

## ACE Conference 2017

The ACE Conference 2017 was held in Wellington from 13 -15 June. The theme was the Challenge of Change Puritia Te Aka Matua. The presentations of the keynote speakers are on the ACE Aotearoa website. In this article we provide just a brief summary of the keynote speeches and the plenary session with the MPs.



*Professor Paul Spoonley*

### Professor Paul Spoonley

Distinguished Prof Spoonley is the Pro Vice-Chancellor of the College of Humanities and Social Sciences, Massey University. Paul's presentation focused on what projections are suggesting that New Zealand will look like in 20 years. For example the percentage of Māori will have grown from 16 to 18 percent, Asian from 12 to 22 percent, Pasifika from 8 to 10 percent and Pakeha will have

dropped from 75 to 66 percent. It will be an ageing society and an urban one, with Auckland claiming a massive share of the population and many regions experiencing population decline. Technology will have had a big impact on the type of work available: 40 percent of all 2015 jobs will have gone over the next two decades (60 percent in rural areas) and the 'gig' economy will have increased. What people will need, Paul said, is good 'soft' transferable skills including cultural intelligence, people-to-people skills, and skills that help people become team players and independent problem solvers. He raised issues of inequity such as the huge difference in net worth between Pakeha and Māori and Pasifika, and generational differences where the aged benefit at the expense of the young. We need migrants. Paul pointed out the complexity of the immigration issue and suggested that we need to create a space for this subject to be discussed in an informed way. We also need to think about how we respond to: the size and nature of Auckland vs regional stagnation; how inclusive and responsive are we to diversity; how we balance out funding for older vs younger New Zealanders; and how we prepare New Zealanders for the different world of work.

## Contents

1. ACE Conference 2017
- 4 . ACE Aotearoa Awards
6. Fishing cadets and Buller REAP
7. Ngātiwai - educating to revitalise and normalise their tikanga and reo ... and more adult education for Ngātiwai
10. Participation today and leaders for tomorrow: Pacific youth gear up in Christchurch
12. Living economies expo in Lyttelton
13. Learning with the Porirua Whānau Centre
14. Russian Cultural Centre in Christchurch
14. PD for community language teachers
15. Community education as a small business
16. Manaakitanga and whānaungatanga in Levin
18. International: Power through power tools in Australia
19. ACE news
20. Noticeboard



*Maureen Mallon*

### Maureen Mallon, Education Scotland

Maureen is an Assistant Director in Education Scotland with leadership responsibility for Community Learning and Development (CLD). CLD supports primarily disadvantaged or vulnerable groups and individuals of all ages to engage in learning, with a focus on bringing about change in their lives and communities. She explained that CLD has a central place in Scotland's learning culture. Many senior staff in the organisation have worked in CLD and have a CLD degree. CLD includes community organisations, youth organisations, apprenticeships, and education in prisons. There is a Minister for CLD and a National Strategic Forum for Adult Learning which was launched in 2014. The strategy reflects extensive consultation with learners and providers and is chaired by the Cabinet Secretary. Every part of the learning sector in Scotland has a role to play in closing the educational attainment gap. One of their strategic priorities is that adults effectively influence strategy and policy at local and national levels. Inspection is used as an improvement tool. There is a National Improvement Hub that provides information on good CLD practice and how

this impacts outcomes. Accreditation is key: ‘all people want that!’ Maureen said. Education Scotland sees CLD as lifelong, life-wide and learner-centred. In fairness, she said, there is still a lack of understanding, buy-in and acceptance across some key influencers and sectors of the critical contribution that CLD makes to Scotland’s learning agenda. There is still lots more to do!



*Mavis Mullins*

### **Mavis Mullins**

Mavis has a primary sector background in sheep, beef, dairy and apiary commercial activities for both private enterprise and large corporates. She is a wool classer by trade. She was an inspirational speaker who told the conference about her journey ‘from woolshed to global.’ It was as a young member of a shearing gang that she started on her education journey. At that time shearers were able to get qualified but wool classers could not. So she set to work and within a relatively short time there was a NZQA qualification for wool classers. “If we are not innovating we are stagnating,” she told the conference. “We need not be fearful of change.” With Chinese, Irish and Māori whakapapa Mavis easily straddles boundaries of gender, culture and belief systems. She is a founding member of The Super Diversity Council and an experienced and sought after director. Her deepest concern is how we face the future in a dynamically changing world.



*Andy Jackson*

### **Andy Jackson, Group Manager Tertiary, Ministry of Education**

Our education system, said Andy, can have an impact on every aspect of our lives and the role of the Ministry of Education is to connect across the system. An important priority for Government is to support Māori and Pasifika to succeed in tertiary education. By 2030, 30 percent of the workforce

will be either Māori or Pasifika. There are some positives: between 2008 and 2015, the number of Māori completing a bachelor’s degree increased by 61 percent, while the number for Pasifika increased by 74 percent. However, Government still has more work to do. Young Māori and Pasifika still have lower participation and completion rates than all young New Zealanders, and are underrepresented in gaining degree-level qualifications. To help meet its ACE priorities the government invests \$11m in ACE in communities and \$3m in ACE in schools. Technological change, globalisation and demographic change are all having an impact on work but employment in skilled and semi-skilled jobs will continue to grow. The Productivity Commission looked at how the tertiary education system could be more dynamic and innovative - so we need to encourage innovation and improve outcomes for learners. He ended with a question: where is ACE heading?



*Catherine Delahunty and Pita Paraone*

### **POLITICAL PANEL**

This year both National and Labour gave their apologies. There were two MPs on the panel: Pita Paraone from New Zealand First and Catherine Delahunty from the Greens.

In the period preceding the panel conference participants had formed into small groups to come up with questions for the MPs. There was not enough time to cover all the questions. The main points made by the two MPs were as follows.

#### **Pita Paraone, New Zealand First**

New Zealand First is a strong supporter of ACE which their party sees as having an important role in improving access to post-school education. New Zealand First does not support top down priorities or narrow economic outcomes. They want place-based ACE which is responsive to local need, intergenerational learning, access for all, and a sector funded as a valuable part of the education system. During the discussion Pita read out a statement from Tracey Martin demonstrating the support that the party has for community education.

#### **Catherine Delahunty, Greens**

Catherine, who has represented the Greens on a political panel at the conference since the practice began, reiterated the Green’s commitment to ACE, lifelong learning and intergenerational education. She said that her party wanted lifelong learning to be recognised as a national priority (as ACE Aotearoa submitted to the Education and Science Select Committee). She applauded Education Scotland’s approach and said that ACE should not be viewed as a sector that just picks up the pieces and helps people to get people jobs.



