that require lower skills are at a higher risk of going (Infometrics, 2018).</b>

These are the target learners for Literacy Aotearoa, and this representation indicates the role we provide within the tertiary education system, providing foundation education pathways to employment and further education, while raising critical thinking skills that promote self-awareness in the context of social, cultural and economic potential.

If we consider underserved learners in New Zealand as a cohort, across their working life, we can see just how significant this impact is. The net present value of the increase in average earnings would be \$10.9 billion over a 30-year period, after adjusting for labour force participation.<sup>4</sup>

We found that during COVID-19 many of our learners in workplaces had their learning interrupted due to an ever-changing landscape and employers not being able to recruit enough staff to cover staff on learning programmes due to sickness and job-rich communities.

Many businesses were focused on staying open as opposed to being able to invest in and develop their people. 2022 saw that begin to shift again and as a result, we have formed many new partnerships, reconnected with existing learners and formed a plan to engage workplaces and communities to grow the skills, especially at foundation level, of those who need it.

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community. The 2014 Survey of Adult Skills remains the most comprehensive international study of adult skills, and measures the skills and competencies needed for individuals to participate in society and for economies to prosper.

<sup>3</sup> Shifting the Dial - The Economic and Societal Impact of Removing Barriers for Underserved Learners in Aotearoa.

<sup>4</sup> <https://www.up.education/thought-leadership-papers/>



# Acting Te Tumuaki (CEO) Kōrero

Tēnā koutou,



It is my pleasure to present to you Literacy Aotearoa's annual report for 2022.

I am pleased to report that we have achieved strong results in the past year, exceeding our budget and making significant progress in several areas.

Despite the ongoing challenges posed by the COVID-19 pandemic, we successfully navigated through the disruptions and continued to deliver high-quality literacy education to our learners. In fact, we made significant inroads in the latter part of the year and have a strong pipeline of WLN opportunities to pursue and deliver in the coming year.

We have grown our stakeholder relationships and continued to develop our value to our learners making learner outcomes the centre of our decision-making.

In 2022, we implemented major organisational changes to fully realize our aspirations as a Charitable Trust, while ensuring long-term financial sustainability. We also began work on our Disability Action Plan and continued our efforts to achieve the Dyslexia Friendly Quality Mark.

We are proud to have reinitiated communication with a range of stakeholders in the Workplace delivery sector and forged new relationships. This allows us to continue making learner outcomes the centre of our decision-making and focus.

Although staffing requirements and the continuing impact of COVID-19 restricted delivery in 2022, we anticipate regaining lost ground in 2023.

We remain committed to improving our delivery to all stakeholders through self-assessment and continuous improvement. We are excited about the opportunities ahead and look forward to building on our successes from the past year.

Thank you for your continued support.

Sandra Yeats



## Learner Success

### Vision Statement for Learner Success

*‘By 2026 those who most need to engage with language, literacy and numeracy development will come to Literacy Aotearoa knowing it is a leading provider of inclusive, barrier-free learning pathways that achieve the best outcomes for all learners.’*

Literacy Aotearoa is responsive to a range of social and economic goals that have been identified as priorities by the Government including five objectives under the Tertiary Education Strategy. We seek to ensure our learners achieve success in education, facilitating pathways that lead to opportunities for sustainable employment and greater fulfilment in their lives. In this way, we align strongly to the Tertiary Education Strategy, and especially to learners to ensure achievement of participation and completion patterns, particularly for Māori, Pasifika and youth.

2022 saw Literacy Aotearoa develop and implement its Learner Success Plan. We identified that to review and consolidate our approach in 2022 and further our successes for 2023 and beyond, we positioned ourselves at stage 1 of Ōritetanga: Preparing for Success. For Literacy Aotearoa, this means that:

The Learner Success Plan is an evolving plan of action that will be reviewed, evaluated and monitored for effectiveness in conjunction with the achievements of objectives measured monthly.

Te Koruru, as principal owner of the Learner Success Plan, receive annual reports from identified stakeholders on the progress of achievement of the Learner Success Plan.

Responsibility for the co-design and implementation of the Learner Success Plan is shared by all Literacy Aotearoa staff, learners and stakeholders.

## Niched Provision

Literacy Aotearoa strives to support equity in achievement for learners who are seeking to pathway to Level 1 qualifications. To contribute to system-level transformation, Literacy Aotearoa plays a significant role, aligned with the TES, that supports learner success for everyone. Literacy Aotearoa has considered its position in relation to vocational education, with specific cognizance of our core priority groups. We remain conscious of the need to provide new, relevant and contextualised pathway programmes and qualifications for learners who, through their previous interactions may feel unable to engage in the vocational education system and therefore outside of the world of sustainable and fully utilised roles in the workforce. Gaining entry-level employment without prospects only serves to move people from a position of being poor to 'working poor'.

TEC Vision				
A resilient and prosperous New Zealand where every person has the skills, knowledge and confidence to create a fulfilling life.				
TES and NELP Priorities				
We are descendants of explorers, discoverers and innovators who used their knowledge to traverse distant horizons. Our learning will be inclusive, equitable and connected so we progress and achieve advances for our people and their future journeys and encounters.				
Learners at the Centre	Barrier Free Access	Quality Teaching and Leadership	Future of Learning and Work	World Class Inclusive Public Education
Te Tiriti o Waitangi-based approaches to partner co-design strategies that facilitate success for Iwi and Māori	Learner success strategies and organisational approach to meet learners' needs and identified priorities	Organisation wide, identify current capability and gaps to address organisational priorities for development	Strong leadership with key partners including Iwi, Pasifika, employers, whānau communities and other agencies	Data and technology solutions that address system enhancement and performance achievement
Honouring and demonstrating our commitment to working with Iwi and Māori	Learners have the foundational skills to fulfil their potential	Capable, agile and adaptable	Leading strong mutually beneficial partnerships with our stakeholders	Operating as a sustainable business
Our Kaupapa	Our learners	Our People	Our Stakeholders	Our Organisation
Literacy Aotearoa is established to develop, promote and deliver accessible, quality literacy services designed to ensure the peoples of Aotearoa are critically literate and able to realise their full social, cultural and economic potential.				



## Impact, Outcomes and Benefits

As a result of TEC, TES and NELP alignment, we expect to see an increase in learners re-engaging with education, that learners demonstrate marketable core work skills, that they have an expectation to pathway to educational and vocational programmes at Level 1 and above, and that retention rates at this level improve as a result of literacy intervention.

We are already supporting learners into work and education in regions with high underutilisation in the workforce by providing industry-contextualised literacy, language and numeracy programmes. We expect to see higher enrolment and a greater impact as we move forward into 2023 and beyond.

