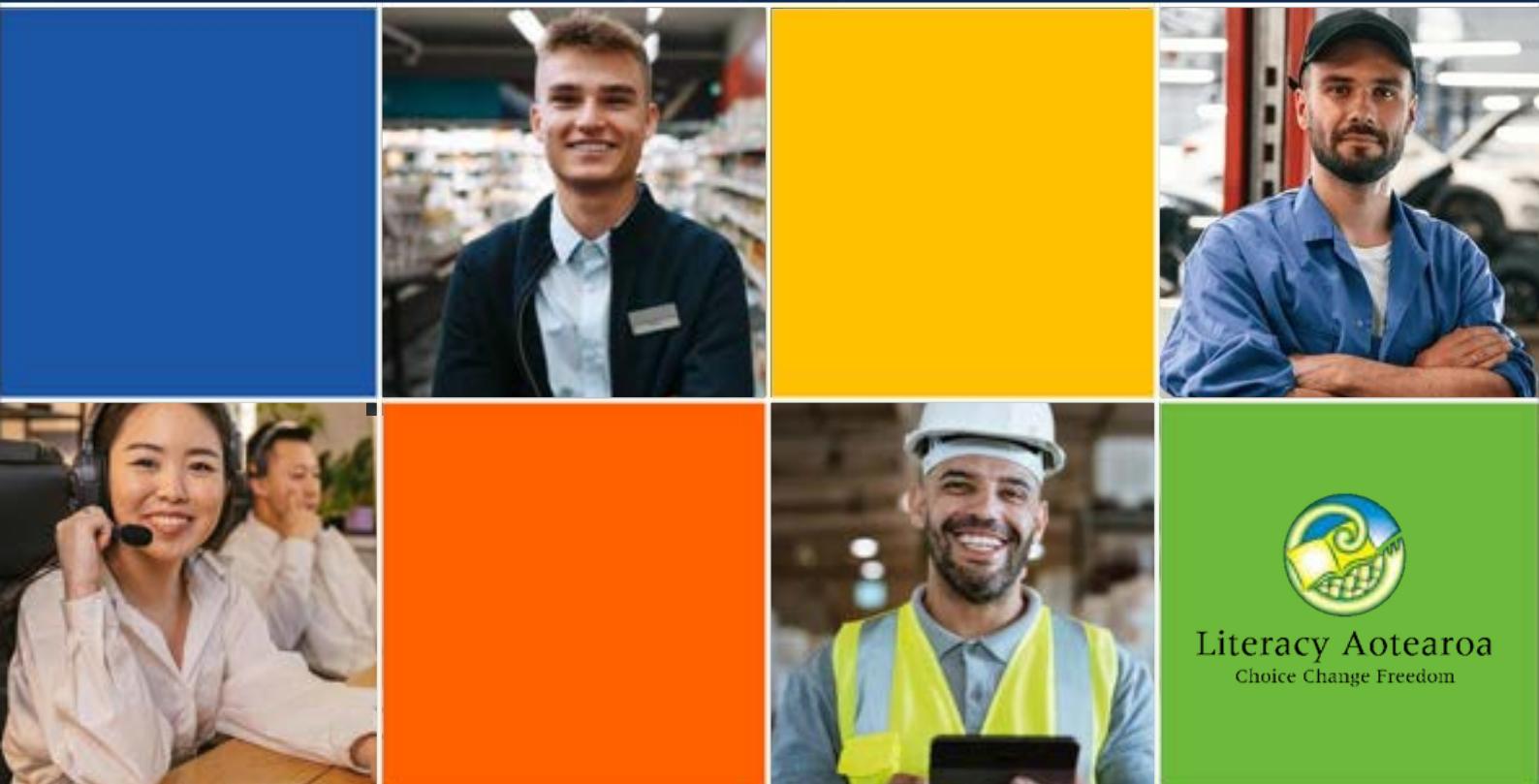


Literacy Aotearoa Annual Report 2023



Literacy Aotearoa
Choice Change Freedom

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**Mā te kimi ka kite,
Mā te kite ka mōhio,
Mā te mōhio ka mārama.**

**Seek and discover,
Discover and know,
Know and become enlightened.**

The Essence of Literacy Aotearoa

Established in 1982, Literacy Aotearoa gives priority to those learners who have been previously underserved by systems that have not acknowledged links between education, economic welfare and social well-being. Specifically, Literacy Aotearoa seeks to address the literacy and numeracy needs of adult learners throughout Aotearoa, with the aim of learners gaining the foundation skills necessary to fulfil their potential, including employability, employment and further education, in accordance with our organisational principles and values.

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.

Kaupapa

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

Ngā Whanonga Pono, the organisational Values outline the ethical framework of our practice and behaviour.

Pono: Sincerity	Manaaki Tangata: Respect	Tika: Justice	Mana: Honour
Being true and sincere in the work we do for the benefit of the people and communities we serve.	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.	Providing the inputs that achieve equitable outcomes of improved literacy and numeracy competencies and well-being for learners.	The respect and care shown for the organisation and others; our mana, our respective perspectives and our needs.

We recognise 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.