*Some of the South Island REAP staff at the conference.*





Janet Te Rore



Kerry Kururangi



Analiese Robertson and Jay Rupapera



Sean Smith and Cameron Forbes



Colin McGregor and Peter Jackson



Charissa Waerea, Rangimahora Reddy and Mako Jones



Peter Faulkner



Mary Gavigan, Jill Tanner-Lloyd and Gail Harrison



Robyn Hambleton and Colin Wharton

## Skills for the future: the role of ACE in providing soft skills

Professor Paul Spoonley who was a key note speaker at the ACE conference (see page 1) suggested that the impact of technology means that in the future people will need to have 'soft' skills. He mentioned some. There are a number of lists or definitions of soft skills on the www. For example see <https://bemycareercoach.com/soft-skills/list-soft-skills.html>. The definition on this site is:

For a skill to be considered a soft skill, it needs to have three characteristics:

1. Rules for mastering this skill are not black and white - Unlike hard skills, like math, where the rule for doing it perfectly is always the same. How effective you are at a soft skill changes depending on your emotional state, external circumstance, and the type of people you interact with.

2. This skill is portable and valuable to any job/career - Because soft skills are about your inner strength and interpersonal effectiveness, as long as you work with people, these skills are valuable to your career.
3. Mastering this skill is an ongoing journey - You can reach a level of competency in it but you can always encounter new situations or people that will test your soft skills and push you to learn more.

ACE has an important role in providing these skills. For example the top 4 self-management skills are: growth mindset, self-awareness, emotion regulation and self-confidence; and the people skills include communication, teamwork and interpersonal relations.

# ACE Aotearoa Awards



*Garland Tonihi receiving his award from ACE Aotearoa Board member Hauiti Hakopa*

## **Tangata Whenua - Educator Of The Year: Garland Tonihi**

Garland is a Literacy Aotearoa teacher of adult literacy and numeracy: he identifies the academic standards required and then provides creative options for students and educators to develop and understand any given topic. By doing so, he helps his students/educators get excited about

learning. He is a gifted teacher and communicator and a highly dedicated professional who knows how to motivate his learners/educators to strive for excellence. Garland has the gift of being able to make complex subjects understandable. He uses all styles of learning - peer support, assisted, tuakana- teina, group tasks, and one on one. His ability to listen, give feedback and illustrate techniques in a variety of ways, is simple, easy to understand, and keeps the entire programme delivery relevant. In spite of these formidable gifts, he is a humble, funny and approachable person who loves to share his extensive knowledge with others.



*Irirangi Te Kani receiving the award from Board member Jay Rupapera*

## **Tangata Whenua - Community Based Programme Of The Year: Tairawhiti Reap Cottage Industry Programme**

Recently Tairawhiti REAP has been working closely with Corrections and their clients providing upskilling opportunities in a range of what they call cottage industry programmes - with literacy and numeracy embedded. One of

the most popular of these has been the Pallet Project course where Corrections clients have learned to make furniture out of old pallets – and maybe get the confidence to pathway into a Level 2 carpentry course, or perhaps start their own cottage industry. Other cottage industry courses have included small engine maintenance, cooking, sewing, baking and preserving (jams and pickles). Produce is sold at local markets. Some of the courses are for Corrections clients only, others have been open to the wider community. All are aimed at helping people transition into work, income generation/ income saving activities or further education. It builds their confidence to take that critical next step.



*Rangimahora Reddy receiving the award from Hauiti Hakopa*

## **Tangata Whenua - Provider Of The Year: Te Rauawaawa Kaumātua Charitable Trust**

Te Rauawaawa Kaumātua Charitable Trust was set up as a Kaumātua governed and led organisation servicing the needs of Kaumātua within Kirikiriroa Waikato. Rauawaawa provides a range of health, social, educational, cultural, recreational, housing and

transport support services to those aged fifty-five years and over. The overall aim is to enhance the quality of life and well-being of kaumātua who can become engaged in a variety of activities such as waiata and kapa haka as well as ACE courses. Some kaumātua have been inspired to enrol for degree level courses as a result of the love of learning they have discovered at the Trust. Regular events such as the Kaumātua Olympics, Kaumātua Idol, Fight for Kaumātua and the Kaumātua Ball make up important components of the annual calendar. Te Rauawaawa Kaumātua Charitable Trust has been an innovator in offering a fully holistic approach to living and learning as an older person and under the direction of Rangimahora Reddy it has demonstrated the true meaning of a learning community. Rangimahora Reddy received the award on behalf of the kaumātua.



*Bronwyn Yates receiving the award from Board member Charissa Waerea*

## **Tangata Whenua - Member Of The Year: Bronwyn Yates**

Bronwyn has epitomised service to the ACE Sector. During the mid-1990's Bronwyn made a huge contribution to the transformation of ARLA into a bi-cultural organisation and since that time she has been a strong advocate for prioritising and progressing Māori and Pasifika in ACE. Bronwyn was a member

of the Adult Education and Community Learning Working Party, a member of the TEC ACE Professional Development Working Party, a Board member of the National Resource Centre for Adult Education and Community Learning and a Board member of ACE Aotearoa. She has been: a member of the ACE Professional Development Steering Group: one of the founding members of the group which established the Hui Fono to provide professional development opportunities for Māori and Pasifika in ACE: a foundation member of the ACE Sector Strategic Alliance; and a member of the ACE Outcomes Working Group. In the international arena, Bronwyn has contributed to the development of priorities for Adult Education, and provided a voice for ACE as a member of the NZ delegation at CONFITEA VI.





Mary Autagavaia with Board members Pale Sauni and Theresa Christie

### Tangata Tiriti - Educator Of The Year: Mary Autagavaia

Mary Autagavaia has developed a way of delivering ACE that is turning learners into trainers and highly efficient marketers. Along with Michael Tanoa'i Mary established Aganu'u Fa'asamoa 101. To date they have run many courses in New Zealand and Australia, and are currently starting in the

USA. This organisation is now creating a movement - a ground swell of mainly foreign-born Samoans who are leaping at the chance to reclaim their cultural identity and get what, for many, is so lacking - confidence. They have over 14,000 followers on Facebook and that's growing all the time. In their first 20 months there were 1900 learners, 1400 of those in New Zealand. Paying it forward is part of the deal. Learners are encouraged to use Aganu'u Fa'asamoa 101 resources and teach other people, at their workplace, and in their families or communities. They also train teachers and professionals who are also able to pay the knowledge forward. All this has been done with minimal funding. Becoming increasingly digital and using social media is the trust's way of becoming sustainable.



Cameron Forbes receiving the award from Board member Gillian Brock

### Tangata Tiriti - Community Based Programme Of The Year: Adult Learning Support's Fresh Tracks, Programme

In 2016 Adult Learning Support, Nelson ran a programme called Fresh Tracks aimed at giving career direction and life skills to a group of seven young men between the ages of 17 and 21 who were not in work or study.