Via our targeted recruitment strategy, we focus on these learners by,

**Reducing barriers to accessible education for those located in rural regions, and are identified as not in education, employment or training.**

**Responding to whānau and communities by designing and delivering programmes that respond to their needs.**

**Providing pathways for those who are transitioning from the education system with low or no qualifications, have been underserved by the system and struggle to navigate the world of work, with the aim of connecting them to specific jobs and careers.**

**Strengthening foundation education for those seeking opportunities to pathway into further and higher education, occupation-focused training and pathways into employment.**

**Ensuring that those who are underutilised in the workforce, such as Māori, Pasifika, those facing disability, women and older people are supported to develop knowledge, and core work skills to succeed in work.**

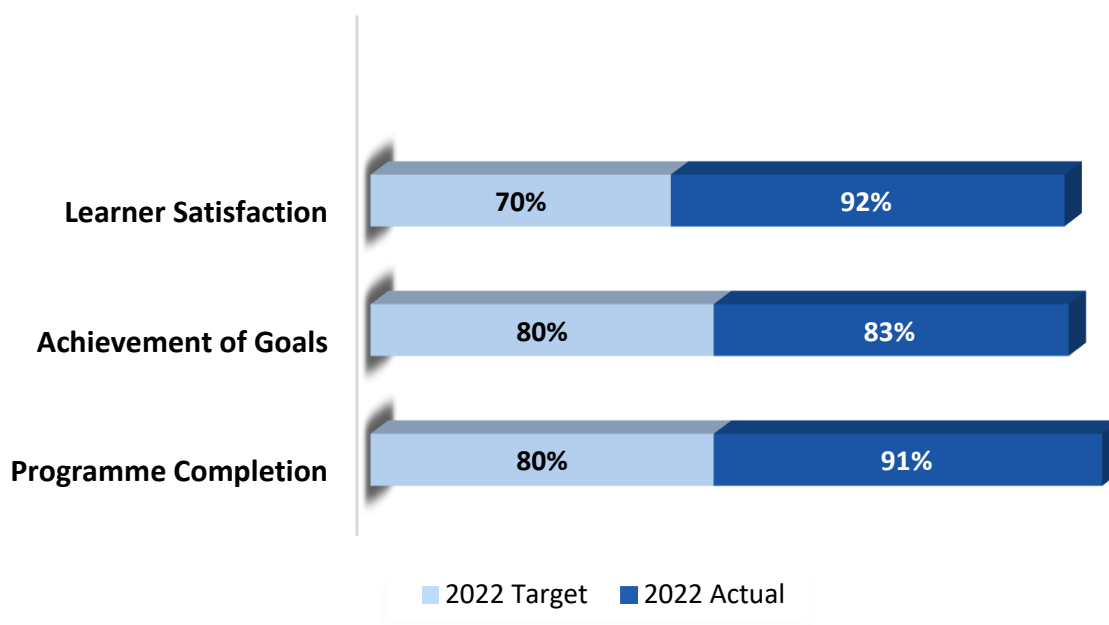
All Literacy Aotearoa programmes are delivered at no cost to the learner.

## How did we do?

Overall, we exceeded our targets in 2022 across learner performance and outcomes by collecting data that measures both quantitative and qualitative outcomes. We used Destination Data to identify the pathway or succession that learners demonstrated post-programme completion. There was a significant increase in learners progressing their educational journey onto further education, and learners moving into employment.

	Target	Actual
<b>Learners</b>	80% of learners increase their skills.	89% of 4203 learners identified as increasing their skills.
<b>Tutors</b>	Tutors successfully deliver at least 80% of 218,722 total delivery hours.	92% of total target delivery hours completed. Actual delivery: 202,072 delivery hours

### Learner Satisfaction



### Value Statements





## Our Learners, Their Stories

### Tupu Aotearoa Programme – Congratulations Monika and Fualaau

A photo was taken from the Tupu Aotearoa graduation ceremony to celebrate the achievement of Monika and Fualaau in gaining the 'NZ Certificate in Early Childhood Education and Care, Level 4'. A celebration was held at Literacy Aotearoa Blenheim on the 5 Whiringa ā nuku (October) 2022. It was a fantastic evening with around 30 people attending the celebration. Much aroha was showered upon their tutor Jane for her dedication and support to both Monika and Fualaau. Both of these ladies also warmly thanked Literacy Aotearoa for making the achievement possible.



### English Speakers of Other Languages

Our learners from Turkey attend classes in Rotorua. They are all from different parts of Turkey now known as Turkiah. These beautiful Muslim Sisters are enrolled on an ILN 100 Hybrid course to help with their English language skills as this is their second language. They are very keen to learn new things and participate in many activities.

These learners are a pleasure to have in the class and ako is fostered with other learners in the class as they all learn from each other.

These women are very keen to participate in many programmes to raise their foundation skills. They are enrolled on a Te Reo Māori Programme

which covers English into Māori translation and Māori into English so this helps them with their vocabulary. The Turkish learners share food with the other students and taught them how to cook 'gozleme' from scratch

## Jamie's Story

"When I came in to Literacy Aotearoa I did not have a lot of skills or confidence. But, when I started, Jonny (tutor) had stuff for me to do and I just smashed it all. I have found Jonny to be very helpful for me, he has helped me overcome a lot, like my English by helping me with my CV and cover letter, my Site Safe and helped me get my comprehensive first aid cert. I got a lot of help to achieve what was already there. Thank you Jonny."

Jamie has been one of our most dedicated West Coast learners. During his time with us, Jamie has,

- created a CV and cover letter
- gained the confidence to touch base with his previous employers for references
- applied for apprenticeships and local jobs around Nelson
- started working on literacy modules that contribute toward a National Certificate in Foundational Skills.
- Jamie has also completed his:
  - Site Safe – Foundation Passport
  - New Zealand Red Cross Comprehensive First-Aid Certificate
  - Received his Temporary Certificate of Approval (COA)
  - Transitioned to permanent part-time position at First Security Nelson.

His achievements do not stop there, Jamie is also waiting to take his full licence driving test and plans on working while continuing his study with Literacy Aotearoa as well as working toward an apprenticeship. Jamie is working hard to gain a plumbing apprenticeship and get qualified, after which, he wants to work towards having his own business and employing others.



Ailsa



Ailsa recently turned 90 and very rarely misses her weekly computer class with her tutor, Nicola in Westport. Ailsa still works as a regular volunteer in a local second-hand store and has been attending classes to learn how to use an iPad and iPhone. Ailsa enjoys visits from the Cluster Manager, and friendly chats with the other learners in her class, "the class is great for staying in touch with people as well as helping me to use my devices".



## Digital Inclusion

We interviewed Anne who is in her 80s, she lives in Invercargill and attended face-to-face Digital Devices classes to get help using the features of her new smartphone.

*Anne, what led you to enrol with us?*

‘Being new to using this mobile phone I needed some help and advice – I heard about the Literacy

Aotearoa smartphone programme by word of mouth from a local Friendship Group.’

*What has changed for you– are you more connected with others now?*

‘I can now send and receive phone calls and send text messages to family, including photos sometimes. Also, I use it for COVID tracing when out and about.’

*How were Literacy Aotearoa staff?*

‘I do wear hearing aids but Rex very ably taught me phone skills. I needed to buy a new phone during the programme and Rex was most helpful in getting me to use it’.

*What’s next for you Anne?*

‘There is much more I know that can be done with this phone so I should consider attending another programme in the future.’ ‘It was a very enjoyable experience that I had with Literacy Aotearoa.’



## Waikato-Tainui Workplace Training - Digital Literacy Learners

Workers from the maintenance crew of Waikato-Tainui have just completed their training. On the final day, the tutor, Kelly, delivered a KAHOTS quiz covering digital literacy learnt throughout the programme. There were lots of laughs and banter as the team fought their way through to win boasting rights for this challenge.

COVID-19 and workplace commitments made it difficult at times for team members to attend, but the men were committed to upskilling and with lots of support,

all of the men completed the programme. After class, the men invited their tutor and site staff to share in a kaitahi, which included brisket and puha, rewana and raw fish.

Kelly formed a fantastic relationship with these men who at the beginning of the programme were not receptive to going back to school, Kelly said, “Though initially hesitant, they appreciated the new knowledge they received each week. I thoroughly enjoyed moments like these that confirm my decision to continue supporting our Māori whānau.”

Our programmes and the success we have with learners have consistently been acknowledged by TEC, NZQA and from learners and other stakeholders.

For Literacy Aotearoa, this demonstrates that our practice reflects our inherent commitment to literacy and numeracy competencies as a human right and as an embedded organisational commitment to the Tertiary Education Strategy and the TEC Ōritetanga Learner Success.

Our target learners support TEC's five-year vision to achieve participation and completion patterns for Māori and Pasifika learners that ensure success in education, sustainable employment and fulfilling lives. Like TEC, Literacy Aotearoa recognises that our current tertiary education system does not always deliver an educational experience appropriate to the needs of a large group of learners, with Māori, Pasifika and disabled learners over-represented in this group.