How we give effect to Te Tiriti o Waitangi

Literacy Aotearoa as a Te Tiriti o Waitangi-based organisation has a responsibility to its Māori learners, whānau and Tauwi communities. We already play an active part in addressing inequity in education for Māori, this is further reinforced by the aims and aspirations of our learner success planning and is demonstrated in practice by 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 the community and whānau.

Literacy Aotearoa works to implement this by:

- Practising Tino Rangatiratanga, Manaaki Tangata and Kāwanatanga across all levels of the organisation.
- Having Māori and Tauwi share involvement in the decision-making processes of the organisation.
- Having Māori and Tauwi work together to improve educational opportunities for all peoples of Aotearoa.
- Ensuring that all activities of the organisation are representative, coordinated and united.
- Ensuring that all processes of the organisation are responsible, accountable, transparent, communicative and participatory.

For Māori learners, this means that it is important to acknowledge culture, cultural identity and language, and build and develop relationships that are supportive, enabling, responsive and with expectations of success and achievement.





Te Kaiwhakahere Forward

Jenny Solomon
Te Kaiwhakahaere Māori

Don Mann
Te Kaiwhakahere Tauwiwi

This year also saw Don Mann join as Kaiwhakahere Tauwiwi and Jenny Solomon as Te Kaiwhakahaere Māori on Te Koruru / National Governing Body. Don and Jenny have been Trustees since August 2020, and replace Trustees Howard Fancy and Norm McKenzie, outgoing Kaiwhakahaere.

Howard and Norm remain as Trustees and committed to our drive to increase our impact in our communities. We thank them both for their deep experience, knowledge, and commitment to our kaupapa, and I am grateful for the skills and wisdom they continue to contribute to our shared work.

At Literacy Aotearoa, we see literacy as a basic human right and a foundation for wellbeing, participation, and personal freedom. Every day, our people help adults gain the confidence to read to their mokopuna, contribute more fully in their workplaces, and engage strongly in their communities.



Our Nationwide Reach

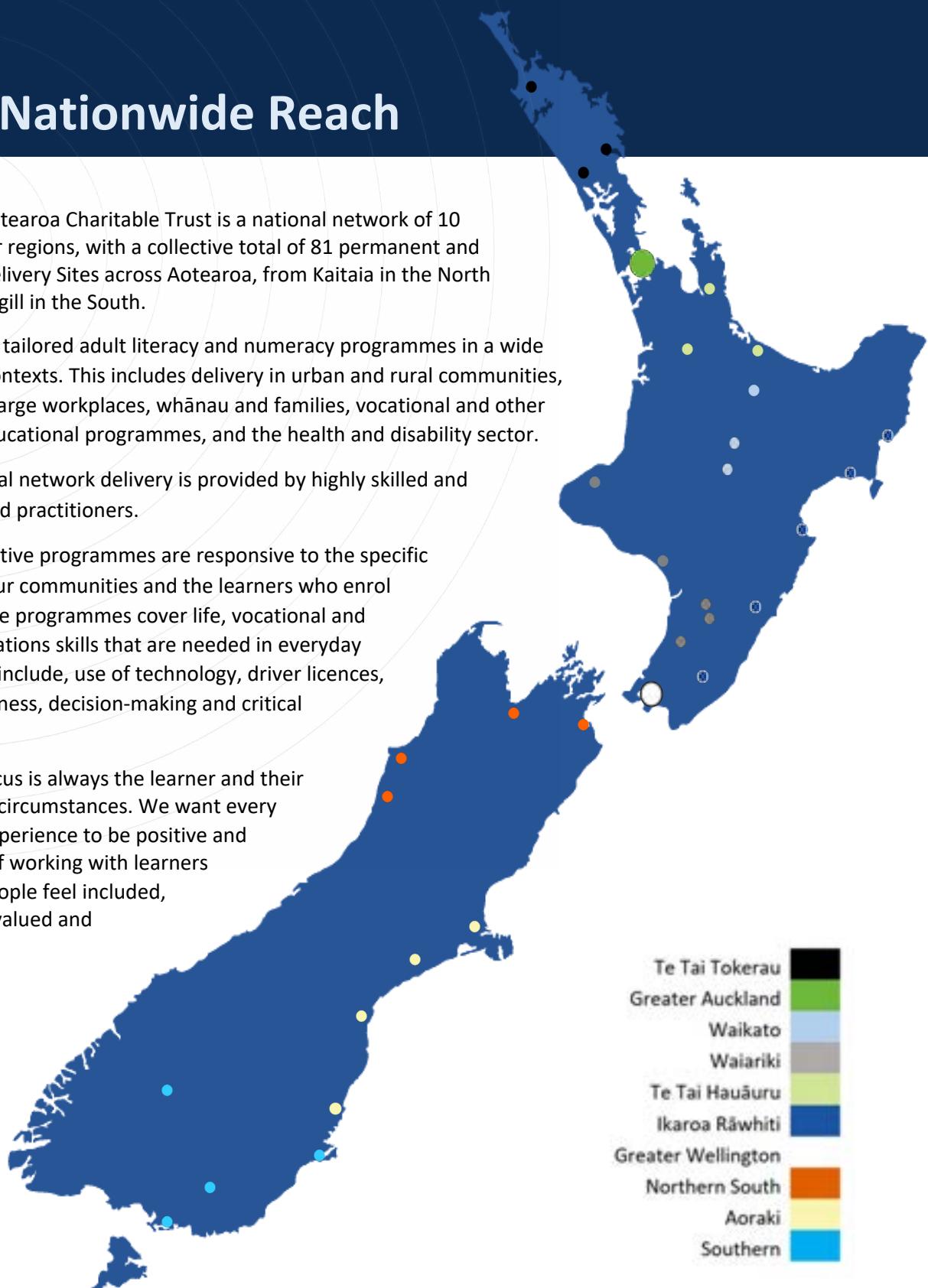
Literacy Aotearoa Charitable Trust is a national network of 10 Clusters, or regions, with a collective total of 81 permanent and satellite Delivery Sites across Aotearoa, from Kaitaia in the North to Invercargill in the South.