The programme was funded

by the Tindall Foundation and the Nelson Bays Community Foundation. The young men were encouraged to identify their personal goals and the programme was then fashioned to help them achieve those goals. These included getting back or passing their drivers' licence, passing a drug test or finding a job. Programme content included budgeting, cooking, literacy and numeracy, and to hook the young men into attending the programme, organisers used adventure-based activities such as rafting and canoeing.



Three women from the Next Step Centre, Sam Uta'i, Alison Ohs and Gillian Rose - with their award

### Tangata Tiriti – Provider Of The Year: Next Step Centre For Women

For over a quarter of a century, women in Christchurch have had the opportunity to attend the Next Step Centre for Women courses at Ara Institute of Canterbury. The centre provides courses which help women to work out 'where to

next?' as well as courses providing skills needed to get a job. The administrator Alison Oh and the two tutors, Gillian Rose and Sam Uta'i offer a welcoming and supportive environment and a range of programmes including those focusing on both personal and career development. Many of the women who have completed courses move onto further study in Trades, Nursing, Midwifery, Engineering, Computing, Social Work, Hospitality, Business, Music, Science and the Arts. Some have started their own businesses and others have gone directly to employment. Almost every student reports a positive life impact from their experience. Courses are regularly reviewed and enhanced to ensure they are relevant for all students.



Linda Melrose receiving her award from ACE Aotearoa co-chair Wendel Karati

### Tangata Tiriti - Member Of The Year: Linda Melrose

Over the last 25 years Linda Melrose has made an outstanding contribution to the ACE. As the Director of the Onehunga High School Adult Learning Centre she has developed one of the largest school-based programmes in the country, actively providing for her community's non-

formal learning needs. In recent years, her role has included administering and supporting neighbouring programmes at Aorere College and Pukekohe High School. Linda was a key part of a group of Auckland coordinators who established ASCEA, the Auckland ACE schools' association, which provides a tutor training programme and facilitates networking and collaboration between local ACE schools, and has held leadership roles within this organisation for many years. She was also the driving force behind the formation of CLASS in 1998 and served several terms as CLASS president, playing an important role in helping schools adjust to new funding regimes, yet maintain their focus on learners and their learning outcomes. Linda has been a member of the Strategic Alliance and has been a strong and vocal advocate for the role of schools in the provision of life-long learning opportunities for their communities.

## Become a Member of ACE Aotearoa

ACE Aotearoa is the lead body for adult and community educators. It is a voice for the sector keeping you up to date with policy, innovative teaching and evaluation tools, and good practice through a range of communication channels - the website, quarterly newsletter, E-news, conference, Hui Fono and professional development opportunities. As a member you can select ACE Aotearoa Board members and influence the direction of the organization. For more information go to the ACE membership page on our website: [www.aceaotearoa.org.nz](http://www.aceaotearoa.org.nz)

# Fishing cadets and Buller REAP

Each year over 100 people, most of whom are Māori or Pasifika, come to a residential school in Westport to get national qualifications that will set them up for a career in fishing. Cadets at the school fall into two categories. Firstly there are courses for young people (16-18 years) who are there to do a L2 National Certificate in Seafood Processing and At Sea Processing and a L3 certificate in Domestic Vessel Crewing. These two courses together take 26 weeks. Then there is a L2 course for adults in Seafood Processing, which runs for 13 weeks. Last year 110 trainees went through these programmes and 90 percent went straight into employment.

Once they are on a vessel they start on about \$50,000 a year, working for two trips at sea taking about 3 months, then home for 6 weeks on full pay. Around 30 percent of the cadets are women. The fishing industry is an EEO employer.

The Westport Deep Sea Fishing School is the PTE that provides the training. They take students on a continuing basis throughout the year. The programme is free to students who meet funding criteria for the Youth Guarantee Programme and the Ministry for Social Development funding for mature students, as well as Te Ohu Kaimoana - the Māori Fisheries Trust.

Buller REAP works in partnership with the fishing school. Rachel Hill, the ACE coordinator at the REAP explains why the partnership started and what they do:

## REAP's role

"We have been working alongside the Westport Deep Sea Fishing School since 2014 when it was identified that some of their cadets arriving in Westport were registered with Ministry of Social Development Youth Payment Contract. That's for unsupported young people aged between 16-18 years. Buller REAP administers this scheme locally. These cadets have to meet some minimum requirements to receive their benefits, one of which is to participate in a budgeting or financial literacy programme.

"After conversations with Peter Maich the Director of the school, we decided to offer this programme to all their cadets in an evening session as an ACE course held outside of their normal learning hours. We run the programme at their school hostel. Thirty-six cadets did our first 10 hour course. It was a success so

we decided to make this part of a regular learning opportunity for all the cadets at the school, and run the programme around four times a year. Many of these cadets are coming from a background of benefit dependency and as they are looking at earning \$50,000 plus a year, they really need to be able to set goals, understand debt and manage their own money.

"We use the Commission for Financial Capability's Sorted programme. I've been using the programme locally since 2013, as the demand at the time for financial education was growing with limited local resources to deliver it. I have now been approved as a facilitator. We don't advertise the course because most people don't want to admit that they need it. Instead we work in partnership with organisations like the local polytechnic, the Fishing School, or local employers and social service providers. I run the programme as a 10 hour course, with homework after each session. It has been revamped over the last two years and the Commission now has a lot of new booklets.

"I see a huge change in the people we deal with. Many young people have no idea what Kiwi Saver is, they don't know how to write down debts, or what interest rates are. We get amazing feedback from the learners. I am looking at some evaluations from cadets who have done the programme. One has written that they would recommend it for their whole family; another says that they loved every minute of this course..."

"In 2015, it was also identified that these cadets required an up to date cv to apply for their jobs on the fishing boats, so any without a current cv began attending our half-day workshop. We also helped them understand different types of employment agreements and taxation.

"During 2016, under the MSD contract, youth learners were also required to be assessed for literacy and if they fall below the threshold they come to us and do the Pathways Awarua programme. We are funded to take ten a year, last year we had seven. They work with our tutor. We saw some amazing changes in some of the students mainly in terms of their ability to learn and study. Initially they were restless and hated being there, but by the end they were enjoying the learning and were able to concentrate for much longer. Like all ACE for this group of learners it was about providing lots of support and building trust. We helped them in any way we could. For example if they needed to phone home and had run out of money on their phone, we gave them a phone to make the call – or we helped them sort out issues with MSD. I became known as Auntie Rach – which was nice!"

## Fishing School perspective

Peter Maich the Director really values the fact that the cadets have somewhere else to go, outside of the school. "Some are just homesick," he says, "and it is good to have someone else to listen to them." The school and REAP have a formal MoU. Both Peter and Rachel are in weekly contact by email and have 3-4 formal meetings each year - all to make sure that all the learning and welfare needs of the cadets are met.

