



**Literacy Aotearoa
Annual Report
2018**



He Maimai Aroha

*He maumaharatanga ki a rātou kua wehe ki te pō,
Moe mai rā, takato mai rā.*

We take this moment to remember all those Literacy Aotearoa members and friends who have passed during 2018, including Jodi Maniapoto, Anahaki Ranui (Aunty Anne), Sally Smith and Sandi Elers. We honour and respect thier contributions.



Jodi started out with Literacy Waikato (in the ARLA days) before she joined Te Whiri Kaupapa Ako in Tāmaki Makaurau in the late 1990s. Over her time Jodi's roles have included tutor and Māori Coordinator in Waikato, and then as a Trainer, Te Kaiwhakangungu (Training Manager), Assessor, Moderator, Manager of the Corrections Contract to deliver LLN programmes in prisons across the regions of the North Island and Southern Region and Senior Advisor to the Big UPS project.

Anahaki was a long-serving board member, and for a period of time, co-chairperson of The Learning Centre Whānau Family Support. We join with The Learning Centre Whānau Family Support in recognising and honouring her valued contributions.

Sally was Chairperson of the ARLA Federation and Manager of Literacy South Canterbury during the ten-year organisational change process during which the ARLA Federation and Te Whiri Kaupapa Ako moved to become Literacy Aotearoa. Sally was a steadfast supporter of change toward a Tiriti o Waitangi-based organisation. She was described by those who knew her as 'a gracious lady who made everyone she talked with feel they had her full attention.'

Sandi had been Te Whare Ākonga (Palmerston North) Manager since early 1998, coming into the role just as Literacy Aotearoa was about to be mandated by Te Tāhuhu at Te Hui ā Tau 1998. In that role, Sandi led one of several Kaupapa Māori Poupou and strongly represented the core values of Literacy Aotearoa. Sandi was closely involved in the consultation process that underpinned development of the Level 5 Certificate in Adult Literacy Tutoring and Literacy Aotearoa NCALNE programmes. Sandi was also a Board member of ACE Aotearoa.



Literacy Aotearoa
Choice Change Freedom

Literacy Aotearoa National Office

Compass House, Level One, 162 Grafton Road, Grafton, Tāmaki Makaurau Auckland
Phone: (09) 302 0817 Email: admin@literacy.org.nz Website: www.literacy.org.nz

*Hutia te rito o te harakeke,
kei hea te kōmako e kō?
Kī mai nei ki ahau:
He aha te mea nui o te ao?
Māku e kī atu, he tāngata,
he tāngata, he tāngata.*

*If you were to pluck out the
centre of the flax bush,
where would the bellbird sing?
If you were to ask me:
What is the most important
thing in the world?
I would reply, it is
people, people, people.*



Principle One: Kaupapa

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

Principle Two: 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.*

Values

*The Values of Literacy Aotearoa are:
Justice, Equity, Honour and Respect*

Strategic Goals 2016-2020

*Goal 1: Te Kōmako Extending Our Reach
Goal 2: Te Rito Focusing on What Matters
Goal 3: He Tāngata Growing The Demand*



7,663 Students

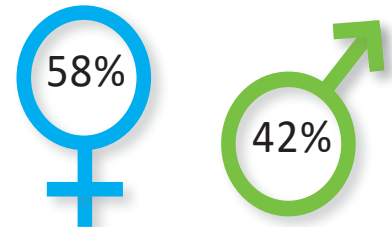
Ethnicity

Pākehā	Māori	Pasifika	Asian	Other
38.5%	30%	11%	10.5%	10%

Age

<20 years 11%	21-25 years 11%	26-30 years 9%
31-40 years 16%	41-50 years 18%	51+ years 35%

Gender



Students with **No School Qualifications** **4,521** (59%)

Employment Stats

Students Identified as Non-Employed or Beneficiary **4,598** (60%) | **2,452** (32%) Students in Paid Employment

35

Poupou (Member Providers)

47

Delivery Locations

314

Active Tutors

258,978

Programme
Hours
Delivered

Total Revenue
\$10,397,651

- Region One
- Region Two
- Region Three
- National Office



Our Learners, Our Impact: 2018

A survey of progress exit statements was requested of a sample of learners at the end of their programme in 2018.

ILN

Intensive Literacy & Numeracy

ACE

Adult & Community Education

WLN

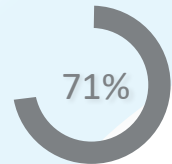
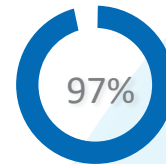
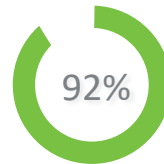
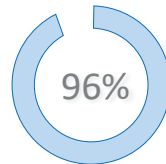
Workplace Literacy & Numeracy

ITO

Industry Training Organisations

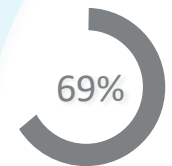
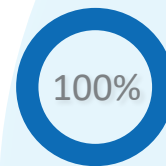
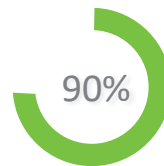
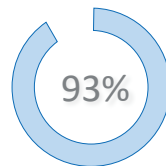
developed new skills

I have developed new skills to achieve my goals



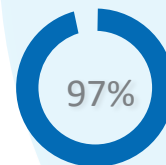
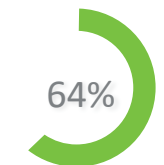
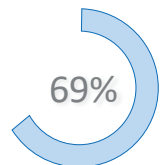
hopeful for the future

I am more hopeful about my future



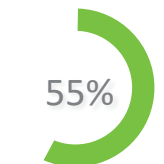
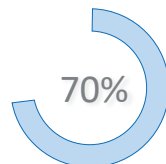
more confident