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.

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, use of technology, driver licences, work readiness, 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

As a literacy and numeracy specialist, Literacy Aotearoa focuses on reaching those adult learners most vulnerable in home, community and workplace settings. We implement a range of learning opportunities and environments relevant to the socio-economic and cultural needs of local communities removing barriers to learning and providing open and culturally appropriate access to learning for all New Zealanders. For Māori and Pasifika learners, this means that cultural identity and language are recognised, enabling relationships that are supportive, responsive and with expectations of success and achievement.

Our learners span an age range from late teens to super annuitants, with on average, learners reporting as 36% Māori, 12% Pasifika, 36% Pākehā and 20% other ethnicities. This representation indicates our role within the tertiary education sector.

Close to 1.31 million New Zealand adults experience difficulties with their literacy and numeracy skills. It was also found that there is a large, persistent gap between the total population and Māori, Pacific, and youth (Ministry of Education, 2017a; Ministry of Education, 2017b; Ministry of Business, Innovation and Employment, 2016).

Priority Group 1	Priority Group 2
<p>People in families and communities whose life prospects, personal, social and financial well-being would be most assisted by higher literacy levels.</p> <ul style="list-style-type: none">• Literacy Aotearoa will further extend the reach of our whānau and community-centred services to ensure we reach those with no or low qualifications.• We focus on building relationships and working with many whānau communities including Māori and Pasifika and disabled communities.	<p>People in workplaces whose ongoing employment and earnings capability would most be enhanced through gaining higher literacy levels.</p> <ul style="list-style-type: none">• Literacy Aotearoa is looking to grow our capability and capacity to work with those seeking vocational training in workplaces.• We focus on working with employers, their employees and disabled employees who are most vulnerable to raising skill sets and employment conditions and building transferability of foundation skills and competencies.

¹ Derived from the 2014 Survey of Adult Skills, Programme for the International Assessment of Adult Competencies (PIAAC).

To contribute to system-level transformation, 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 by providing foundation education pathways to employment and further education, raising critical thinking skills that promote self-awareness in the context of social, cultural and economic potential. We continually seek to ensure our learners achieve success in education, that leads to opportunities for sustainable employment and greater fulfilment in their lives.

Supporting equity in achievement, our strengths-based approach currently supports more than 5,000 learners each year into work and education in regions with high underutilisation in the workforce by providing industry-contextualised adult literacy, language and numeracy programmes fostering long-term resilience and capability within the Aotearoa New Zealand workforce.

With respect to tertiary and vocational education, we know that in Aotearoa New Zealand:

- **4% of workers have a lower literacy level than is required for their job. (OECD, 2016).**
- **12% of school leavers in 2019 did not have an NCEA-level qualification. (Gerritsen, 2020).**
- **11.8% of adults attain only Level 1 or below, with an OECD average of 18.9% (OECD, 2016).**
- **28.4% with low literacy and numeracy levels are unemployed (OECD, 2016).**
- **31% of 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).**

Literacy Aotearoa promote self-efficacy with the aim of breaking the cycle of benefit dependency and supporting people into the workforce or education. We provide flexible solutions that are proven to be effective and contribute to life-changing relevant and successful outcomes for the communities we serve.



Te Tumuaki Kōrero

Dr Claire McGowan
Chief Executive

2023 marked my first year leading Literacy Aotearoa, joining in February and stepping into a proud 40-year legacy of learning and community connection. Over the year, I had the privilege of travelling across the motu to meet our teams, tutors, and learners — seeing first-hand the strength of our kaupapa and the difference literacy continues to make in people's lives.

This report reflects a year of review and collective effort, honouring those who have led before and the many who continue to advance our mission. I am humbled to contribute to this work and look forward to building on these foundations in the years ahead.



Learner Success

Vision Statement for Literacy Aotearoa

*Taken from the Strategic Plan of Literacy Aotearoa 2022 – 2026 *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. With our success recognised in the greater number of partner relationships and ways in which the development of literacy skills in different contexts is being provided.**

Our approach acknowledges that:

Learner Success is an evolving plan of action that is reviewed, evaluated and monitored for effectiveness in conjunction with the achievements of objectives measured each quarter.