Peter is a strong supporter of the financial literacy programme: "It is well worthwhile. I am not much of a fan of budgeting



*Buller REAP CV class with the fishing cadets*





*The financial capability class*

courses, but the Sorted programme gives the cadets tools to manage money and the scenarios used are ones that they can relate to. The value of the programme can be seen when a year later they come back to the school, and they have money in the bank - or if they have used some, it has been on something useful, like a car. It hasn't been wasted."

They could, says Peter, take up to 200 cadets a year, such is the demand. Because the school doesn't tolerate drugs or alcohol, and there are some strict health requirements (which might not have been disclosed on entry) there is a failure rate of around 25 percent.

About 10 percent of cadets will go on to get higher qualifications at the school.

Peter regularly observes the value of a career in deep sea fishing for people who live in remote communities like Ruatoria or Te Kaha, where employment opportunities are limited. With 3 months on and 6 weeks off on full pay back home, people don't have to leave their own communities.

And, just as a postscript, last year there was a big gain for a Westport Primary School in having young Māori living in the Westport community who were skilled in tikanga and speakers of te reo.

It was as a result of a chat between Rachel and some of the cadets that the idea came about. Rachel's son attended the Westport South Primary School and they were having big problems getting their kapa haka up to scratch. Several of the cadets leapt at the chance to help and so another partnership was formed. It was a huge success. Last year several of the cadets went to the school each week to help: Rachel dropped them off and drove them back to their hostel, and Ruben Edwards and Levi Pugh wrote a haka Ko Wai Matou? Who are we? It is all about the right values and attitudes and filling the basket of knowledge. The kapa haka group then went on to win second place in the regional competition.

## Commission for Financial Capability – Sorted programmes

The Commission for Financial Capability is a government funded agency tasked with helping New Zealanders become financially capable, putting them in the best possible position to achieve their life goals and reach retirement in good financial health.

They have a number of Sorted education programmes including: School, Workplace and Community, delivered by Commission-accredited and/or Sorted facilitators.

For more information please see <http://www.cffc.org.nz/financial-capability/>

# Ngātiwai - educating to revitalise and normalise their tikanga and te reo

In a process which is thought to be the first in the country, Ngātiwai have worked with all of their 14 marae to develop Te Kupenga Reo o Ngātiwai - a programme linked to their Tikanga and Te Reo Strategy aimed at revitalising and normalising their language and tikanga across the rohe.

Ngātiwai is the iwi of the east coast of Northland. According to the census it has a population of around 5,000 uri, but a considerable number of their people are not recorded as Ngātiwai. Their ancestral lands are both onshore and offshore, including many small rocky islands as well as larger ones such as Aotea (Great Barrier).

The language revitalisation process began several years ago - listening to the aspirations, needs and ideas of the people of each marae. A group managing the process then designed an approach, and they are now piloting a programme at two marae: one in the far north of the rohe and another at the southern end.

Aperahama Kerepeti-Edwards has been helping to lead the process from the beginning:

"There has been a declining population of tuturu [high level] te reo speakers within the Ngātiwai tribal domain. High level kōrero or oratory is used at all gatherings.... At the moment it is still relatively strong, but we could see that we needed a succession plan, instead of waiting for a complete loss. So we developed this programme linked to our wider strategy.

"We call it Te Kupenga Reo o Ngātiwai. We took the name from a tribal saying - Ngā poitō maha o te kupenga o Toi-te-hua-tahi. This korero refers to the offshore islands from Motukōkako through to Aotea. Our iwi members are not standalone islands, they are connected through whakapapa, custom, culture, reo and tikanga, similar to the net floats of Toi. Kupenga is a net, and we see our net stretching across the rohe. We have many off-shore homes along the coastline, islands adjacent to our coast. We see

the islands as the floaters of the net. It is a safety net that will capture all our people and ensure our reo and tikanga are kept alive.

“At the moment there are parts of the rohe which have retained our reo. It is still very strong. In other areas there are almost no native speakers left. So it is about propping up all of the territory.

“Our belief is that language underpins our uniqueness, our stories, our world view. There are differences between tribal languages. There are dialectal differences and within that our language has come about because of our unique environment - the places that our ancestors occupy, and the activities that have taken place there. This has produced our own distinctive, descriptive language.

“We launched the strategy earlier this year and now the pilots are underway.

“The programme is wānanga based. At each of the two marae where it is being piloted twenty-five people have been selected, men and women kaumatua and a group of young people who we see as part of our succession plan. They come to weekend wānanga and intensive week long wānanga. At the week-long wānanga it is total immersion te reo Māori for the whole week. Kitchen staff, everyone only speaks te reo 24/7. All the interactions are in te reo. The idea is to enable people to use what little reo they have and build off that.

“We don’t want to just focus on the language alone, or on the different roles in terms of how they are presented, but build a deeper understanding and connection to our language and tikanga so that it is normalised again. So that our tikanga becomes everyday practice, from simple things like the way we



Ngātiwai kaumatua

greet each other - the different types of greetings - and protocols like leaving our shoes at the door.

“It is so enriching and the feedback we have had from our participants is that they value it beyond measure. Many have felt that they have had to perform tikanga related rites and felt underprepared and anxious. Now they have confidence. It is empowering and also, because the learning is specific to our own identity, it is very fulfilling. You get a sense of aroha and all this permeates through the whānau – and they get a sense of pride and fulfilment as well. They become clear and grounded in their identity. So in the end hapū and the whole iwi will benefit.

“Our approach is very unique. Nobody else is doing this so we have had other tribal groups asking to observe. They are interested in developing something similar.”



## ... and more adult education for Ngātiwai

The good news for the iwi is that, following a positive NZQA review, Ngātiwai Education Te Au Here O Tūkaiaia is looking forward to designing and running more programmes for the people of Te Taitokerau, opening the way for further

implementation of their strategic plan.

Here’s how it happened and what programmes they are providing.





Gayle Wellington and Rodney Ngawaka, Ngātiwai Education

### Establishing education capacity and capability

Although nga marae ō Ngātiwai have long been involved in community education, (which is often defined as education for the community within the community), the pathway to getting accepted as a funded provider or wānanga/place of learning started back in 2010 when their trust board received a proposal from the Ministry of Education to carry out a cultural scan on the state of Māori education in their rohe. They already had in-depth data showing educational achievement statistics, so the next step was to carry out an extensive consultation process: they asked people about their goals and aspirations, what their tupuna wanted for them, what they want for their own mokopuna, the barriers to achieving their goals within the current education system, and what needs to change to allow them to engage more fully in education. In terms of goals there were three big ones - financial independence, health and education. In terms of the changes needed, the majority of those involved in consultation process talked about wanting Māori-focussed education - an education system that teaches them about who they are and responds to their tikanga. Then there was access to education. For example many rural people said that they would send their children to pre-school if there was one that was accessible.