I am more confident helping others with their learning



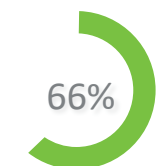
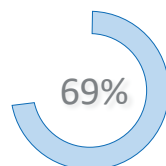
better chance of finding work

I have improved my chances of getting work



further education

I have improved my chances of furthering my education





Te Kōrero Whakatuwheratanga

Ngā mema o Te Kōruru
(Literacy Aotearoa Governance)



Ngā Kaiwhakahaere (Co-Chairs):
Karyn Thin



Chris Richardson



Serenah Nicholson



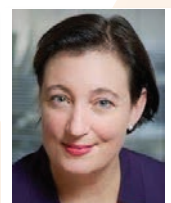
Lloyd Davies



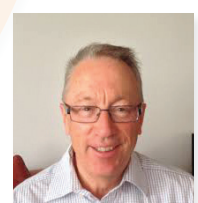
Liz Collyns



Rosina Taueki



Jo Cribb



Howard Fancy

Our learners

2018 was a year where Literacy Aotearoa again successfully engaged with over 7,500 learners from across Aotearoa.

Our learners are diverse. They represent a wide range of ages and ethnicities. The different stories included in this report highlight the strong sense of success that the vast majority of our learners gain from participating in a Literacy Aotearoa programme. This is evidenced in the feedback from learners when they say that:

- They have developed new skills;
- They have become more confident and hopeful about their futures;
- They consider that they now have a better chance of finding a job; and
- They plan to undertake more education.

The stories also highlight the many different literacies that Literacy Aotearoa helps learners to develop. These include reading, writing, numeracy, financial, and computer skills.

Te Kōruru profiles can be viewed:
literacy.org.nz/who-we-are/governance



Te Kōrero Whakatuwheratanga, continued

Our tutors

The achievements of our learners are a credit to our more than 300 tutors and how they engage with, and support, learners.

Our tutors and Poupou create the conditions for successful learning with a starting point that centres on establishing a positive relationship with each learner. By getting to know their learners and their interests they find the strengths of each learner. They focus on the goals each learner has and wants to achieve. They then work with each learner to enable those goals to be met. In doing so, they make the learning relevant to the contexts and communities with which each learner is familiar. And they look for ways in which whānau and friends can support learners. In other words, success is evidenced when a learner describes how they now read to their children or mokopuna. How they can work with much greater confidence and be confident about learning new things.

Investing to increase quality and performance.

Across the organisation work continued to build the overall capability and performance of the Society.

We continued to gather more financial and information from learners. Processes were developed to better monitor and inform improvements in the performance of the Society and Ngā Poupou. Te Kete Mauri Ora continued to become more strongly embedded.

NZQA undertook an external review of the overall quality of our processes. This was a major exercise involving both internal and external assessments.

It was disappointing that NZQA decided to downgrade our rating – especially after the investments that had been made to improve and report on our overall quality. While we contested

NZQA's assessment the decision was made to continue investing in our quality systems and ask for a further review to be undertaken in 2019.

Positioning for the future

A major focus for Te Kōruru and the leadership across Ngā Poupou during the year centred how Literacy Aotearoa could be best positioned for the future.

In recent years there had been a growing consensus across the Society that change was needed. Overall financial performance was weakening – with the collective impact of our membership structure meaning resulting in high administrative and overhead costs.

The society as a whole was struggling to increase its reach and its impact as it continued to find it hard to develop stronger national and more aligned approaches to finding and realising new opportunities that benefitted the Society as a whole.

While there was agreement about the need to change there was less agreement about the form that change should take. Following 2017 Te Hui ā Tau (Annual General Meeting) Te Kōruru accepted the challenge of developing proposed future direction for decisions at 2018 Te Hui ā Tau.

Consultation that began in the second half of 2017 continued into 2018. Several regional hui were held. Discussions increasingly centred on proposals to transition the Incorporated Society into a Trust.

While discussions were robust at 2018 Te Hui ā Tau a majority of members supported a resolution to wind up the Incorporated Society and establish a Trust with effect from 1 Kohi tātea (January) 2019.

An intense period of work followed Te Hui ā Tau. Each Poupou needed to decide if it was going to transition into the new Trust or whether it would remain independent. For those transitioning required considerable work to wind up. All the documentation required to become a Trust needed to be prepared within a few months. A structure for the Trust and decisions about management positions and appointments was begun.

Moving Forward

At one level the Trust is a new beginning. But while our organisational form changes the vision and kaupapa of the original founders continues. We will continue to be Treaty-based. No learner will be charged to access our services. We will continue to work nationally.

As we enter 2019 there is still a lot of work to be done fully establishing the Trust. Appointments need to be made. Staff need to be transferred. Balance sheets need to be combined. New systems, processes and policies need to be put in place. New Trustees will need to be appointed.

Progressively we see that the changes will allow a more comprehensive use of Literacy Aotearoa skills and resources that will enable more learners to be reached, our range of programmes expanded and the quality of our services enhanced.

In 2018 the foundations need to be laid in ways that will see us become a much more adaptable organisation – one that can take the ideas and

successes in one area into other regions and nationally. We need to extend our reach to work with more workplaces and better in Māori and Pasifika communities. In doing so to realise our goals to substantially increase our impact on literacy levels across all of Aotearoa's population we will need to be more skilled at working in different ways – including in partnerships, joint ventures and online.

Final thank you

Thank you to all of those who were part of the Incorporated Society and will not be part of the new Trust. Across the society the passion to improve literacy levels of all people has been unwavering. While some opposed the changes or raised serious questions there was always a passion, energy and challenge in the exchanges. And thanks to current and recent Te Kōruru members who accepted the challenges from Te Hui ā Tau to develop proposals for the future of Literacy Aotearoa.

We would like to acknowledge all the staff, and Board members of Poupou for their commitment, passion and hard work. For many it will be sad to see your Poupou wind up but for those who are part of the Trust they will feel a real obligation to deliver on the vision of an organisation committed to making a real difference to the lives of many more people.