### **Apprenticeship Support Programmes**

Industry Training Organisations (ITOs) have trainees spread from the Far North to the southernmost towns of New Zealand. Maintaining quality services and good communication between all parties is ensured with clear procedures including close monitoring and support from the outset.

Literacy Aotearoa has a rich history of working with apprentices. We integrate the learning environment with the needs of the industry to ensure that apprentices are learning with purpose.

The key components of our delivery model guarantee a range of delivery options, high-quality delivery using strategies, approaches and core skills that are designed to encourage and monitor learner engagement and robust relationships with employers and Training Advisors.

In 2022, Literacy Aotearoa experienced an increase of **26%** in referrals for apprentice support. We delivered 240 individualised literacy and study support programmes to apprentices throughout New Zealand.

Based on discussions and interest in 2022, we are forecasting an additional increase in ITO providers and learners in 2023.

### **Online Delivery**

In 2022, through a centralised online development project we reduced some barriers to access, offered alternative options where we cannot deliver face-to-face, and ensured that new technology and associated online materials reflected and talked to Māori, Pasifika and youth audiences. We appreciate that this project has also enabled, in some sites, whānau-wide engagement and support.

As part of our commitment to Ōritetanga Learner Success, we will further address:

Improving understanding of the importance of certain approaches in working effectively with Māori and Pasifika learners from enrolment to completion of online interventions.

Utilising cultural perspectives in our online materials and approaches.

Reducing barriers to participation in new technological approaches to adult learning by ensuring that both technology and tutors reflect Māori and Pasifika cultural values and voice Lack of access to technology, by loaning Chromebooks (and if needed internet connection) while learners are enrolled on a programme.

## **Tupu Aotearoa**

Funded by the Ministry for Pacific Peoples the Tupu Aotearoa programme is aimed at helping Pacific Peoples find employment and/or complete further training or study towards a qualification. The programme provides preparation for employment or study and emphasises pastoral care including mentoring and educational support. In scope, the programme intends to enable Tangata Pasifika to achieve sustainable employment and high income.

In 2022 this was launched in Ōtautahi (Christchurch) and by the end of the year we had 89 enrolments (out of a target of 100) and 59 participants in various stages of learning or work preparation and 21 who have completed their preparation and are ready to move into further study or employment. This was a positive start for our delivery of the Tupu Aotearoa programme in its first six months. The financial year for this Outcomes Agreement began in Hōngongoi (July) and will end in Pipiri (June) 2023.

Tangata Pasifika who are eligible are those who are not in employment, education or training, who are aged 15 and over, Citizens or Permanent Residents of Aotearoa-New Zealand. Enabling the successful delivery to the end of Hakihea (December) 2022 has been a concerted effort across the whole organisation from the Executive to the Operational level. Ngā mihi and Fakaauae lahi to the collaborative efforts across the organisation and the intensive efforts of Cluster 9, Aoraki team to reach into Pasifika communities.

Special acknowledgement to the Ministry for Pacific Peoples and its support to enable this programme to be tailored to the needs of Tangata Pasifika.







## Equity, Diversity and Inclusion

### Vision Statement for Organisational Inclusion

*‘By 2026 those who most need to engage with language, literacy and numeracy development will know that Literacy Aotearoa is a leading provider of inclusive, barrier-free learning pathways that achieve the best outcomes for disabled learners.’*

### Disability Action Plan

When it comes to inclusion, Literacy Aotearoa refers to diversity as a space where differences are recognised and respected as all other human variations. Literacy Aotearoa, as an education provider and employer, is committed to becoming an organisation that exemplifies inclusion across all of our activities by recognising the impacts of exclusivity for those faced with disability be it permanent, temporary or situational.

The Literacy Aotearoa Disability Action Plan 2023 - 2026 (DAP) is a coordinated plan providing a framework of principles and systematic planning, supported by a monitoring and reporting function that ensures the achievement of our vision of being an organisation that is recognised for our approach to disability inclusion.

As a working document, that was inceptioned for the first time in 2022 we acknowledge that the DAP will strengthen our foundations as we work through best practice activities with a review of our policies and planning activities.

Learner diversity data is a new data source for Literacy Aotearoa and is in line with the development and approach of disability inclusion a current focus of the tertiary sector. We are currently working to increase participation and inclusion with individual learners, whānau and families, the wider community and organisations.

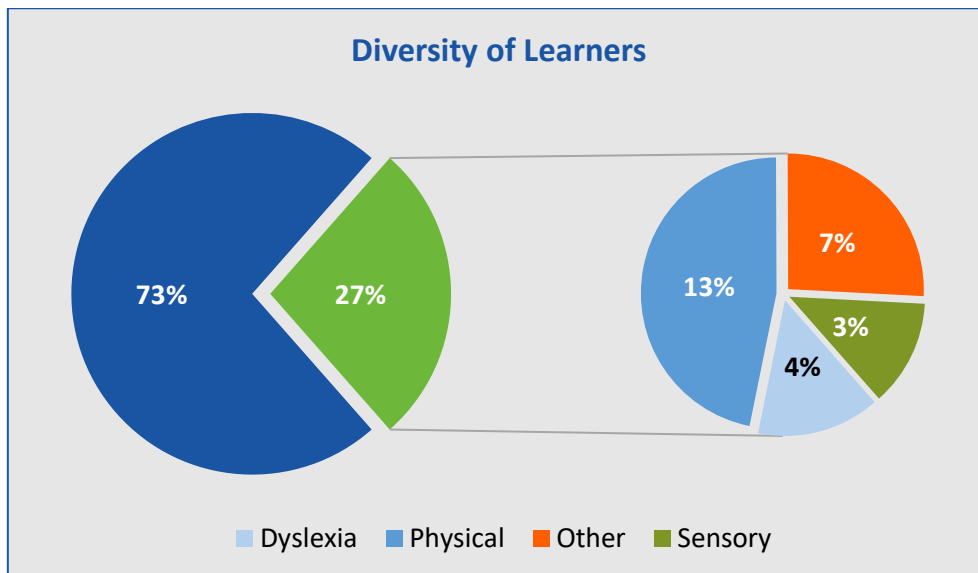
Into 2023, development of the DAP will see Literacy Aotearoa:

Review access to our buildings, facilities and infrastructure and create a physical access plan for each of our delivery sites.

Investigate new information technology systems, computer arrangements and assistive technology that maximise access to learning and consider the learning support needs of disabled learners.

Review our monitoring and evaluation processes and develop a new system for evaluation that gives particular emphasis to eliminating barriers that cause under-representation nationally in areas such as gender for non-traditional courses, people with disabilities and Māori and Pasifika.





### Dyslexia Friendly Quality mark

People use diversity as a general term to describe alternative ways of approaching thinking and learning. Diversity often comes with labels such as Dyslexia, DCD (Dyspraxia), Dyscalculia, Autism and ADHD. Literacy Aotearoa takes a balanced view of diversity and is working with staff to ensure that individual needs, strengths and challenges faced by learners are recognised as unique qualities that encourage creativity and innovation.

Literacy Aotearoa recognises that the challenges faced by approximately 20% of the population are brought about by the impact of environments and systems designed by the other 80% of the population.

In Whiringa-ā-rangi (November) 2021, Literacy Aotearoa, under the guidance of Ako Aotearoa, began the application process for the Dyslexia-Friendly Quality Mark (DFQM).

To achieve the DFQM, organisations need to meet standards that measure their practice in four key areas:

- leadership and management
- the quality of teaching and learning
- the teaching and learning environment provided for learners
- the quality of the organisation's relationships with internal and external stakeholders.

Our work in 2022 complements our preparations for developing and implementing a Disability Action Plan.