Te Koruru, as principal owner of our Learner Success plan, receives reports from identified stakeholders on the progress of achievement of Learner Success.

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

We have a specific focus on raising foundation skills that are critical in underpinning future participation, progression and wellbeing with a distinctive capability and competency to successfully engage a significant number of people in learning who have previously been failed by the system. Our values, skills and tutors as an organisation make us well-placed to strongly support learner success approaches as they relate to Māori, Pasifika and other groups who have faced and experienced barriers to successful learning.

We have actively addressed Equity Gaps

In 2023, Literacy Aotearoa moved beyond making assumptions about our learners and instead sought initiatives that facilitate equitable outcomes. The intentional design of our programmes, our delivery methods and our approach to delivery means that each learner receives what they need to be successful in their learning journey. Analytics allow us to interpret learner needs so that we can quickly provide interventions that work for individuals. This approach has provided a clearer path toward equity.

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'.

To achieve this, Literacy Aotearoa ensures that,

- We implement a continuous improvement plan with a regular review of outcomes, demographic information to understand critical aspects, participation, recruitment and retention.
- Our 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.
- Our 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.

Impact, Outcomes and Benefits

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.



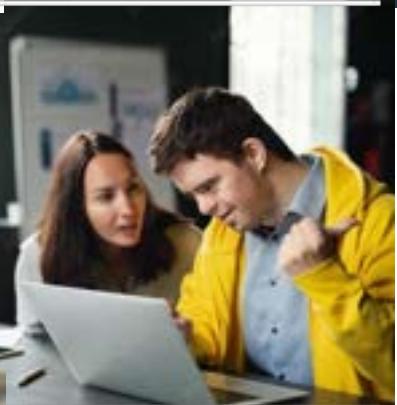
1687

learners gained
employment



99.9%

of learners said they had
learned new skills



94%

of learners would
recommend our
programmes



4434

of learners went on to
further, higher or
trade education

5555

of our learners
achieved
their goals



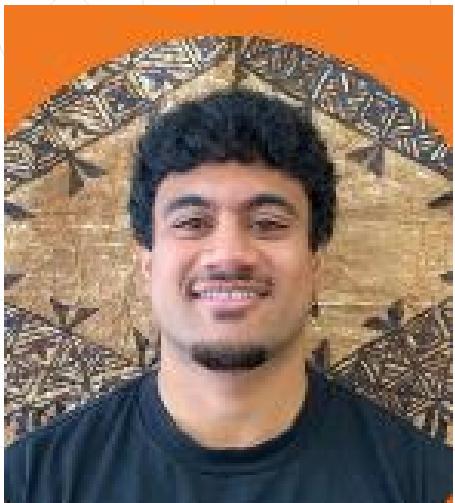
91%

Of learners described
their programme as
'great'



Literacy Aotearoa
Choice Change Freedom

Our Learners, Their Stories



Siaosi Fifita

Siaosi had studied at Otago University before enrolling with the Tupu Aotearoa Programme as he was unemployed at the time. He was referred by a family friend who knew about the work of Literacy Aotearoa.

At Siaosi's initial enrolment appointment, it was clear that it was just a matter of supporting his dreams and aspirations to work in Sports or "something to do with Health promotion".

Siaosi had come into his appointment in the Tupu Aotearoa Programme knowing that there was a job vacancy with Tagata Atumotu Trust (TAT). TAT is one of the many support providers that Literacy Aotearoa have worked collaboratively with in

Christchurch. We sat with Siaosi and assisted him with his CV and Cover Letter, before he proceeded to apply for the role. He went through the whole pre-employment process and was successful in getting the job. He is now a Healthy Lifestyle Coach for TAT. This role aligns with his personal values and also with his academic achievement. Siaosi has since achieved full time work and we were also able to assist with supporting him to gain his Restricted License. He had driving lessons with Deb our driving instructor and just continues to thrive.

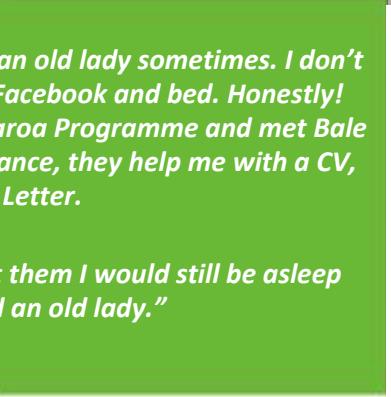
Bella Esau

Bella has had many health scares. Despite this, she continues to be one of our strongest learners to date. The serious health scares caused Bella to be unwell for most of the time while being enrolled in our programme.

Bella's health has been a constant battle and one would think that it would weaken her work ethic. This is not the case with Bella and she continues to amaze us with her perseverance and strength. She has just been promoted to another role at work. Through the Tupu Aotearoa Programme she has gained her full license and additional digital skills through a collaboration programme that we had with 20-20 Trust. Bella continues to prove that it really is all in the mind set.



This is what our learners have to say...