Finally, to our tutors thank for the relationships you build with learners and the skills you bring to your engagement with many different learners that makes the real difference.





Everything has to provide benefit to learners



A Learner Licence student, Tranaki Adult Literacy Services



Our Impact on Wellbeing



Tutors and Learners from Literacy Wairarapa



Continually improving to meet needs of our trainee tutors



National Supervisors attending hui



Everything has to provide benefit to learners

"I think some of our learners have had a lifetime of people helping them and our goal is to give them time and space to learn to do things for themselves."

Tutor, Literacy Aotearoa Dunedin

Skills for Life - Youth Group Literacy Aotearoa Dunedin

The 'Skills for Life- Youth Group' is an ILN-funded programme run at Literacy Aotearoa Dunedin.

The group began as a collaboration with 'Switch' (part of Idea Services), for a group of young people with goals around readiness to enter the workforce. The learners are highly enthusiastic and obviously enjoy the friendly, humour-filled atmosphere created by lead tutors Maryanne Symons and Elspeth MacLean.

As one of the learners said,

"The tutors are friendly and we laugh a lot and I really like how we get to learn new things."

The tutors work hard to create a programme that combines reading, writing and numeracy in the context of practical activities that are relevant to the young people's lives. The aim is for the learners to think independently, to challenge their own thinking and to consider other points of view.



Awards winning student, Fualaau studying to qualify to study childcare degree course Literacy Marlborough

Fualaau Mase received an Outstanding Adult Learner award at the Marlborough Festival of Adult Learning ceremony at NMIT was for her exemplary attendance at class, determination and extraordinary focus. Mother of five, Fualaau studied for six hours a week on an ILN intensive literacy course preparing to sit IELTS, the English language test. This test is a huge challenge when English is your second language.



An experienced pre-school teacher in Samoa, Fualaau is the Pasifika Playgroup coordinator for Samoa Aoga Amata in Blenheim and requires a Bachelor of Education (ECE) in order to become qualified New Zealand teacher. The course helped Fualaau

"improve knowledge and understanding of how to do things."

She is yet to sit the test and we look forward to how impending changes to the IELTS required for experienced teachers will help Fualaau achieve her dream.

“learning new things ..help me build my confidence in every new thing that comes through”

*Air New Zealand employee in their
Air New Zealand Mana Programme*

Air New Zealand Mana Programme – Personal Development Programme

Air NZ Mana Programme is a 25 hour LLN and Personal Development Programme designed for two sectors of Air NZ.

Teaching resources and activities are real and linked to learners actual contexts and learning goals to ensure overall programme objectives are met.

Project Mana Mini Evaluation at four weeks

Questions	Agreed	Comments
I have identified # SMART Goals and a plan to achieve them	100%	<i>“have identified my goals, still working on them, but more confident since...learning”</i>
I have increased my confidence to participate, speak up, read and write	100%	<i>“talking more to new people who come into our shift”</i>
I understand the course outline and what is expected of me as it relates to my work tasks	94%	<i>“share ideas and discuss ways to improve the service” improve my computer skills and the communications with my team”</i>
I learnt something new that I can apply to my role	100%	<i>“Health and Safety and the Code of Conduct... now understand... how to speak up confidently and politely to workers”</i>
I am excited to try new things	100%	<i>“the more I expand my learning I am excited for the future” “learning new things ..help me build my confidence in every new thing that comes through”</i>



“When I write, I feel this goodness, this power. A natural buzz”

Kevin Quinn, student at Literacy Waitākere

When I write, I feel this goodness, this power. A natural buzz

Keith Quinn

Keith, a student at Literacy Waitākere said he was locked out of life by not being able to fully read and write.

“I have always been a bad speller, my reading wasn’t too bad but I was afraid to put pen to paper..afraid to indulge in intelligent conversation so I drank a lot of alcohol and smoked a lot of weed.”

Now he finds being able to read and write is his natural high. Jane, the Manager of Literacy Waitākere says Keith is going from strength to strength. It has made him stand so much taller.



Keith Quinn, a student at Literacy Waitākere in New Lynn, said he was locked out of life by not being able to fully read and write. (Debrin Foxcroft)

(Excerpt from article By Debrin Foxcroft, Western Leader (Stuff), 28/06/18)

The computers are taking over..

David Brown, Learner and Pip Lynch, Tutor

David attended an evening Workplace Computer Course at Adult Learning Support. He went along because he was getting frustrated with being left behind by the youngsters and knew he needed these skills for his work. His aim is to be self-sufficient. He thinks the tutors on the course are just brilliant, make you feel welcome and encouraging

“we rely so much on computers, they are running us.”

He thinks the tutors on the course are just brilliant, make you feel welcome and encouraging

“reckon everyone should have a go... otherwise you just struggle on”



David Brown, a student at Adult Learning Support Nelson.

(YouTube: [The Computers Are Taking Over...](#))

More: Tui Tuia Issue#6, 2018:

<http://www.literacy.org.nz/what-we-do/tui-tuia-archive>



Fulton Hogan, Connexis and Adult Literacy Tamaki Auckland personnel

Helping learners become legal drivers to get them to their full licence

Arohamai Literacy Horowhenua

Arohamai Literacy Horowhenua (ALH) for years successfully delivered the Learner Licence course. But what tutors discovered was that once student gained their learners licence they didn't progress any further. Many learners didn't have access to a car so they couldn't pass the Restricted or Full test. Piri, Manager of Arohamai Literacy Horowhenua needed to find a way to assist these drivers, "our people, they first thing they get asked when they go for a job is Do you have a licence? So they miss out. Now, with funding from Horizons Regional Council: Safe Road, the centre bought a little car and with the funding are able to pay for all the costs like insurance, registration, petrol. The Regional Council funding also covers costs of a driving mentor to take learners out on the road.