## Strategic Direction and Partnerships

### Collaboration and Relationships with the Employment Sector

As a Te Tiriti o Waitangi-based organisation we are committed to further increasing focus on equity, diversity and inclusivity and placing diverse groups in the workplace. In 2022, interactions with external stakeholders have identified a need to provide upskilling programmes with a focus on diverse learning needs for the newly employed to progress above entry-level employment.

We have established and continue to establish strong and lasting industry, government, workplace and community-based partnerships. Our stakeholders, whether learners, Iwi, Hapū, referring agencies, workplaces, ITOs, government or social services, seek to partner with us because of our specialist services, our range and relevance of programmes and learning resources, and our commitment to meeting their respective needs. In some cases, networks and collaborations often stem from relationships formed with stakeholders who are keen to initiate literacy interventions required in a community, their agency or workplace. As a literacy and numeracy specialists, we recognise the ways that we can contribute to enabling strong partnerships with our stakeholders. We accomplish this by working in collaboration to first identify their organisational goals and targets then working through how we can best support their employees to invest in this through raising skills. Many of these collaborations involve key industry and commercial entities, local marae, Māori authorities and the community.

### Vocational Training

Literacy Aotearoa understands the changes in the vocational sector and has responded to this by continuing to seek ways of ensuring that learners seeking vocational training do not miss the opportunity to enhance their skills.

We continually strive to align our strategic outcomes to include, seek, seize and provide opportunities for growth while responding to environmental factors driving change across the sector. In 2022, we have identified how adding industry-specific micro-credential to our foundation learning programmes will support vocational learning in areas of skills shortage.

With a strong message from Workforce Development Councils (WDCs) and Regional Skills Leadership Groups (RSLGs) about the importance of ensuring that core work skills are built into all vocational programmes. By adding supplementary training material to our programmes that align with the regional and national needs, of businesses or industries we have built bespoke programmes across multiple industries that reflect industry and community needs.

In 2022, learning opportunities corresponded with specific employment learning pathways set out for work undertaken with the Ministry of Pacific Peoples and the Ministry of Social Development. We have seen an increase across enrolment in 2022 in learners seeking core work readiness skills in preparation for self-employment and more sustainable employment. With core critical skills built into all of our programmes and given that our delivery is modular, we added a new dimension to our delivery while better identifying and supporting ways of meeting future skills and workforce needs in our regions and cities.



## People, Culture and Leadership

Our organisational structure promotes cohesion, agility and responsiveness across function teams. Using a reduced leadership model in 2022, we have oriented ourselves to building and supporting performance, innovation and diversification in a way that encapsulates our brand, our strategy and responsive modes of delivery.

Literacy Aotearoa has three function teams under the leadership of Te Tumuaki who is guided by and accountable to Te Kōruru (our Trust Board).

Operations	Strategic Engagement	Finance & Business Support Systems
Responsible for implementation and delivery of all programmes. Learner success is supported, monitored and evaluated by the Delivery Team.	Driving stakeholder engagement, and building opportunities for increased collaboration with partners, co-designing new programmes for learner engagement and success that meet identified priorities. Manages internal and external evaluation processes.	Responsible for the client management systems and business performance reporting that underpin the critical aspects of learner success and organisational sustainability.

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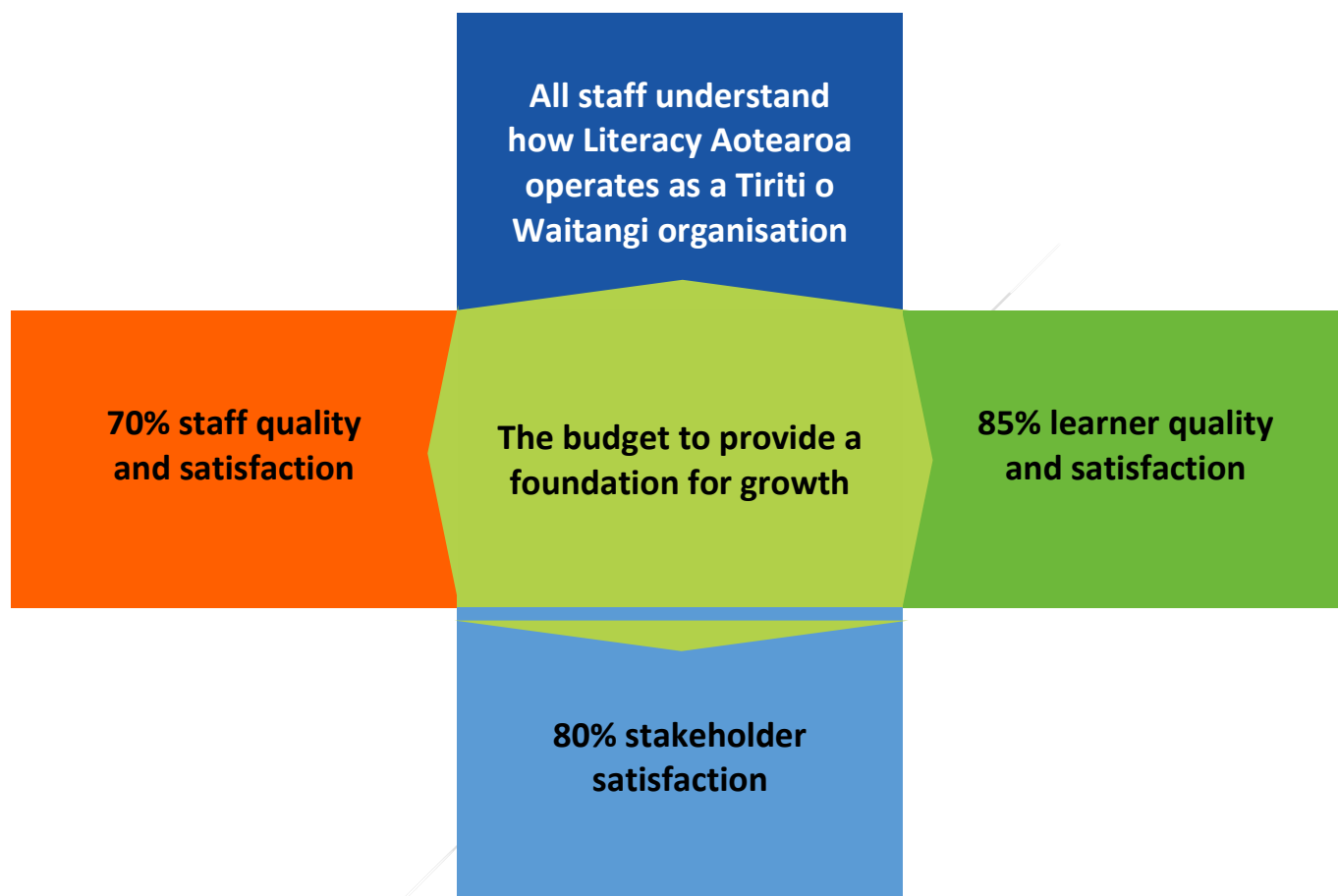
• Teaching Staff	Executive and Support Staff
129	60

-

## KPI Framework

Te Koruru leads the organisational expectations of reach, engagement and performance, and in 2022, management initiated a comprehensive KPI framework set against deliverables to monitor the organisation's progress against all targets.