Gayle Wellington Dowsett is now the Manager of Ngātiwai Education, taking over from Erica Wellington who has retired. When the Ministry looked at the results of the consultation process they asked Erica and the Ngātiwai research team if they would like to develop a Ngātiwai strategic plan for education and te reo. They did, and since then the iwi education team has been getting contracts to implement parts of the strategic plan. The Ministry of Education has been the main funder, putting money into around five contracts currently including: providing support for 190 Māori in schools to achieve NCEA standards; intensive support in schools and with whānau to improve national standards for Māori students studying at Ls 2 to 8; a positive parenting programme; and increasing Māori enrolments in preschool. In 2014 the education team joined with other iwi in Te Taitokerau to collaborate with the Te Matarau Education Trust to get more learners aged 18-34 into trades training. Over the years Ngātiwai has also had a contract with Te Puni Kokiri to provide a suicide prevention programme, research grants from lotteries and MSD and Ma Te Reo funding.

The other delivery process has been collaboration with NorthTec or PTEs - with Ngātiwai self-funding their share of the partnership. Courses have included Arataki Manu Kōrero, Kauwai Raupapa -Te Wānanga o Aotearoa, a National Certificate in Māori (Te Waharoa) (L 2), Pokaitahi, a NZ Certificate in Māori Tourism L2 programme using their kaumatua as tutors, and an Outdoor Education L2 for disengaged school leavers.

In 2014 Ngātiwai formed a PTE and applied for funding for the next two years. They missed out so they set about getting a good track record by offering a self-funded NZQA approved Ngātiwai driver licence courses. They held two in 2015 and one in 2016.

Then in 2016 Ngātiwai Education Te Au Here O Tūkaiaia was reviewed by NZQA. "We got a Category 2," says Gayle, "which we were thrilled with." Now she has applied for the new round of TEC PTE funding and the programme they are launching with is Tohu Atawhai, Manaaki Marae a hospitality L3 programme - caring for people and all their needs in a way that respects tikanga.

### Manaaki hospitality

This NZQA programme was written by Erica Wellington. It is a L3 programme that combines the skills and knowledge required for Māori-focused hospitality.

The curriculum was developed in partnership with the Hospitality School at NorthTec - they helped to facilitate the process with NZQA.

"It is a unique programme", says Gayle. "It is taught on a marae and it marries marae catering with commercial catering. There are similarities and differences. The commercial part of the programme is taught at the restaurant at the Oceans Resort Hotel Tutukaka. The chef from that restaurant comes to our students on the marae: he teaches them things, and they teach him. Ako we call it. The basis of a lot of the programme is learning the whakapapa of the food and the different stages that it goes through from land or sea to table. It is about the wairua: the more stages it goes through, the less whole it is. Their classes on the marae catering are led by Kawiti Waetford and Leila Amos."

The 60-credit courses lead to a New Zealand Certificate L3 in Manaaki marae. For their first course they have 16 participants. Mostly they are between 16-25 years with a few older star students.

And what's on the list for future course? Gayle says they are not short of plans. In the first instance they are working hard on getting more Māori into hospitality. Nick from Wahi and Schnapper Rock cafe is a partner in tohu atawhai as they want more Māori faces in hospitality to give an Ahi Kaa presence. Ngātiwai education is also working towards beekeeping education and the training needed to get their rangatahi and others into fishing (the iwi owns a fishing company). And there are plans to develop aqua culture.

"There are so many ideas," says Gayle, "It is a team effort and all of Ngātiwai and tauira who live in the Ngātiwai rohe contribute ideas on what courses we need and want to run from Ngātiwai Education. An emphasis on a Māori world view is our signature kaupapa."

# Participation today and leaders for tomorrow: Pacific youth gear up in Christchurch

There's a new Act on the New Zealand Parliament website. It's called the Pacific Youth Parliament (Our Movement) Act 2017. In the explanatory note it states: 'This Act aims to enhance Pacific People's development in Aotearoa, and the total welfare of all of New Zealand. This addresses key issues that Pacific Peoples face, and recommends initiatives that will allow progress for Pacific people not only to survive, but to fully participate in every aspect of this country.'

Well, it's not a real Act. It is the result of four days of training and deliberation by participants in a Christchurch Pasifika Youth Parliament held in Christchurch in late April.

The Youth Parliament was organised by PYLAT (Pacific Youth Leadership and Transformation). PYLAT's purpose is 'to see a world well informed and influenced by Pacific young people. That means educating decision-makers, businesses and schools, helping make their processes inclusive. And assisting Pacific young people to participate in democracy.'

The journey started in 2010, when the Ministry for Pacific Peoples and the Canterbury Branch of P.A.S.F.I.K.A Women decided that they wanted to grow Pacific youth leaders in Christchurch and help them to learn about democratic government and how to influence decisions. So in 2010 they convened the first Pacific Youth Parliament (PYP) in the city. The PYP process replicates the real Parliament as closely as possible, with a governing party, an opposition, lobbyists and law making processes while making it as youth friendly as possible, and inclusive of Pacific values, culture and humour.

There were 45 participants at the first PYP and the idea was to hold one every three years in the run-up to an election. Then the Christchurch earthquakes hit and PYLAT found themselves in a city without venues, so they decided to run a number of separate smaller events around the city. They called these iSpeak. Now with the city getting back onto its feet, the second PYP has been held, this time attracting 100 young people. The event was advertised for young people between 16-24 years, but the youngest participant was 13. Eighty-five percent were from Christchurch and 70 percent were young women.

Josiah Tualamali'i is the Chairperson of PYLAT. He is New Zealand born with a Palagi mother and a Samoan father. As a 14 year old he had attended the first PYP in 2010:

"It was the most transformational time in my life. I got to learn about being Samoan and connect with others who felt the same as me. For second and following generations being comfortable with your identity can be one of major challenges. You can feel detached from your Pacific ancestral background. You may have never been there, but it is part of your identity. I found in embracing my Samoan identity it has strengthened my wellbeing and helped me better understand my purpose in life."

One of the great values in the youth parliament, Josiah and others could see, was how the young Youth MP's and older ones developed mentoring relationships, building confidence and leadership.

## Writing the Act

They started with a training day a couple of weeks before the youth parliament. Then, when they were finally gathered together for their retreat at St Bede's College, their four days of work began.

On the first day speakers came and presented information on topics just as the justice system, climate change, and the New Zealand constitution. The next day was all about lobbying and taking government and opposition viewpoints. The Government Party then had to draft a bill which was brought back to parliament. On day 3 they had the debate and question time. And on day 4 there was a second reading of the bill - working together across party lines to build consensus.

Josiah Tualamali'i took on the role of Speaker of the House. The real Parliament in Wellington sent down two staff members from the Office of the Clerk and they helped to run the sittings. They were also incredibly helpful, Josiah says, especially in providing information to those drafting the bill and with Points of Order and Speaker's Rulings.

The final bill was voted on at the formal closing dinner in a 'third reading' in front of over 200 people - friends, family, and local



*At the Pacific Youth Parliament*





*Josiah Tualamali'i is the Chairperson of PYLAT*

and Pasifika politicians. It was passed unanimously and sent to political parties as a guiding document on the Pasifika youth opinions.