"Students can have three lessons with the mentor to prepare them for the test.. We have a 98% pass rate" says Piri

More: Tui Tuia Issue#4, 2018:
<http://www.literacy.org.nz/what-we-do/tui-tuia-archive>



Arohamai Literacy Horowhenua learners at the Tohu Reo graduation.

Kōrero Māori + Tohu Māori

ALH has been delivering Te Reo Māori programmes for a number of years, but learners wanted to have their learning formally recognised through a Tohu (qualification).

"Te Wānanga o Aotearoa was not offering learning programmes in Levin and so we met with them and have now partnered with them to deliver Te Reo programmes." says Piri

"Te Reo Tutor, Erimana is great with our learners, encouraging them as they learn pronunciation."

The response has been enthusiastic. Four groups are running Te Reo Māori programmes that are divided into Kōrero Māori (delivered by ALH) and Tohu Māori (TWoA).

"They deliver in our whare... a lot of the Tohu is written, and then learners come to our Kōrero Reo to reinforce the learning ... so we're running them both. We went to the Tohu Reo graduation and students were rapt to be acknowledged and received a Level 2 Certificate."



Everything has to provide benefit to learners

"I have the confidence to use my second language to stand in front of my church and teach them to sing English songs."

Ioane, adult learner at launch of Festival of Adult Learning

International festival day

Literacy Waitākere

Ioane launched Festival of Adult learning with an inspirational speech on how going to Literacy Waitākere to learn English has helped him a lot. He joined the Pasifika group and has found the people very supportive, like family and everyone shared their knowledge.

"I'm so proud to say its amazing, I can spell big words and now read and explain newspaper articles. I wasn't aware how good my English had become but people around me are always praising and congratulating me on my English while I'm conducting our church choir singing practice. Its not an easy job for the teacher to lead us right from the bottom to the top.. everyday I go home with my bag of knowledge. Thank you and God bless".



Her first story for her kids

Literacy Wairarapa

Tineta, A student at Literacy Wairarapa, received an outstanding adult learner awards as she had made great progress over the year, including writing a full page story, this was the first time she has done this. With a lot of hard work and perseverance Tineta wrote a story about her children. She learnt how to type it up and add some photos. Tineta was so proud she has finished a piece of work that she put so much effort into and she also has a story written by her about her children.



“It’s amazing how people can pick up learning when it’s relevant. Learners learn in whānau groups so they can help each other.”

Tutor, Māori Land Navigation Programme

Māori Land Navigation programme

Literacy Whangarei

‘He Waka Tauihu e Pareparea Ana’ is the programme designed and run by Joann Waata to help Māori research their whakapapa, navigate and understand Māori land processes. They learn how to initiate land searches and consider how to utilise their whenua after finding out more about their shares in Māori land blocks.

Students complete a workbook throughout the programme that includes developing a database of their Māori land shares so they can either succeed or keep the shares for their family or themselves. They learn to find and research records in both Te Reo and English at the Māori research library* in South Auckland.

“It’s amazing how people can pick up learning when it’s relevant. Learners learn in whānau groups so they can help each other.”



“The programme just took off – it’s that whānau network. It’s a bit like a wheke – an octopus – as it reaches out, multiple benefits to the individual whānau hapu are realised. We get people who are looking at whānau land and consequently groups of whānau that awhi each other and come together to learn. They visit and walk rough the land and go back to the marae. We have five marae involved in the north: Otangarei, Ngunguru, Whananaki, Taheke and Te Tii further up north.”

* ‘Research South- Te Paerangi’ the Māori Research Collection at Manukau Library: The Te Wāhi Rangahau Māori collection brings together a wide range of books, periodicals and other resources on Māori-related topics. Māori Land Court minute books are held on microfilm from 1865 to 1975.



Student Writing: Draft to final; from 220kg to 170kg

Charles

Charles, a student with Literacy Bay of Plenty, wrote a story with the support of his tutor. They spent a lot of time forming the ideas and sentence structure before the draft was written. The draft (right) shows while proofreading they highlighted text to be corrected for the final copy.



Charles, a student at Literacy Bay of Plenty

Hi my name is Charles. And this time last year I started my weight loss journey, when I weighed in at 220kgs. My dietician came to me and talked to me about a new diet program and asked me if I wanted to try it. It was called 'Optifast.' It was like a shake diet, 3 shakes a day and a salad. This was very hard **for** me **for** the first three weeks. But I stuck with it and made it work. Then the next three months I dropped to 2 shakes and 2 salads and 150 grams of protein. While I was on my diet I started at the gym, two days a week. That was pretty hard because I couldn't even hop on the treadmill for more than 5 mins. Even trying to bike was a struggle. **Full stop** even walking **out side** to the car was a mission. Man I was over weight in a bad way. So I ended up walking in the pool twice a week for an hour, that was mean and I loved it. I started losing weight and man I started to feel **real** good. I stayed on 2 shakes for 5 months. Then after that I went down to 1 shake plus 1 meal and 2 fruit. That took me to December. Then on January I started my 2 meals and fruit and salads. I was back to normal, eating well **comma** that means. So while I have been on my weight loss journey **comma** I used to weigh in at 220kgs I now weigh in at 170kgs and man I feel **real** good.

([Excerpt from article](#) By Debrin Foxcroft, Western Leader (Stuff), 28/06/18) (See photo, right)

Student Writing Booklet: This is me

Literacy Waikato

Rachel and Chelsea, students at Literacy Waikato students shared a piece of themselves in their writing. These exercise are to develop their confidence and skills in reading and writing.