The KPI framework, applicable to every role, is based on the 2022 key milestones:



With a commitment to learner success Te Koruru and Executive Leadership Team have implemented a review of all of its systems in accordance with the Ōritetanga Learner Success Framework<sup>4</sup>

Quality checks and measures include:

- The Learner Engagement Process (LEP) includes the identification of specific goals to achieve, the monitoring of Individual Learning Plans for all participants and a clear enrolment process that records individual goals
- The Cluster management structure to ensure effective monitoring and maintenance of programme delivery and reporting back to the organisation for review
- Confidential systems to manage quality learner data for review and effective system for programme reporting for a wide variety of training situations, including learner feedback procedures
- The Financial Management systems to maintain sound financial management and performance

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<sup>4</sup> <https://www.tec.govt.nz/oritetanga-learner-success/new-oritetanga-tertiary-success-for-everyone/learner-success-framework/>

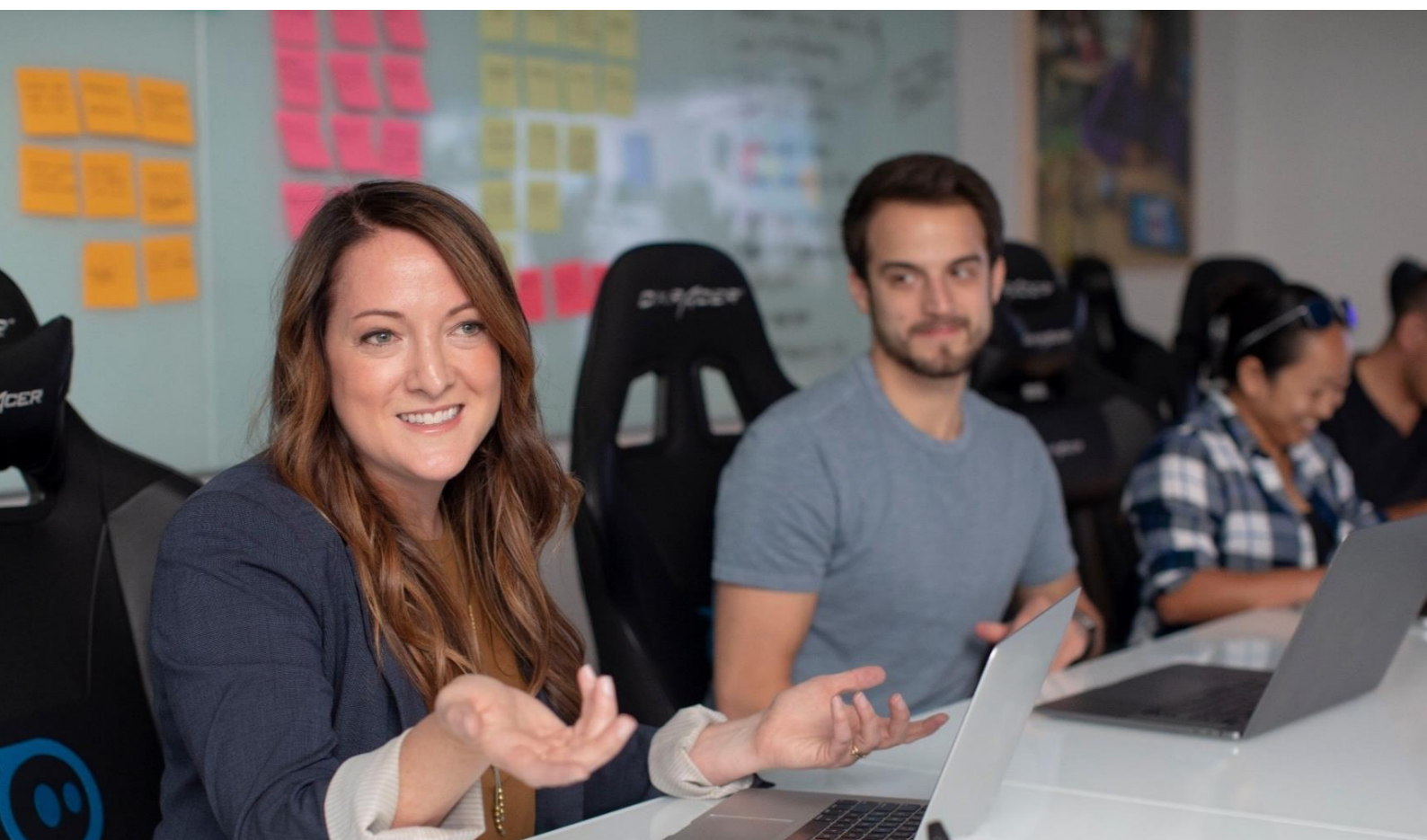


- Regular staff coaching to ensure any problems are identified and resolved promptly
- Ongoing monitoring and support of delivery is in place to ensure continuous improvement across all Literacy Aotearoa sites
- Learner work is assessed at various stages of the programme to show clear indications of literacy, language and numeracy gain as a result of attending the programme.
- Active Policy, ARO and Capability sub-committees.
- Management reporting is backed up with qualitative and quantitative evidence through improved student management systems.
- Strong commitment to keeping funders up to date with performance.
- Strong presence within relevant professional networks to share learnings and provide support
- Proactive risk foresight with mitigation.

## Successful Pathways

In 2022 we improved our data capture processes so that there is greater sight of the value and relevance of programmes for our learners, stakeholders, and funders (TEC, MSD, ITOs (now Te Pūkenga etc.)).

- We implement a continuous improvement plan with a regular review of outcomes, demographic information to understand critical aspects, participation, recruitment and retention.
- Tutors engage with data to identify trends for their learners and strategise engagement and retention issues before they become an issue.
- We use Value Statements that encourage learners to reflect on the impact of their learning at each stage of their journey.
- Learners are taught how to effectively evaluate the relevance of the programme to them and their whānau, and the social and economic value of the related outcomes.
- National data is analysed to improve individual and collective practice.