	<p>Moko wanted to improve his keyboard skills.</p> <p>Click to hear his story</p> <p>"Becoming a registered nurse is my lifelong aspiration, often we underestimate our ability to continue learning as we age, assuming we are not fit enough for further education."</p>		<p>Narn wanted to get his learner licence.</p> <p>Click to hear his story</p>
	<p>Fran wanted to add images to her book.</p> <p>Click to hear her story</p>		
	<p>That time I stay home I feel like an old lady sometimes. I don't work, just Facebook and bed, Facebook and bed. Honestly! When I step in to the Tupu Aotearoa Programme and met Bale and Ravinder they give me a chance, they help me with a CV, my Cover Letter.</p> <p>So, I am now a nurse...without them I would still be asleep on my couch and an old lady."</p>		<p>Rona wanted to train as a teacher aide.</p> <p>Click to hear her story</p> <p>Jordan wanted to get some NCEA credits and his learner licence.</p> <p>Click to hear his story</p>
			

Tupu Aotearoa

The Tupu Aotearoa Programme is funded by the Ministry for Pacific Peoples and is aimed at helping Pacific Peoples to find employment and/or complete further training or study towards a qualification. There is emphasis in reducing barriers in the preparation for employment or study through providing pastoral care support including mentoring and building of pipeline relationships with Pacific communities, employers and training providers. In scope, the programme intent is to enable Tangata Pasifika to achieve sustainable employment and high income. Literacy Aotearoa delivered the Tupu Aotearoa Programme in Christchurch and Timaru.

There was an increased focus towards achieving higher enrolments and outcomes and to build on the success of the previous year. This was met and demonstrated in the increased number of clients enrolled and outcomes achieved. By the end of the year the target of 100 clients were enrolled and carried out a needs and skills assessment (100 %); 78 of 94 clients achieved basic skills and documentation such as a CV, Cover Letter and Personal Development Plan and other preparations for employment (83%); 27 of targeted 42 clients achieved placement into employment (64%); 4 out of 5 targeted clients achieved work experience (80%); 8 out of 18 targeted to achieve six months continuous employment (44%). The targets and outcomes for achieving 6- and 12-months continuous employment were not fully met in 2023 and from this there was a change in the plan of delivery and approach to better meet the outcomes. In the achievement of training outcomes there was an increase in the number of clients from the previous year where 21 out of 42 clients were placed into different NZQA certificate level courses (50%). A change in the plan and approach for delivery was introduced to increase the achievement of outcomes.

In Timaru the Tupu Aotearoa Programme was launched in Poutū te rangi (March) 2023 and by end of year had successfully met 88 % of enrolment and needs assessments of clients and 100% of clients targeted to achieve basic skills and documents. Placement into employment and training was an area of focus for the newly appointed part time Navigator in Timaru in that year.

Ngā mihi nui and Fakaaue lahi for the intensive efforts across the organisation to support the continuing success of this programme in 2023 - Te Koruru, Te Tumuaki, Executive Leadership Team, Management, and our Navigators who are the frontline faces and representatives of Literacy Aotearoa for this programme. Special acknowledgement to the Ministry for Pacific Peoples and its collaborative support towards the increased success of this programme.



Apprenticeship Support Programmes

Industry Training Organisations (ITOs) have trainees spread from the Far North to the southernmost towns of Aotearoa 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.

Our apprenticeship support programmes embed study skills and literacy, language and numeracy concepts in context, we ensure value and relevance to the learning and lived experience of the learner, and use ITO course resources in our delivery so that the tuition remains in context.

Our focus is to take the skills gaps identified in navigating level 3 and 4 course material and work with our apprentices to bridge the gap with the aim of them becoming an independent learner.

In 2023, Literacy Aotearoa experienced an **88.3%** increase in referrals for apprentice support. We delivered 322 individualised literacy and study support programmes to apprentices throughout Aotearoa New Zealand.

Online Learning

Literacy Aotearoa continually strives to reduce barriers to access. In 2023, we offered multimode, flexible options where we cannot deliver face-to-face to all learners, this has enabled, at some of our sites, whānau-wide engagement and support.

Two-thirds of Literacy Aotearoa learners live with learning differences and other disabilities that contribute to factors that impact learner success. To address this, we have focussed on providing technology tools for learners and tutors that remove barriers to the successful achievement of outcomes.

Next year, Literacy Aotearoa will invest significantly in the development of a digital Learner Hub which has a specific focus on the accessible learner journey. The Hub will allow Literacy Aotearoa to reduce barriers to accessible education for those who are not able to attend classes in person due to their rural location or personal access issues.

In evolving our approach to accessibility using technology, Literacy Aotearoa has ensured a specific focus on improving understanding of the importance of certain approaches in working effectively with Māori and Pasifika learners from enrolment to completion of online tuition.

We strive to improve our understanding of the importance of certain approaches in working effectively with Māori and Pasifika learners from enrolment to completion by utilising cultural perspectives in our online materials and approaches.

Reducing barriers to participation in our technological approaches to adult learning ensures that both technology and tutors reflect Māori and Pasifika cultural values and voice. Literacy Aotearoa overcomes the lack of access to technology by loaning Chromebooks while learners while they are enrolled on a programme.

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 being an organisation that exemplifies inclusion across all our activities by recognising the impacts of exclusivity for those faced with a disability be it permanent, temporary or situational.