The big message, says Josiah, is that the Pacific Youth MP's want an inclusive society. They strongly supported equity for women. They want everyone to have that kiwi ideal, a fair go. And they understood that young people, such as themselves, do have a role in future proofing New Zealand society by challenging the statistics and participating in society creating change.

#### Follow-up

PYLAT plans to hold more iSpeak debates in the lead up to the election, have decision-makers meet with their community - and of course make sure that everyone who is eligible is enrolled to vote. They also plan to make summaries of the key policies of each of the political parties. In a 2014 inquiry which PYLAT participated it was found that many young people failed to vote because there was too much information and it was hard for young people to weigh up choices. So PYLAT will be putting much easier to assimilate information up on their Facebook page and ask others to upload material as well. (Their Facebook page currently has over 900 likes and they had between 30,000-5,000 people viewing the youth parliament while it was happening. Many shared their thoughts online.)

Dialogue with MPs is an important part of the process. "We write to ministers, we've sent MPs a copy of the Act," says Josiah.



*At the Pacific Youth Parliament*

"We want them to respond to the Pacific Youth MP's, to start a conversation. I genuinely believe that all MPs want society to be more inclusive but the more effort they put into engaging with young people, the better it is for youth participation. We don't like getting lame responses. We would like them to be a bit more courageous, to consider what has been said, even if they disagree and articulate that."

It remains to be seen whether any political party takes up the challenge in terms of developing policy that truly reflects the Pacific Youth Parliament (Our Movement) Act 2017, but two things are for sure. One is that there will be 100 fully informed young Pasifika people participating in the general election later this year and because family were involved and social media is so well integrated into their approach, maybe thousands of their friends and family members too. And the second outcome is that there is a large group of emerging Pasifika leaders in Christchurch.

A word about Josiah. He is currently studying for a Bachelor Degree at Canterbury University - it is in Political Science and History. Last year he won the Prime Minister's youth Leadership Award, and as a result he will be going to Geneva this year to a World Health Organisation conference.

You can see the Act at <https://www.parliament.nz/en/get-involved/features/pacific-youth-parliament-empowers-pasifika-youth-to-claim-their-voice/>.

## Your voice, your choice!

### Act now! Ace can increase participation in the general election

The aim of this resource is to encourage students to have a say on the decisions that affect their lives now and in the future. It is based on civics education, which promotes engagement and participation in the democratic process. This resource supports students to learn about their rights, duties, and responsibilities in a democracy and to develop understandings of how they can influence what happens in their school and community. It focuses on promoting students' critical thinking and their knowledge of citizens' rights and responsibilities to contribute and participate in decision-making. Ideas

for curriculum-aligned learning experiences, including teacher-and student-support materials are provided in the resource. The resource is aligned to the learning area of social sciences and is targeted at Ls 3 and 4 of The New Zealand Curriculum. Have Your Say is part of a suite of resources (Your Voice, Your Choice; Votes for Women; and Tūranga Mua, Tūranga Tika) available for download from the Electoral Commission website <http://www.elections.org.nz/resources/learning/curriculum-linked-education-resources>

Download from the electoral commission nz website, or email [admin@aceaotearoa.org.nz](mailto:admin@aceaotearoa.org.nz) to get hard copies.

# Living Economies Expo in Christchurch

Around 120 people from around the country came together in Lyttelton in late March to listen to twelve national and international speakers, make connections with like-minded people across the country and to see, in action, what Project Lyttelton is achieving. They were learning about living economies.

Living Economies, their website says, is a New Zealand educational network promoting systems of exchange that foster community wellbeing. “We aim to strengthen and help sustain regional economies by promoting interest-free means of exchange - currencies based on and respecting the living systems of our planet - to complement money in local communities.”

Margaret Jefferies from Project Lyttelton, who was one of the organisers, says that “living economies, to me, is about creating a local economy and community that is able to thrive - and the environment that it is in is able to thrive - so that all our needs are met. That includes both our social and emotional needs. Things are done locally. All over New Zealand there are people promoting this idea of local economies and looking at our systems. They all see the main dysfunction - the money thread that goes through all the different layers of our society. It is the money system that is causing the chaos and that needs to change as soon as possible. It is about creating real wealth, and real wealth is not just money - it is happiness, meaning, connection, and the continuation of our environment so our children and grandchildren can still have what we have.”

The conversations at the Expo were all about what is good globally, and what needs to be done to work locally so we can create something new, that breaks with the old paradigm.

The international speakers included Stephanie Rearick, from Madison Wisconsin in the USA, who is the founder and former co-director of the Dane County TimeBank - a 2800 plus member TimeBank devoted to building a just and inclusive economy. They are also working with youth at risk: Young offenders are given the opportunity to be heard by a jury of trained peers, and then they have a chance to say what it is that they would really like to be. Whatever it is there is nearly always a member of the TimeBank who can offer to teach the skill. The young person is supported by their community.

Two other international speakers set the ‘big picture’. Gar Alperovitz is a US historian, political economist, activist, writer, government official and co-founder of the Democracy Collaborative and co-chair of the Next System Project. His address set the scene for how systems could be changed at the local level. In the same vein, Nafeez Ahmed, an (amongst other things) award winning investigative journalist who tracks the ‘war on terror’ in the context of what he calls the ‘crisis of civilization’, sees opportunity in the face of crisis. And the opportunity is local.

New Zealand speakers included Niki Harre, Associate Professor of Psychology whose recent research has focused on sustainable communities and positive youth development, and Deidre Kent, on the need to address all the negative indicators as a single system, and how this can be done only at a local level. Unfortunately the weather that weekend delayed Tamati Kruger, a Tuhoe social and political analyst who has dedicated his career to the development of his iwi.

There were many other excellent speakers: you can listen to them all at <http://expo.livingeconomies.nz>.

Phil Stevens from Ashhurst, another of the Expo organisers, said he particularly enjoyed the opportunity to experience some of Project Lyttelton’s sustainable community initiatives. The kai (which was exceptional) was provided through the TimeBank, or via a voucher to be spent at the local Farmers’ Market. Participants met with social enterprise initiatives including one producing composting toilets for use in an emergency, and a start-up doing low cost modular housing. “It was much more than flying into a city and listening to speakers,” says Phil. “The ability to see close-up things happening, and interact with the community was an important part of the whole event.”

There are living economy initiatives all over New Zealand - in pockets in places like Wellington, Whakatane, Carterton, Raglan, Invercargill, Auckland, Ashhurst... and of course Lyttelton and other parts of Christchurch. “You start work locally,” says Margaret, “then start looking at the areas around you. Mayor Dalziel always brings up what Project Lyttelton is achieving. In Lyttelton we are fortunate, it is in a basin, with contained edges.”