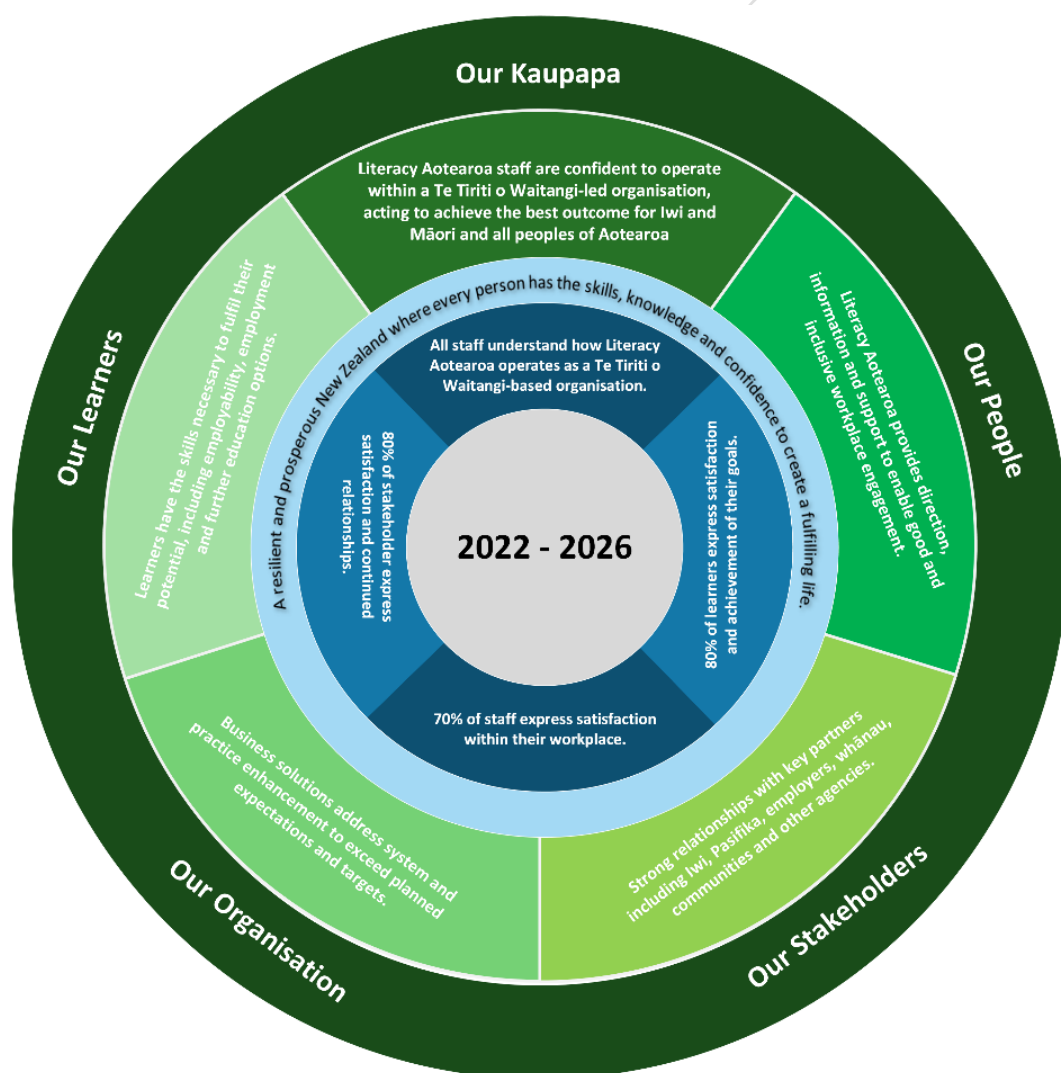
# 2022 Profile

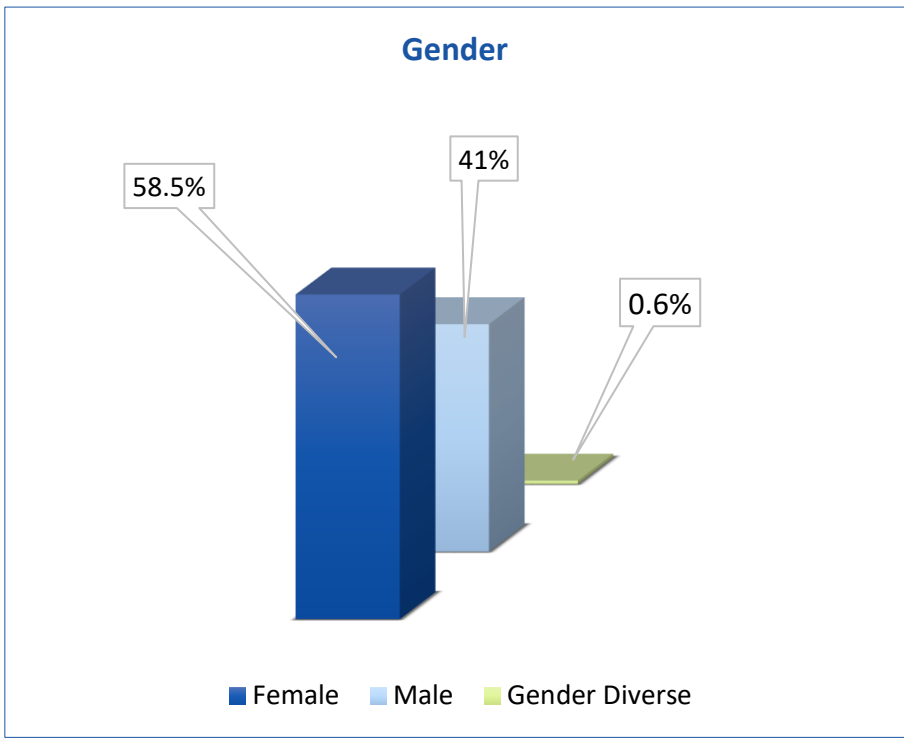
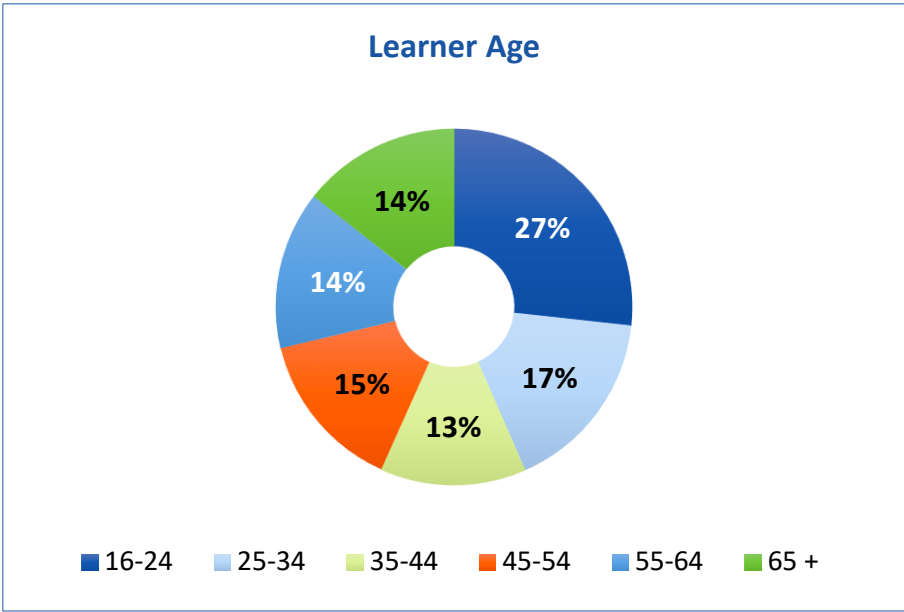
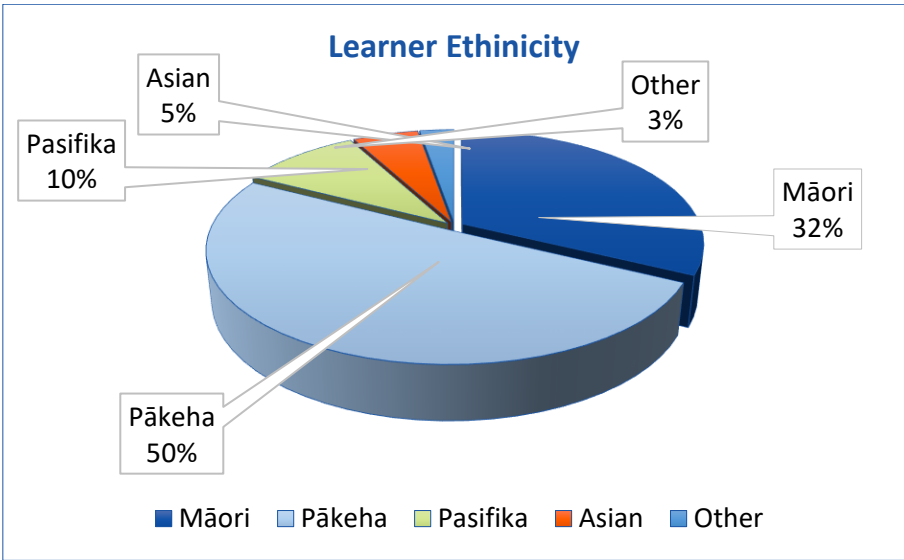
## Te Puāwaitanga