The Literacy Aotearoa Disability Action Plan 2022- 2026 (DAP) is our commitment to ensuring those faced with disability are given equal opportunities that ensure that learners are critically literate and able to realise their full social, cultural and economic potential. The DAP is a coordinated plan providing a framework of principles that aligns with our strategic priorities and our aspirations of successful outcomes for disabled learners.

Using a systematic planning approach that is supported by monitoring and reporting functions ensures the achievement of our vision of being an organisation that is recognised for our approach to disability inclusion. TEC describes the continued inequitable educational experiences that limit options and create barriers in the tertiary education sector. The evidence also highlights how inequity is further compounded by disability and other attributes, such as ethnicity and language².

² <https://www.achieve.org.nz/kia-orite-toolkit>

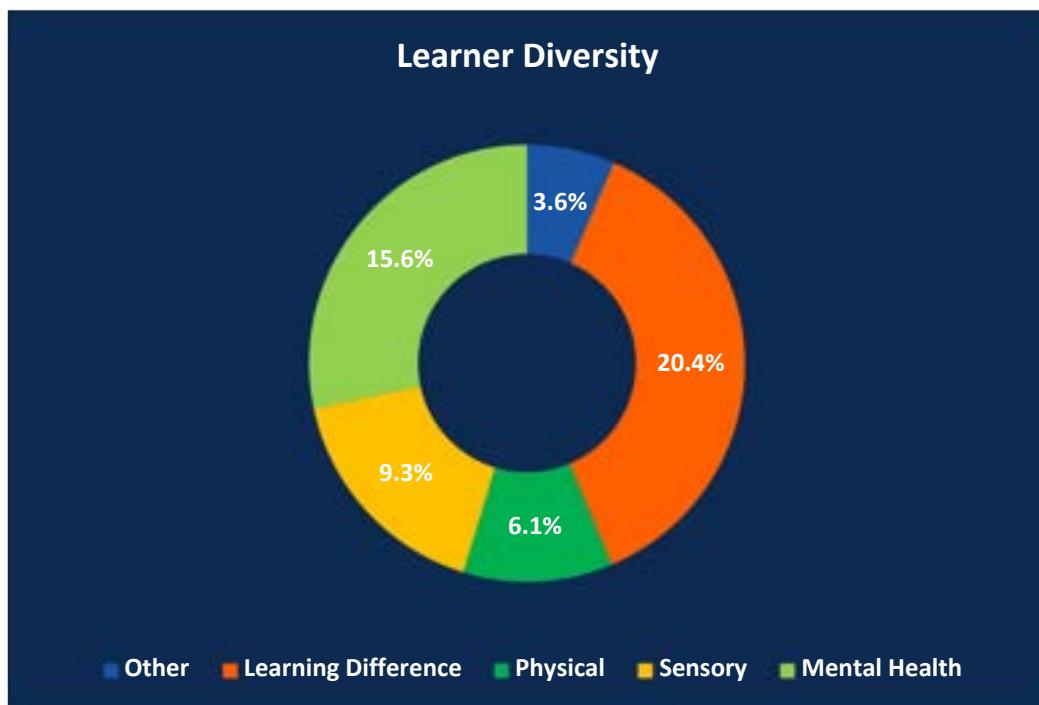
Literacy Aotearoa recognises that our current tertiary education system does not always deliver an educational experience appropriate to the needs of a large number of learners, with Māori, Pasifika and disabled learners over-represented in this group. These priority groups face barriers that continually affect participation and successful completion of study at any level.

The impact of this on Māori, Pacific and disabled communities and Aotearoa economy are well recognised. Literacy Aotearoa places specific focus on:

- Reviewing access to our buildings, facilities and infrastructure and creating a physical access plan for each of our delivery sites.
- Investigating new information technology systems, learning platforms, 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.

The DAP continually seeks to outline where we can quickly make an impact by adjusting our current activities while we work toward increased activity and implementation.

As a working document, that was incepted 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.



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 2022 Literacy Aotearoa began its journey toward achieving the Dyslexia Friendly Quality Mark, managed by Ako Aotearoa. This was achieved by our Ikaroa Rāwhiti Cluster in 2023 and we are now preparing for a whole of organisation rollout in September 2024.

The DFQM means that Literacy Aotearoa can be recognised for taking the steps to establishing themselves as a dyslexia-friendly organisation. The DFQM measures are directly related to our objectives for equity, diversity and inclusion and demonstrates that Literacy Aotearoa uses standards that measure best practices across:

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



Strategic Direction and Partnerships

For Literacy Aotearoa partnerships sit at the forefront of our operations. We have an unwavering focus on cultivating strong partnerships with stakeholders across diverse sectors highlights our commitment to addressing adult literacy and numeracy needs, fostering community collaborations, and driving the growth and reach of its programmes and services.

We have consistently sought opportunities for collaborations that create new prospects for learners through workplaces and connected agency delivery with our regional managers and site teams encouraged to work collaboratively in their communities. These partnerships thrive due to the shared objective of improving the lives of vulnerable individuals and removing everyday barriers. By complementing one another's efforts, we can extend the organisation's impact to more individuals within the community.