As a result of the Expo a new network is being established. Living Economies has been more of a board - the need now is for an on-the-ground network. It is called MANA - the Mutual Aid Network Aotearoa. Phil Stevens says that this will provide groups working to foster a local economy and the connectedness of people in their community with a way of learning from and keeping in touch with others.



*Expo participants greeting the opening speaker, Gar Alperovitz from the next System project – via Skype*



# Learning with the Porirua Whānau Centre

Most people are in crisis when they turn up at the door of the Porirua Whānau Centre Trust in Canons Creek. They are usually struggling with financial, social, emotional and family harm problems. Homelessness has also been an increasing problem.

The Whānau Centre is a community hub providing services for pre-schoolers to the elderly. It is one of six MSD-funded social service centres in the country.

Last year their social workers provided services to nearly 800 people, mostly Māori and Pasifika. The centre also offers counselling services, a HIPPY programme, a school holiday programme, ECE, family violence prevention (including a White Ribbon Day dads and daughter's breakfast), Matua Power (activities for the elderly helping them stay connected to the community), a youth programme in schools (a stopping bullying programme Kowaiāu – Who am I), a community event (Creeksfest, which is a health focused festival, with stalls from many agencies and organisations that can provide support), and free training programmes - financial literacy and parenting. The trust now has 15 social houses, 3 of which are available for short term emergency and transitional accommodation while efforts are made to find more permanent homes.

In practice all of the services provide non-formal or informal learning: everyone gets a chance to make changes that improve the health and wellbeing of their whānau. For this article we focused on the non-formal training courses, so we talked with Barrie Walker (Ngāti Kahu), the tutor for both the parenting and financial literacy programmes, and Leah Olsen (Tuhoe), a graduate of the parenting programme.

## Training programmes

The centre's budgeting programmes have recently been replaced by the Commission for Financial Capability's community programmes. The first six session programme has just finished and whānau are reporting positive outcomes. They say that the skills they have learned are helping them to monitor their income, plan for the future and re-evaluate priorities. The introduction of habits such as making a daily log of all their spending has resulted in some being shocked at where their money actually goes. The programme is also increasing their capacity to develop savings plans, understand insurance and access appropriate supports if required.

The parenting programmes run for two hours a week for seven weeks. They are during the day and fit in with the school term. Four programmes are run over the year. "It's generally the mothers that come along," says Barrie. "We cover a lot of different topics but their shared stories, the korero is really important because they then start helping each other. I see a lot of awareness growing about how their behaviour affects their children."

Leah agrees. "Before I did the course seven or eight years ago when I was a young mum I learned a lot of things I didn't know

about. Before I wasn't thinking about what I said to the children, or about how I dealt with situations...

"For the last few years we have lived back in Murupara. We went back so I could learn te reo and get to know my whānau there. Then when we came back to Porirua at the beginning of this year (so my children could learn about their father's

Cook Island side) and found ourselves without jobs and homeless, I knew we had to reach out and get some help. My partner and I thought we were good parents. He is like a typical man, and thinks he knows everything! But we both enrolled on the parenting course. I felt I needed it again too. When you are under stress you don't sit and think about what you are saying to each other or to the children. We have learnt to be more responsive to our children's needs and to always be aware how our actions and communication style has a direct impact on them. Recently my daughter said to me, Mum, Dad's happy again! And I said, Yes, that was because I have had a talk with him! Now we reflect on how we are doing things. I feel that I am always aware of what I am doing, and I remember what I have learned.

"Now things are working out for us. I am a much more proactive person. I get involved. Because my son was having some difficulties at school, I approached his teacher and asked if I could be his teacher aid. So I go along once a week and do reading with him or go through his basic maths. I am always popping into the medical centre here and asking things about my children's health that I am worried about. And I didn't used to vote. I could see no point in it, but now I will definitely be voting because a lot of things in the country are not going the right way.

"As a result of being on the programme, I have a job! I am a HIPPY tutor. I have twelve mums and my job is to go to visit them and teach them how to use the activity book. I love it. I want to get into early childhood education, but at the moment I know I can't commit to doing the course. One day I will get there!

Liz Kelly (Ngāti Toa) is the CEO of the Porirua Whānau Centre. She has always worked on the principle of a hand up, not a hand out and encourages everyone who gets support from the centre to become nurturing participants in their local community. Having learners like Leah moving on to help deliver services to others contributes to that vision of the trust, 'to improve the ability of whānau to be self-reliant.'



Leah Olsen

Whakataukī: Kāhore taku toa i te toa takitahi, he toa takitini.  
Proverb: We cannot succeed without the support of those around us.

# Christchurch's Russian Cultural Centre



*ESOL class at the Russian cultural Centre in Christchurch*

The Russian Cultural Centre in Christchurch was established in 2000 to promote and preserve the Russian language and culture. The centre provides classes for children (including adopted children) and adults, and holds cultural events and performances. They also run English language courses for adults, helping them integrate into New Zealand society.

Anna Filippochkina is the programme coordinator at the centre and director of the school. She arrived in New Zealand in 1998 and was involved with the trust's establishment

With a Masters in Russian Language in Teaching and Literature, Anna had not a word of English when she arrived. Like most young or middle-aged migrants she did learn, and quite quickly, but the difficulties of learning English from someone who had no knowledge of Russian grammar made the process doubly hard. What was needed, she decided, were classes taught by Russian speakers. Two years after her arrival she was involved in the establishment of the Trust and helped set up the English Language Project and facilitate the Trust's language and cultural programme which includes classes in Russian (for children and adults), history, art, and dance.

The first ESOL class had sixty learners and since then they have had about twenty-five each year. The classes are for two hours on Saturday morning for 40 weeks (keeping school holidays free). Many of the learners are not yet residents, so they don't qualify for state supported ESOL classes.

Like most ESOL programmes the lessons are around everyday situations like visiting a doctor, shopping, banking, travelling, telephoning and calling a handyman. The focus is on reading, writing, listening speaking and spelling. Along with the language learning the students learn about New Zealand geography, culture, and traditions, and they are encouraged to celebrate our national holidays including Waitangi Day and ANZAC Day.

Risingholme, a TEC funded ACE provider, is a long-time supporter of the ESOL programmes run by the trust, "Without their support," says Anna, "We cannot survive."

For the Trust, like most NGOs, funding is an ongoing challenge. All of the 10 tutors providing courses have tertiary qualifications in their country of origin and the trust's board is determined that they should be paid for their challenging work. That means Anna, who is also paid a part time salary as the centre's coordinator, needs to constantly apply for funding. They get grants from COGS, the Christchurch City Council, Lotteries and some philanthropic funding.

Finding a building has been an ongoing challenge. At the beginning the Centre was using the Multi-Cultural Learning Centre's facilities. Later they were able to rent space in a Christchurch community house, but that was destroyed (along with all their resources and books) in the earthquakes. The rent in the new community centre was unaffordable for this small organisation. For a while they were happy to be able to use a kindergarten premises in the weekends. Now they run both their Russian language and culture classes and their ESOL classes at Hagley Community College.