This is ME



Student Writing Booklet

Literacy Waikato
A member provider of Literacy Aotearoa



My Favourite Dog

by Rachel

Soft, warm
Cuddly, light

Looks like me because
she'd got curls

Smells like dog
Or shampoo

I hear her heartbeat

Because she's snuggled up
going to sleep

I'm Happy and warm Inside

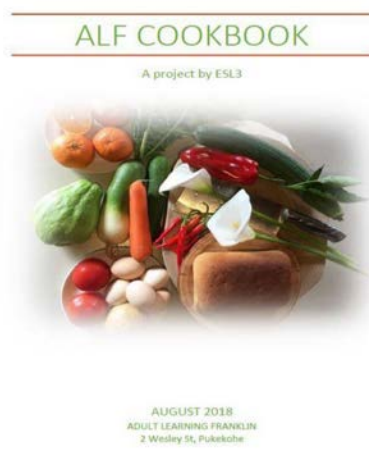
My Thoughts

by Chelsea

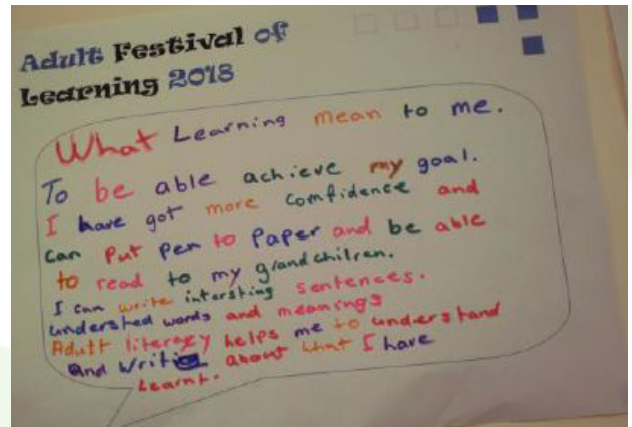
I am enjoying this course because I got to meet new people and I can talk without being shy or worry about getting judged I feel safe at Literacy Waikato and I don't need to rush my work or get stressed. I am hope to get a job out of this course or just get the skills to help me find a job that is suitable for me...I have also learnt its okay to ask for help and not be embarrassed. I feel comfortable in the classroom and love coming to the course. I want to achieve my goals I have written down and be able to say at the end of the course I did it and be proud of myself.



Celebrating Learners and Practitioners



International Literacy Day - 8 Mahuru (September)





Our Impact on Wellbeing

“Wellbeing is the “confidence to do” and raise one’s horizons to be able to participate constructively in family, whānau, communities and work”

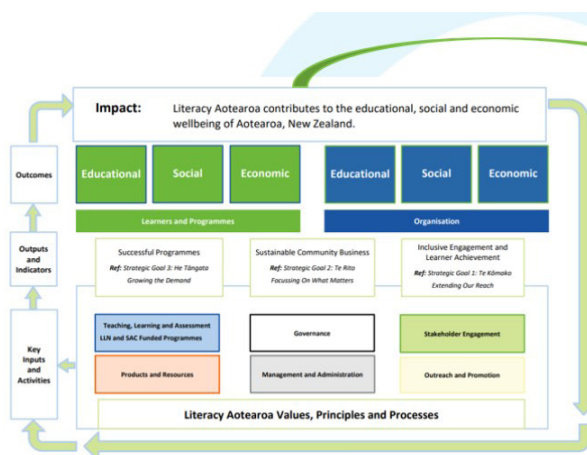
Peter Isaacs, Business Development Manager

Literacy Aotearoa ongoing work on understanding our contribution to the educational, social and economic wellbeing outcomes fits comfortably with the government’s direction.

Stats NZ is developing wellbeing Indicators to track New Zealand’s progress beyond economic measures.

The wellbeing indicators will enable the government, councils, businesses, communities, and individuals to make choices around wellbeing and sustainability.

Over 2018 Literacy Aotearoa have been involved in the following government consultations on Human Capital, Social Capital, Subjective Wellbeing, Social Connection, Health and Culture.



IMPACT	Literacy Aotearoa contributes to the educational, social and economic wellbeing of Aotearoa NZ
OUTCOMES	Students and Programmes
Educational	Learners achieve literacy, numeracy and language skills that enable them to fulfil their potential and their goals.
Social	Learners enhance their confidence and independence to actively participate in their whānau, communities and workplaces.
Economic	Learners use their skills to achieve personal benefit and security, also contributing to community and workplace economic development.



Te Kete Mauri Ora: Quality Assurance and Outcomes Framework for Literacy Aotearoa

Using a wellbeing framework to recognise, value and enhance the broad range of outcomes for learners in adult literacy and numeracy programmes.

Collaboration with Waikato University

Literacy Aotearoa completed the second year of collaborative research with Waikato University developing tutor capability to gather evidence of learner confidence gain.

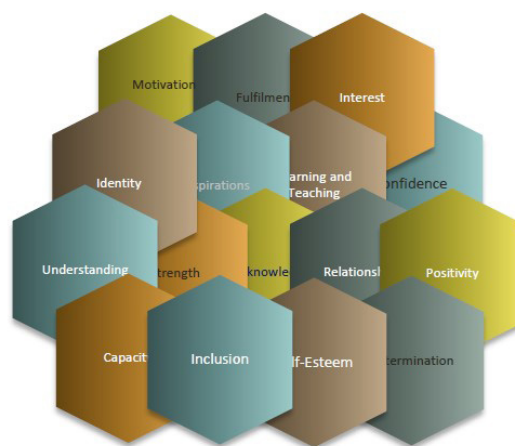
Capturing contributions to wellbeing

Activities developed with learners	Literacy and Numeracy strands (Learning progressions)	Student's comment	Wellbeing Outcomes
Low-cost cooking classes provided opportunities for students to develop strategies for setting a budget for healthy meals	Gaining a step in the starting points assessment through reading	"I really liked the low-cost cooking classes...it made us look at how much money we were spending and it made us discuss and compare healthy food options for school lunches"	Increased ability to fulfil roles and responsibilities in the whānau.
			