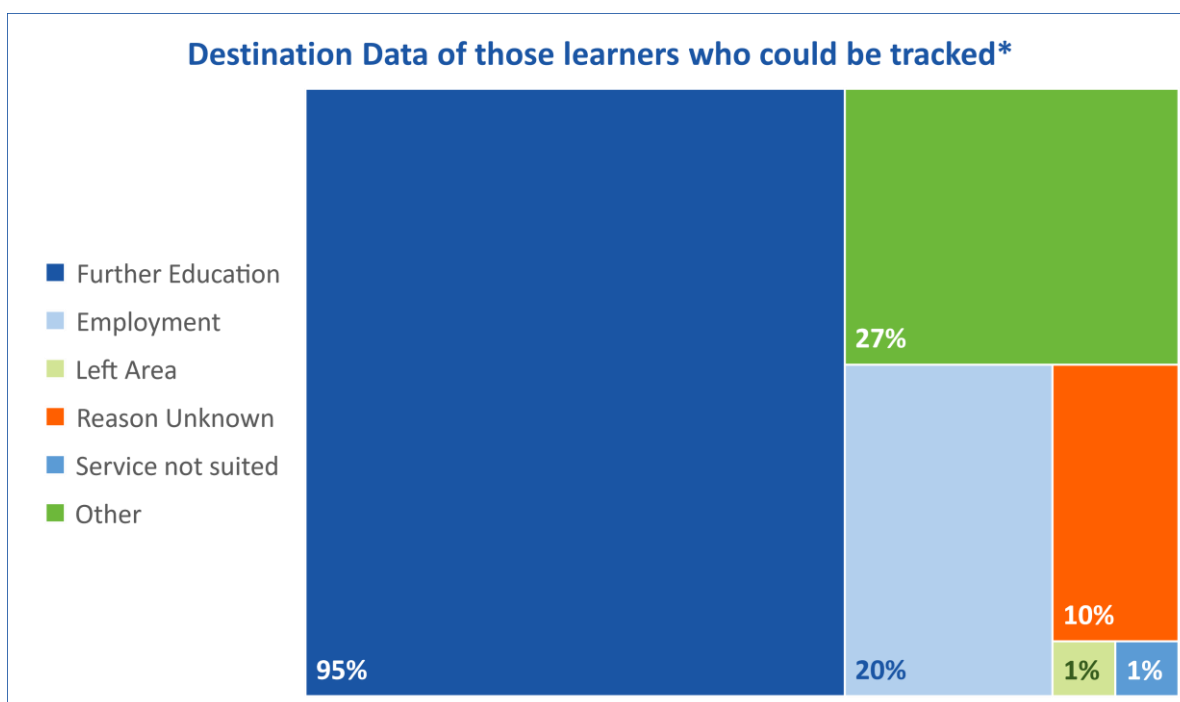
Literacy Aotearoa is responsive to a range of social and economic goals that have been identified as priorities by the Government, under the Tertiary Education Strategy, which enables the organisation to pursue its Mission in accordance with its Kaupapa and Values.

For the 5 years, 2022 – 2026, Literacy Aotearoa has five priority areas to be met by its strategic plan *Te Puāwaitanga - Facilitating Learning to Flourish*. Te Puāwaitanga is also built in recognition of the experience of learners – recognising their growth of confidence and competencies, through Literacy Aotearoa programmes, has enabled them to pursue new and further opportunities.

Our work is guided by the five priority areas of Te Puāwaitanga:







*\*the majority of Literacy Aotearoa funding does not require destination outcomes.*

## Qualifications

Literacy Aotearoa is a provider of literacy and numeracy teaching qualifications which produce specialist literacy, language and numeracy tutors.

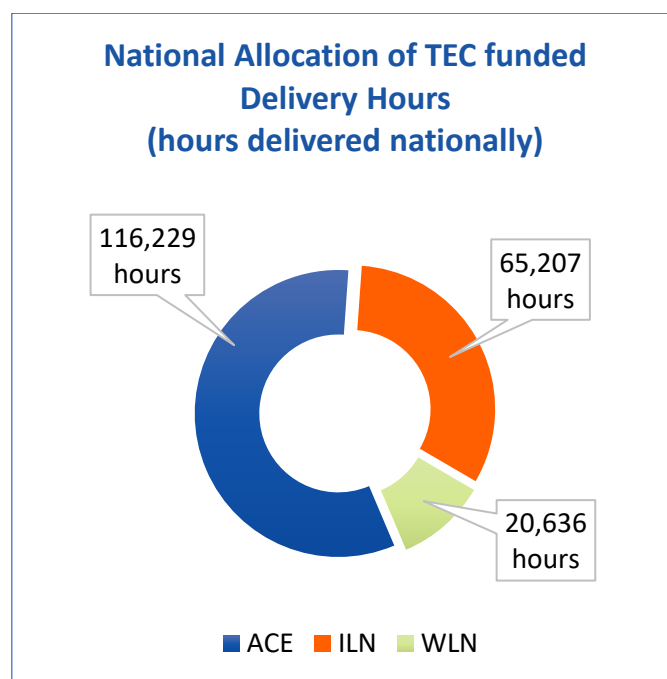
The New Zealand Certificate in Adult Tertiary Teaching (NZCATT) Level 4 and New Zealand Certificate in Adult Literacy and Numeracy (Vocational) (NZCALNE [Voc]) Level 5 qualifications are for people who want to work as a vocational or workplace educator or trainer. They assure a professional level of expertise in adult education and training, including cultural perspectives that underpin the teaching of Māori and Pasifika learners.

This programme covers learning and teaching strategies specifically for adult learners. As well as appropriate resources, technologies and assessment types, the training prioritises cultural considerations when selecting materials. This is the only NZCATT programme in Aotearoa that has an adult literacy and numeracy component.

Graduate tutors of these programmes gain the skills and knowledge for adult educator roles in the workplace, tertiary institutions, or community settings with the ability to plan and implement literacy and numeracy within their programmes.

For more information on our programmes visit our website, <https://literacy.org.nz/tutor-with-us>.

## Programme Delivery



<b>Workplace Literacy and Numeracy (WLN)</b>	<b>504</b> Learner places	In 2022, Literacy Aotearoa worked closely with both individuals and a range of companies to develop and deliver quality programmes to meet the specific needs of each learner or company and its employees. These programmes are based on clear objectives established with the learners or the company from the onset, and were tailor-made to meet the specific needs of each workplace learner. Our company stakeholders came from a range of industries, including Dairy, Food Processing, Healthcare Services, Construction and Retail, as well as some Pasifika and Iwi based Māori support organisation
<b>Adult and Community Education (ACE)</b>	<b>6728</b> Learner places	Community literacy provision remained a strong focus for Literacy Aotearoa, assisting adults in or out of work to improve their literacy and numeracy skills and achieve their self-identified goals. ACE learning opportunities are usually delivered in short, 20-hour programmes with a particular focus on Foundation Skills, Digital Inclusion and Employability Skills, as well as programmes covering Health and Wellbeing, Te Reo Māori and New Zealand Sign Language. Individual learners can engage in several different programmes throughout the year to meet their needs and develop their skills.
<b>Intensive Literacy and Numeracy (ILN)</b>	<b>504</b> Learner places	In 2022 we delivered Unit Standards as part of our ILN offering across Aotearoa, with learners attending up to 15 hours per week over the course of two terms, to gain credits and, in some cases, achieve their NCEA Level 1 qualification. ILN programmes are offered in small groups of normally 5 to 10 learners with a particular focus on Foundation Skills, Digital inclusion and Employability Skills.





### Spreadsheets

Learn how to use Microsoft Excel and Google Sheets as beginner level. Free Programme!

**This class covers:**  
 Menu and Toolbar from the ribbon menu and toolbar.  
 Enter, edit and format spreadsheet content.  
 Page layout, margins and cell spreadsheets.  
 Formulae and functions across data tables.  
 Charts, graphs and others.

You can expect and gain down taught by an experienced and friendly tutor in a positive learning environment.

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### Basic Computing

Learn computer basics and become more confident when using a computer. Free Programme!

**This class covers:**  
 Computer Basics hardware and software.  
 Monthly training your own device.  
 Microsoft Word using Mail and Outlook.  
 Internet, searching for content.  
 Online safety, security, malware, viruses and other threats.

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### Digital Devices

Learn how to make best use of your phone and other devices. Free Programme!


**This class covers:**  
 Security, setting your information safe.  
 Applications, how to download apps.  
 Android, using on touchscreens.  
 Phone calls on these devices.  
 Maps, navigation and other.