Collaboration and Relationships with the Employment Sector

In 2023, Literacy Aotearoa has continued to develop, and foster new partnerships with a range of stakeholders, including local marae and esteemed authorities in distribution and transport, warehousing, retail, roofing and scaffolding, farming, infrastructure, civil construction and public service industries.

The process of addressing stakeholders' needs typically begins when they approach Literacy Aotearoa for contextualised solutions. In 2023 the organisation has continued a proactive expansion of its outreach efforts to identify specific literacy, numeracy, or communication needs that it can assist with. This is followed by a thorough needs analysis to identify gaps and develop tailored strategies that offer specific solutions, suited to the unique environment and context of each stakeholder. It is worth noting that learners consistently report significant impacts not only in their work circumstances but also in their home environments, reflecting the positive benefits derived from literacy and numeracy provisions.

When considering people in families and communities whose life prospects, personal, social and financial well-being would be most assisted by higher literacy levels, Literacy Aotearoa proactively reaches out to organisations and groups, initiating discussions about their specific needs and how the organisation can contribute. As a result, Literacy Aotearoa has successfully built robust and enduring community-based networks.

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. Interactions with external stakeholders 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.

Quality Assurance

Literacy Aotearoa has persistently promoted a robust culture of learner success. Staff consistently provide pastoral support and work within our learner-centric model. Our teaching staff and leadership are highly responsive to support needs and have a genuine interest in and care for our learners. Te Koruru and the Executive Leadership Team are focused on broadly sharing successful strategic practices to enable a more connected approach and apply innovative success solutions.

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 Framework³

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 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
- 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.

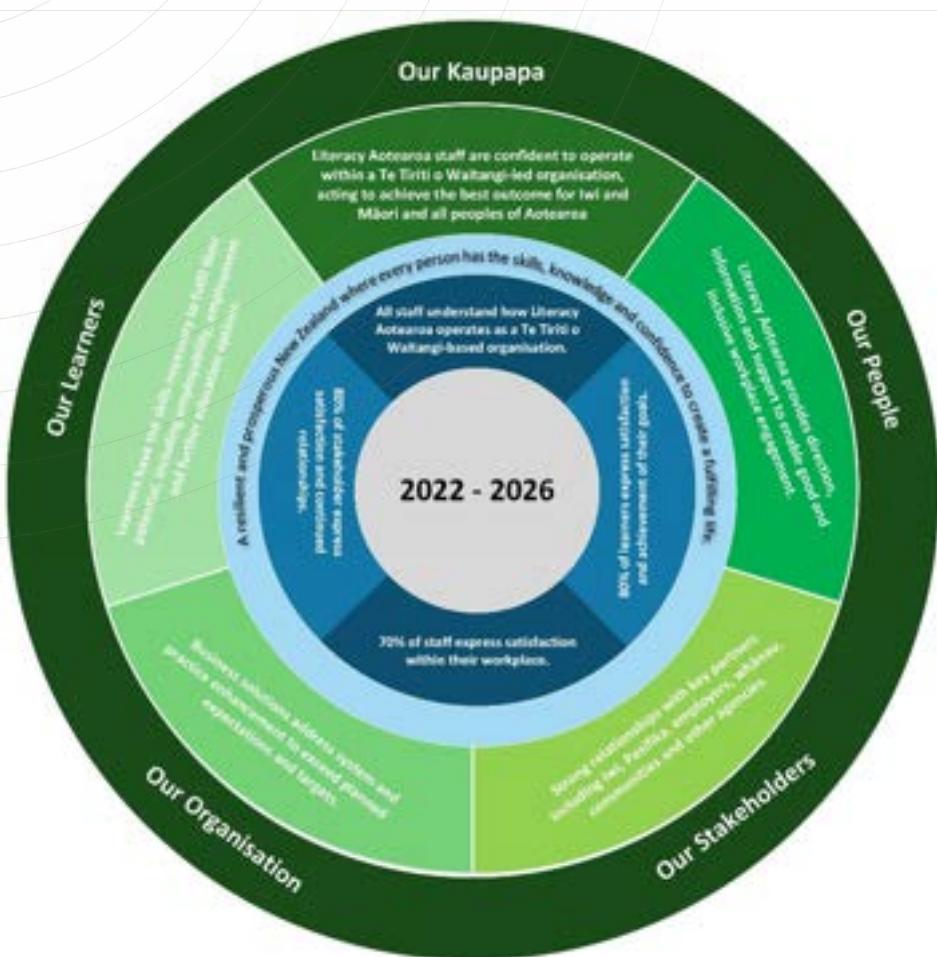
³ <https://www.tec.govt.nz/oritetanga-learner-success/new-oritetanga-tertiary-success-for-everyone/learner-success-framework/>

2023 Profile

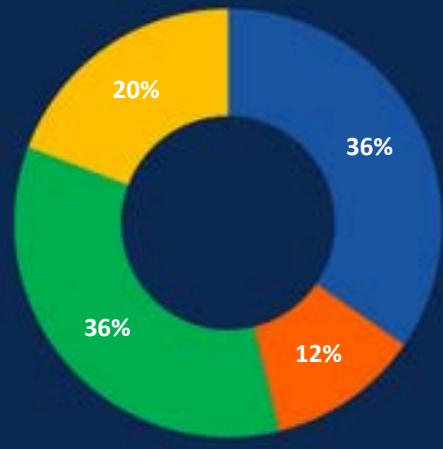
Te Puāwaitanga

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:

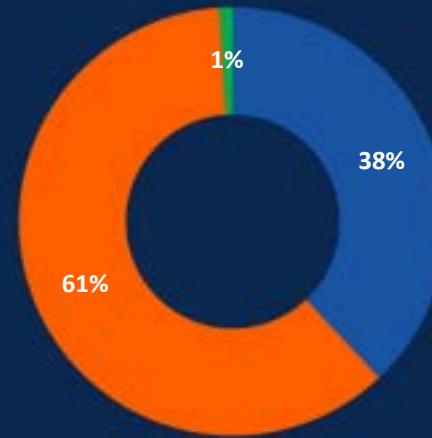


Ethnicity



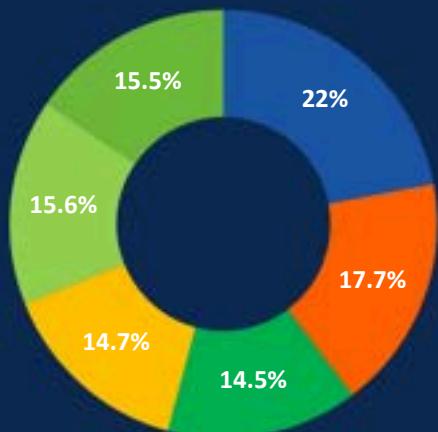
■ Māori ■ Pasifika ■ Pākehā ■ Other

Gender



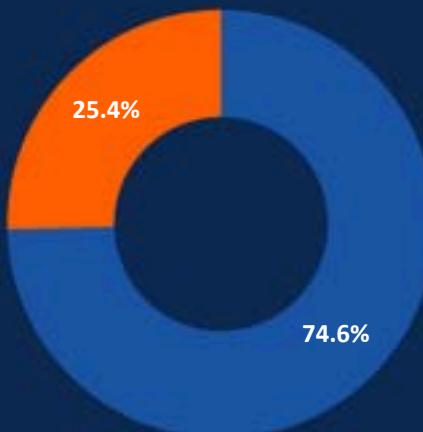
■ Male ■ Female ■ Gender Diverse

Age



■ 16-24 ■ 25-34 ■ 35-44 ■ 45-54 ■ 55-64 ■ 65+

Staffing



■ Teaching Staff ■ Executive and Support Staff

New Zealand Certificate in Adult Tertiary Teaching

Literacy Aotearoa is a provider New Zealand Certificate in Adult Tertiary Teaching (NZCATT) Level 4 which produce specialist literacy, language and numeracy tutors.

People awarded the New Zealand Certificate in Adult and Tertiary Teaching will be able to:

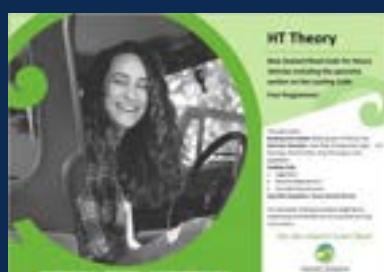
- Design for learning to meet specified learning outcomes in a familiar context;
- Use learner-centred teaching strategies that respect learners' mana and diverse backgrounds;
- Select and apply facilitation, teaching and learning strategies in familiar contexts, using resources and technologies to meet specific outcomes;
- Use assessment and moderation processes;
- Seek and respond to feedback from learners and other stakeholders to improve learner outcomes in candidate's own context;
- Adult Literacy and Numeracy skills development in the Aotearoa New Zealand context;
- Understanding the Aotearoa New Zealand learning progressions for adult literacy and numeracy programme design and teaching;
- Identify and discuss a range of Māori and Pasifika perspectives that inform adult literacy and numeracy teaching.

The 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.

Programme Delivery

Workplace Literacy and Numeracy (WLN)	Community literacy provision has 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. Additional allocation of ACE funding to provide further support in Foundations Skills across Aotearoa will be sought.
Adult and Community Education (ILN)	We deliver 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.
Intensive Literacy and Numeracy (ACE)	Community literacy provision has 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.



Our Financials

Financial Statements

Below is a summary of the Financial Statements of Literacy Aotearoa Charitable Trust, for the year ended 31 Hakihea (December) 2023.

The information was extracted from the full financial statements as audited by Crowe, which was approved by Te Koruru on 23 Paenga whāwhā (April) 2024. The summary financial statements do not provide as complete an understanding as the full financial statements. The full financial statements are available on Charities Services website.

<https://www.charities.govt.nz/>

2023 Income and Expenditure

Income	2023 Actual	2022 Actual
Total Income	8,575,424	7,464,725
Total Expenditure	8,188,190	7,199,947
Net Operating Surplus (Deficit)	479,009	264,779

2023 Financial position

Equity	2023 Actual	2022 Actual
Equity at the start of the year		
Total Comprehensive Income	1,816,784	1,551,632
Equity at the end of the year	2,295,793	1,816,784