Initial research findings were presented at ACAL Conference in Melbourne Australia

The research drew on the earlier Hei Ara Ako ki te Oranga Wellbeing framework. The aim is to capture wellbeing outcomes from students participating in Literacy language and numeracy programmes.

This two year project is funded by the New Zealand Council for Educational Research (NZCER) Teaching and Learning Research Initiative (TLRI). TLRI aims to enhance the links between educational research and teaching practices to improve outcomes for learners.





“Our New Zealand Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace) Level 5 qualification was too big of a jump for new or beginner tutors. So developing a New Zealand Certificate in Adult and Tertiary Teaching Level 4 with added literacy and numeracy resources is an ideal entrance level for new tutors into the organisation”

Bruce George, National Curriculum Manager

Making it easier for beginner and volunteer tutors with NZCATT

The New Zealand Certificate in Adult and Tertiary Teaching (NZCATT) is designed with the new tutor in mind and covers a range of Principles and Approaches for Adult learning such as:

- Understanding Adult Learners
- The learning process of adult learners
- Encouraging positive learning environments
- Deliberate acts of teaching
- Learning Models
- Improving learner outcomes and teaching practice
- Tutoring Strategies for cultural appropriateness and
- Strategies for literacy Tutoring

To make it easier to learn the NZCATT has also embedded number of videos to support learning. The NZCATT was designed with the look at feel.

Blended* tutor training introduced

To better meet the needs of the range if trainee tutors NZCALNE offers a variety of delivery methods with a combination of block and on-line learning. The ‘Blended’ training will see trainees coming face-to-face for five days over three block sessions. They will access resources as required via the iQualify learning portal. iQualify contains online resources, tests, quizzes and discussion forums. Trainee tutor engagement is closely monitored through iQualify programme and training facilitators that personally follow up on trainee tutors if they found them to be absent or disengaged for a period of two weeks.



Te Kohanga Reo tutors doing the NZCALNE Vocational/Workplace

*face-to-face and online delivery

"I have worked with young Māori people all my life, these people are nearly always the ones who have slipped through or been failed by the schooling system... this course has helped me to understand the needs of Māori learners"

Trainee tutor, NZCALNE

Introducing Māori and Pasifika literacies to better engage learners

NZCALNE Vocational/Workplace introduced a number of excellent resources covering Māori and Pasifika Literacies, teaching and learning models as well as how to better engage Māori and Pasifika learners. This area (Māori and Pasifika) has been lacking in resources for many years.



Related content

Related objects (85)



OBJECT
Tunuma (container for storing tattooing implements)



OBJECT
1979. Chalfont Crescent, Mangere, south Auckland.



OBJECT
7.10.78. Triangle Road, Massey, west Auckland. Tattooing



OBJECT
'Victim, Seo Seo Tuigamala' Mark Adams





“Hui Fono provided great opportunities for little gems to emerge and to allow us to feel connected as Māori and Pasifika. Together we were looking and reflecting on each other’s ancestry while reaffirming our own place as Māori or Pasifika.”



Hui Fono 2018 hosted by Literacy Aotearoa Far North Adult Literacy & Far North REAP

Hui Fono 2018 - Te Ao Mātauranga, Our World, Our Wisdom took place in Te Taitokerau (Northland). The focus of the hui fono was on exploring the formal and informal activities to acknowledge that learning can occur any place.. at any time..where every environment is a learning space of significance.



(Photographer: Kate Whitley)



(Photographer: Kate Whitley)

Unique Learning Spaces Highlights from Hui Fono 2018

Jodi Maniapoto and Manogi Tavelia of Literacy Aotearoa National Office attended Hui Fono and shared some reflections.

1. A circle of Pou Tokerau Beach, Karikari Peninsula

Jodi: Hekenukumai Busby, known as Hec, is a master waka carver, an authority on Polynesian and Māori celestial navigation and has crafted more than 30 waka. At 84 years of age, a bridge builder by trade, his only regret is starting his waka journey at 60 years of age instead of 50 years of age. At Matua Hec's kainga every island of Te Moana-nui-a-Kiwa is represented by a Pou in a circle formation overlooking the sea. Matua spoke of a range of wayfinding techniques like observing the stars, the horizon, and the sun. His vocabulary consisted of mathematical and spatial concepts such as 'perpendicular to' and 'degrees of'.

2. Korou Kore Marae, Kaitaia

Jodi: According to the kuia the marae is situated on land that was owned by te ariki Wikitoria. Her husband had no land therefore had no mana, so she gifted the land to her husband.

3. Te Oneroa a Tōhe (90 mile beach)

Jodi: Whist travelling on Te Oneroa a Tōhe (which is actually 55 miles) Aunty Dolly mentioned Te Ara Wairua, a spiritual pathway between the living and the dead.

4. Te Rerenga Wairua (Cape Reinga)

Jodi: Koroua Murray 80 years of age (our bus driver), descendant of Sam Yates (Te Tumuaki Bronwyn Yates' ancestor) told us it takes him 11 hours to walk from Spirits Bay to Te Rerenga Wairua. It usually takes other tour guides two days. He told us how he 'read' the beach to know where and when to drive over the sand and in the water. He pointed out specific sand dunes with a historical Iwi connection to Tainui Te Rarawa and Te Aupouri.

5. Talanoa with Apulu Mary Autagavaia (Samoa)

Manogi: Mary delivers a learning programme 'Aganu'u Fa'asamoa 101' that focuses on teaching and learning Samoan culture and language in different environments. Learning takes place in spaces where there will be buy-in from the community and wherever they are located. This could be in a garage, community halls, church halls, or any other space that is accessible and comfortable for the people that are going to do the course. Family participation is vital, encouraging aunts, uncles, parents, grandparents and children to teach and use the language. By encouraging generational use of the language they hope to ensure its survival.