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### Documents

Learn how to use Microsoft Word and Google Documents as beginner level. Free Programme!


**This class covers:**  
 Menu and Toolbar Microsoft Word and Google Docs.  
 Create Documents from scratch and edit documents.  
 Insert text, images, tables and other content.  
 Format and Review Documents and other documents.

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### Build Your CV

Write a CV that will get you noticed by employers! Free Programme!

**This class covers:**  
 Looking Good: make your CV stand out for employers.  
 Building Your CV: creating your CV.  
 Getting Prepared: making an employment plan.  
 Getting Right: making your CV stand out.  
 Getting Ready: getting your CV ready for employers.

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### Road to Employment

Making decisions about jobs so that your career pathway is successful. Free Programme!

**This class covers:**  
 Career Planning: making your own plan.  
 Researching: making your own plan.  
 Interviewing: making your own plan.  
 Job Hunting: making your own plan.  
 Making a New Job: making your own plan.

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### Learner Licence

Learn the road rules and get ready to sit a learner licence theory test. Free Programme!

**This class covers:**  
 Making a plan: making your own plan.  
 Signs and Signals: making your own plan.  
 Making a plan: making your own plan.  
 Making a plan: making your own plan.  
 Making a plan: making your own plan.

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### HT Theory

New Zealand Road Code for Heavy Vehicles including the specialist section on the Loading Code. Free Programme!

**This class covers:**  
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 Signs and Signals: making your own plan.  
 Making a plan: making your own plan.  
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### Money Wise

Learn how to make a plan to help you use the money you have wisely. Free Programme!

**This class covers:**  
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 Signs and Signals: making your own plan.  
 Making a plan: making your own plan.  
 Making a plan: making your own plan.  
 Making a plan: making your own plan.

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### Well Steps

Learn how you and your whānau can improve your wellbeing and wellbeing by using presentation. Free Programme!

**This class covers:**  
 Making a plan: making your own plan.  
 Signs and Signals: making your own plan.  
 Making a plan: making your own plan.  
 Making a plan: making your own plan.  
 Making a plan: making your own plan.

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### Essential Communication

Learn how you can improve your communication skills. Free Programme!

**This class covers:**  
 Making a plan: making your own plan.  
 Signs and Signals: making your own plan.  
 Making a plan: making your own plan.  
 Making a plan: making your own plan.  
 Making a plan: making your own plan.

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### Learning Steps

Learn skills for reading, writing, spelling and more. Free Programme!


**This class covers:**  
 Making a plan: making your own plan.  
 Signs and Signals: making your own plan.  
 Making a plan: making your own plan.  
 Making a plan: making your own plan.  
 Making a plan: making your own plan.

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### Te Reo Pronunciation

Building on pronunciation, and going to the next level in every day life. Free Programme!


**This class covers:**  
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 Signs and Signals: making your own plan.  
 Making a plan: making your own plan.  
 Making a plan: making your own plan.  
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### Using Numbers

Learn more about maths to help your confidence with numbers. Free Programme!


**This class covers:**  
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 Signs and Signals: making your own plan.  
 Making a plan: making your own plan.  
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 Making a plan: making your own plan.

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### Study Skills

Study smarter so that you are fully prepared to manage the expectations of further education or qualifications. Free Programme!

**This class covers:**  
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 Signs and Signals: making your own plan.  
 Making a plan: making your own plan.  
 Making a plan: making your own plan.  
 Making a plan: making your own plan.

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### NZSL: Signing Matters

A support group for people with the hearing of basic sign language. Free Programme!

**This class covers:**  
 Making a plan: making your own plan.  
 Signs and Signals: making your own plan.  
 Making a plan: making your own plan.  
 Making a plan: making your own plan.  
 Making a plan: making your own plan.

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### Do you want to get credits towards NCEA L1 or L2?

Do you want to get better skills and more confidence with numbers, numbers and communication? Free Programme!


**This class covers:**  
 Making a plan: making your own plan.  
 Signs and Signals: making your own plan.  
 Making a plan: making your own plan.  
 Making a plan: making your own plan.  
 Making a plan: making your own plan.

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### Mahi Tahī

A training and support service for people with the hearing of basic sign language. Free Programme!

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 Signs and Signals: making your own plan.  
 Making a plan: making your own plan.  
 Making a plan: making your own plan.  
 Making a plan: making your own plan.

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# Our Financials

## Financial Statements

This is a summary of the Financial Statements of Literacy Aotearoa Incorporated, for the year ended 31 Hakihea (December) 2022.

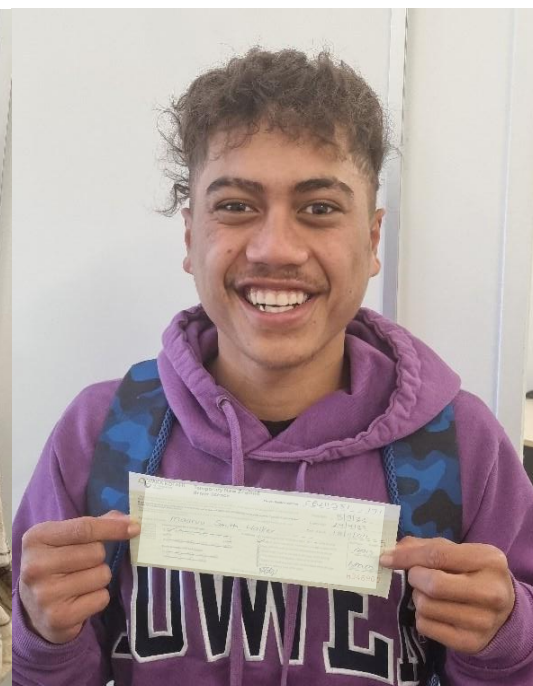
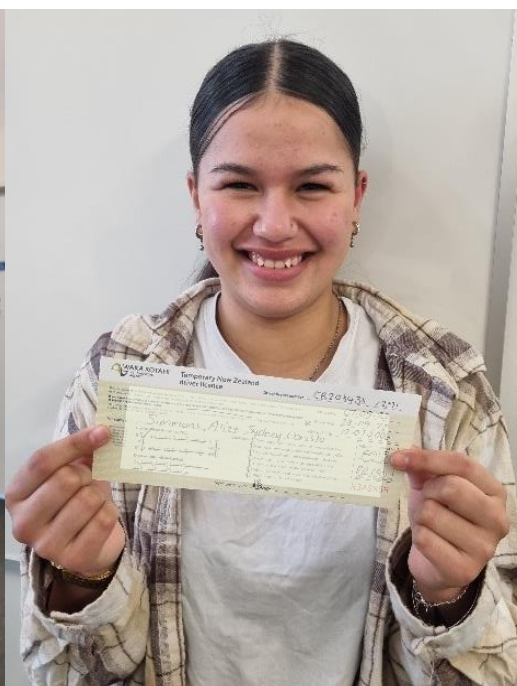
The information was extracted from the full financial statements as audited by BDO, which were approved by Te Kōruru on 8<sup>th</sup> Haratua (May) 2023. The summary financial statements do not provide as complete an understanding as the full financial statements. The full financial statements are available on our website.

### 2022 Income and Expenditure

Income	2022 Actual	2021 Actual
TOTAL INCOME	7,464,725	8,120,417
TOTAL EXPENDITURE	7,199,947	8,753,783
NET OPERATING SURPLUS (DEFICIT)	264,779	(633,366)

### 2022 Financial position

Equity	2022 Actual	2021 Actual
Equity at the start of the year	1,551,632	2,184,998
Total Comprehensive Income	264,779	(633,366)
Equity at the end of the year	1,816,411	1,551,632







**Literacy Aotearoa**  
Choice | Change | Freedom