Literacy Aotearoa

Choice Change Freedom

In 2018, Literacy Aotearoa personnel delivered a number of presentations including:

Prioritising people from skills to wellbeing

Literacy Aotearoa and Waikato University presented initial findings from two year collaborative research project to capture learner confidence through the Hei Aro Ako ki te Oranga Wellbeing framework.



Prioritising people: From skills to wellbeing

ACAL Conference, Melbourne, Australia
13-14 September 2018

Judy Hunter and Jane Furness, University of Waikato
Bronwyn Yates and Katrina Taupo, Literacy Aotearoa

World Literacy Summit 2018 - Closing the Literacy Gap in the 21st Century

The World Literacy Summit provides a platform for debate, discussion and sharing of knowledge between some of the world's most ardent educational leaders. Te Tumuaki, Bronwyn Yates attended the Summit.

Becoming highly proficient appears to take six to eight years of schooling in a child's mother tongue	RURAL CHILDREN who have less exposure to a dominant language stay in school longer and repeat grades less often	A child's first language has been established as the most efficient language for early literacy and content area instruction

Of the world's 774 million illiterate adults , 2 out of 3 are women	At the global level, the adult and youth literacy rates are estimated to have grown by only 4% each year between 2000-2015	The global adult literacy rate was 86% in 2016

"The results of workforce literacy programmes are consistently positive. Higher performing, safer workplaces and more competent workers. "Stepping up to better working lives" calls for increased government funding, greater awareness, collaboration and prioritisation of Adult literacy needs"
Bronwyn Yates, Te Tumuaki, Literacy Aotearoa

Stepping up to better working lives

Literacy Aotearoa, as part of the Literacy Alliance, put out a position statement to improve workforce literacy in New Zealand. In this media statement it called for more support to improve workforce literacy and numeracy. The Literacy Alliance is made of national organisations, working towards a skilled and productive workforce for New Zealand

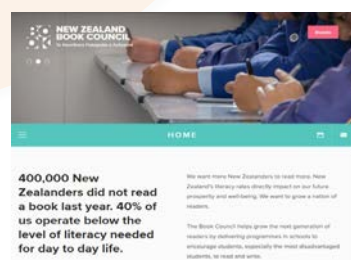


"There needs to be attitude change towards reading and it needs to be seen as a fun pastime. Reading and processing text is vital for everyday life and the country is letting children down by not developing this skill" Jo Cribb, New Zealand Book Council and Board member Literacy Aotearoa.

The Book Council says it is becoming increasingly alarmed at the literacy rate of New Zealand adults and children. Literacy has decreased significantly in primary school aged children. It said surveys have found that 40 percent of adults cannot read at a day-to-day functioning level.

The council's chief executive, Jo Cribb, said international research has also found literacy

in New Zealand primary school aged children decreased significantly in the last five years. She said reading rates in other OECD countries improved, leaving New Zealand children behind.



40% of kiwi adults unable to read at functioning level

We are barely functioning, literally. Five national organisations are calling for more support to improve workforce literacy and numeracy in New Zealand. Literacy Aotearoa, The Industry Training Federation (ITF), Business New Zealand, English Language Partners and the New Zealand Council of Trade Unions – He Kauae Kaimahi (NZCTU), have today released the workforce literacy call to action: "Stepping Up to Better Working Lives".

"Research both internationally and within New Zealand has shown that people who have good literacy and numeracy skills are able to fully participate in in a modern society and high-skill economy," says Literacy Aotearoa Te Tumuaki (Chief Executive), Bronwyn Yates. "Yet a significant number of New Zealanders do not have sufficient skills to do so."



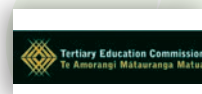
Relationships

Literacy Aotearoa continues to contribute to a number of sector groups. While the following is not a comprehensive list, it demonstrates the commitment of Literacy Aotearoa to sector development of knowledge and thought leadership, including:

- ACE Sector Strategic Alliance Group
- ACE Outcomes Framework
- Infrastructure/ESITO Industry Trainee Excellence Awards
- NZQA Governance Group: Adult Teacher Training (ATT)
- NZQA Reference Group: Adult Literacy and Numeracy (ALNE) ATT Qualifications
- NZQA Reference Group: Mātauranga Māori ATT Qualifications
- TEC EOTE (Enhancement Project Reference Group)
- Literacy Alliance Stepping Up to Better Working Lives
- NZCER Starting Points Reference Group
- Ako Aotearoa, He Taunga Waka project
- TEC, Commission Career System Strategy
- NZCER Reference Group: ESOL option for the Literacy and Numeracy for Adults Assessment Tool Group now known as the ESOL Starting Points Reference Group
- NZCER Reference Group: Mātauranga Māori Assessment – Haea Te Pū Ata
- ITF Upskilling Māori and Pasifika Workplace Learners Reference Group
- TEC, Commission Career System Strategy
- ITF Workplace Digital Literacy Reference Group
- ACE Sector Capability Steering Group
- Literacy Alliance & TEC, Mini Sprint LLN Amplification – Customer Focus
- ACE Aotearoa EER development Panel
- ACE Aotearoa Professional Development Steering Group
- Ako Aotearoa – Development of a New Learner Practices tool.

Literacy Aotearoa is working in collaboration with a number of organisations to grow knowledge and understanding of improved engagement, practice and outcome-measurements for learners. Important collaborations exist with Open Polytechnic, University of Waikato, ITOs, Te Wānanga o Aotearoa and NorthTec.

- In the past 12 months, Literacy Aotearoa has presented at the World Literacy Summit, Oxford University; World Indigenous Peoples' Conference on Education, Canada, and a number of NZ conferences and symposia.
- In addition, Literacy Aotearoa is working with SmartWorks to grow our on-line learning presence for tutors and learners. Preliminary conversations with other key organisations are in place for development of collaborations in 2019.





Summary Consolidated Financial Statements 2018

The consolidated financial statements are not prepared on a going concern basis because the Society resolved to transfer its net assets as at 31 Hakihea (December) 2018 to Literacy Aotearoa Charitable Trust (the "Trust") and subsequently, wind up the Society. Nga Poupou have also resolved to either transfer their net assets to the Trust or not.

In preparing the financial statements, Te Kōruru has continued to apply the requirements of NZ GAAP, taking into account that the Society is not expected to continue as a going concern in the foreseeable future. The change in accounting basis has not impacted the measurement basis of assets and liabilities presented in these financial statements.

In the current year, the Society's operations met the criteria to be classified as discontinued operations. The financial statements have been prepared on fair value less costs to sell basis. All assets and liabilities have been classified as current.

CONSOLIDATED STATEMENT OF FINANCIAL POSITION

For the year ended 31 Hakihea (December) 2018

Discontinued Operations	2018	2017
Equity as at 31 December	-	7,157,706
ASSETS		
Current Assets		
Cash and Cash Equivalents	2,702,018	3,360,799
Receivables	212,495	321,031
Inventory	48,722	32,310
Investments	2,435,108	3,953,552
Property, plant, and equipment	920,837	-
Intangible assets	265,365	-
Total Current Assets	6,584,545	7,667,692
Non-Current Assets		
Property, Plant and Equipment	-	1,021,278
Intangible Assets	-	414,831
Total Non-Current Assets	-	1,436,109
Total Assets	6,548,545	9,103,801
LIABILITIES		
Current Liabilities		
Trade and Other Payables	1,127,285	1,617,429
Employee Benefit Liabilities	303,707	328,666
Net assets of Poupou not transferring to Literacy Aotearoa Charitable Trust	1,685,158	-
Net assets to be transferred to Literacy Aotearoa Charitable Trust	3,468,395	-
Total Liabilities	6,584,545	1,946,095
NET ASSETS	-	7,157,706

CONSOLIDATED STATEMENT OF CHANGES IN THE NET ASSET/EQUITY

For the year ended 31 Hakihea (December) 2018

Discontinued Operations	2018	2017
Equity at the start of the year	7,157,706	2,256,991
Total Comprehensive Income	(7,157,706)	4,900,715
Equity at the end of the year	-	7,157,706

CONSOLIDATED STATEMENT OF COMPREHENSIVE REVENUE AND EXPENSE

For the year ended 31 Hakihea (December) 2018

Discontinued Operations	2018	2017
REVENUE		
Government National Income	7,268,231	7,982,765
Other Revenue	3,129,420	2,865,862
TOTAL REVENUE	10,397,651	10,848,627
EXPENSES		
Administration (excluding Tutor Training)	1,568,437	1,758,155
Other costs related to providing goods and services	2,440,275	2,063,061
Employee related costs	7,918,595	7,926,851
Tutor Training (including Administration)	194,194	130,977
TOTAL EXPENDITURE	12,121,501	11,879,044
NET OPERATING DEFICIT	(1,723,850)	(1,030,417)
Balance on Consolidation of Ngā Poupou	-	5,931,132
Net Assets of Poupou not transferring to Literacy Aotearoa Charitable Trust	(1,685,158)	-
Net Assets to be transferred to Literacy Aotearoa Charitable Trust	(3,748,698)	-
(Deficit)/Surplus for the year	(7,157,706)	4,900,715
Other Comprehensive Revenue and Expense	-	-
Total Comprehensive Revenue and Expense	(7,157,706)	4,900,715



Summary Financial Statements 2018

CONSOLIDATED STATEMENT OF CASH FLOWS

For the year ended 31 Hakihea (December) 2018

Discontinued Operations	2018	2017
Consolidated Cash flows from operating activities		
Receipts from the Crown	7,202,543	8,134,853
Interest received	138,361	174,839
Receipts from other revenue	3,099,595	2,855,491
Payments to suppliers	(4,193,351)	(3,801,094)
Payments to employees	(7,996,085)	(7,668,775)
Net cash flow from operating activities	(1,748,397)	(304,686)
Cash flows from investing activities		
Purchase of Property, plant and equipment	(75,838)	(204,646)
Cash received from maturity of short term deposits	1,518,441	856,985
Expenses paid on behalf of the Trust	(280,303)	-
Purchase of intangible assets	(72,144)	(146,900)
Cash on Consolidation of Ngā Poupou	-	2,281,940
Net cash flow from investing activities	1,090,156	2,787,379
Cash flow from financing activities		
Net cash flow from financing activities	-	-
Net (decrease)/increase in cash and cash equivalents	(658,781)	2,482,695
Cash and cash equivalents at the beginning of the year	3,360,799	878,104
Cash and cash equivalents at the end of the year	2,702,018	3,360,799

These summary financial statements of Literacy Aotearoa and its controlled entities (Consolidation or Group) have been prepared in accordance with the accounting standard PBE FRS 43 and extracted from the full financial statements of Literacy Aotearoa Inc. and the Group. These have been prepared in order to provide interested persons with a succinct overview of the past financial performance of the Literacy Aotearoa Group. They do not include all the disclosures in the full financial statements and therefore cannot be expected to provide as complete an understanding as provided by the full financial statements.

Literacy Aotearoa Group full financial statements for this period have been prepared using Public Benefit Entity Standard Reduced Disclosure Regime issued by the New Zealand Standards Board. These were approved by Te Kōruru on 19 Hōngongoi (July) 2019. They are available on our website <https://www.literacy.org.nz/who-we-are/annual-report>. The full Literacy Aotearoa Group financial statements were audited by BDO Auckland who issued an unmodified audit opinion.

A decorative background featuring horizontal lines and large, faint, colorful swirls in orange, blue, and green. The swirls are positioned on the left side of the page, with the orange one at the top, the blue one in the middle, and the green one at the bottom. The background is white with light gray horizontal lines.



Literacy Aotearoa
Choice Change Freedom