## Professional development for community language teachers

In talking with Anna Filippochkina about the classes that the Russian Cultural Centre is providing, we also learned what is being done to improve the training available for community language teachers in Christchurch.

In Christchurch there are community language classes in many languages, including Russian, Arabic, Polish, Mandarin, Cantonese, Tongan, Indian, Sinhalese, Italian, French...and many others.

ESOL teachers, says Anna, have well established training programmes and qualifications. The big gap in this country is

for community language teachers: "Many community language teachers have qualified as teachers in their own country, but some have no qualifications, and many have no knowledge of New Zealand teaching practice."

So in June 2007, the Russian Cultural Centre together with Christchurch City Council organised the first seminar on intergenerational learning. The seminar was attended by over fifty people, including all of the principals of the local community language schools along with representatives from both the Ministry of Education and the Office of Ethnic Affairs.



Then in 2016 the Christchurch branch of the Community Languages Association of New Zealand (CLANZ) and the Russian Cultural Centre organised a seminar on the acquisition and maintenance of heritage and community languages in multilingual Christchurch - from strategy to action. Discussion focused on the support that the community language schools needed in order to deliver their services. As a result Christchurch CLANZ offered two professional development workshops for these tutors. One was on understanding and planning with flexible multilingual methods; and the second on facilitating creative teaching.

The seminar and workshops were facilitated by Anna Filippochkina (RCCT and CLANZ representative) and Angela Bland (CANTESOL and TESOLNZ representative).

"There is a big need," says Anna, "for a national language policy in New Zealand. We need to follow the experience of Australia. They have sixty hour programmes for community language teachers. They are free and on finishing teachers get a certificate. Auckland already has developed the Language Strategy - the Auckland Languages Strategy, Ngā Reo o Tāmaki Makaurau – which aims to develop a shared agenda for multilingualism and to enable alignment of policy and practice to support, promote and foster all the city's diverse languages and cultures. (see <http://www.cometauckland.org.nz/wawcs0160396/Languages-Strategy.html>). But we need a national approach. We need to promote bilingualism. A growing number of language educators consider New Zealand must re-examine its language policies.



Anna Filippochkina

We live in the 21st century, in a multicultural society and in a world where we have a UNESCO International Mother Language Day."

*Anna is the CLANZ representative on the Organizing Committee of the 16th National CLESOL Conference, which will take place in Christchurch on 05 – 07 October 2018. The ACE Aotearoa newsletter will publish more details about this conference as it becomes available.*

## Community Education as a Small Business

By Bridget Klubien

The end of 2009 saw drastic budget cuts to community education in schools. Of 212 schools that had Adult Community Education programmes, 150 had their funding entirely withdrawn. Without funding the vast majority closed their programmes immediately. A few continued to employ their coordinators on salary to see if they could cover costs - most found this unsustainable.

The programme at Western Springs College was the only one to be transformed into a privately owned social enterprise.

At the time of the funding cuts I had worked (from home) as coordinator for six years. I was now facing redundancy. As a sole parent I was eager to continue working from home. I calculated that if the Board would rent me the school rooms for \$5.00 per hour (plus GST) I would be able to continue the programme. Supported by Principal Ken Havill, a loyal supporter of community education, the Board agreed.

I set up my company, Leisuretime Learning and continued the programme for a further seven years.

Courses were shortened, fees went up and my remuneration went down, as did the school's income from room-hire.

A logo was created, a website built and I adopted a cloud-based event management platform (Arlo). Now I could accept enrolments on line, including credit card payments and most communication with students was automated. Programme

brochures displayed the Leisuretime Learning logo as well as that of Western Springs College.

I now worked the evenings myself, including locking up. I learnt how to keep my own accounts, make PAYE payments, and complete GST returns and financial statements. I used Adobe Creative Suite to make my own posters and bought public liability insurance to mitigate the risk of accidental damage to the school.

Initially there was a drop in enrolments but from 2011 onwards the programme generally delivered 110 courses attracting 1100 enrolments each year. I introduced a "money back guarantee" which promised a full refund to any student who was not "delighted" with the first session of their course. Fortunately my tutors were excellent and refunds rare.

Unrestricted by the constraints of receiving government funding I now chose to enrol secondary school students as well as adults. Courses included Cooking, Sewing, Pilates, Yoga, Retirement Planning, Silkscreen Printing, Interior Design, Photography, Xero and so on. I usually had twenty tutors and one school student (Classroom Preparation Assistant) on the pay roll. Marketing on a low budget (\$1500 p.a. plus GST) was my biggest challenge. I learned how to use Mail Chimp and was grateful to the managers of five local supermarkets and the local library who allowed me a prominent place to display my brochures for a month prior to each term. Social media was an important area for future development.

The event management software and bank fees associated with credit card payments together cost nearly \$6,000 a year. My income dropped to \$22,000 p.a. but I gradually built it up again and for the past two years it has exceeded \$30,000 p.a. At 25 hours a week I earned \$23-\$25 per hour, however the business paid internet, mobile phone, mileage and home office expenses. I loved being autonomous and derived personal satisfaction from delivering what I knew to be a valued community service.

To anyone considering this kind of endeavour, two factors stand out as being fundamental to success. The first is reliable access to suitable facilities at low cost (e.g. cooking facilities, sewing machines and computers) and, if you are working with a school one needs a principal who is will defend the value of community education against its detractors. Use of the facilities should be assured with a written agreement including notice required for termination.

I estimate it would take between one and two years to build a programme like Leisuretime Learning from scratch to a level that is self-sustaining. A one-off establishment grant of say \$50,000 would optimise the chances of success (to subsidize the coordinator's income, pay for office equipment and software and especially to pay for advertising. A further \$20,000 the following year would be useful.

Such a start-up would nevertheless rely on the goodwill of the school and the co-ordinator. They both need to be willing to accept below market rates for their contribution.

After thirteen years it is time for me to have a change. The school is embarking on New Zealand's largest ever school rebuild and the decision has been made to close the programme while building is in progress.

Leisuretime Learning may resume under a new Director in 2019 when construction is complete.

*Bridget Klubien*



## Supporting manaakitanga and whānaungatanga in Levin

For the last 25 years Te Kokiri Development Consultancy in Levin has been providing community education, in one form or another, first and foremost as a Māori PTE, and since 2016 as a TEC funded ACE provider as well.

Te Kokiri Development Consultancy was established as an Incorporated Society and a registered Private Training Establishment in 1992. The founding member was Koro Hemi (James) Moses. Koro Jim has since died but Te Kokiri continues to express his dream: Mahi tahi mo te painga o te katoa - Working together for the benefit of all.

Now as the only TEC funded Registered Māori PTE in a region where nearly a quarter of the population is Māori, Te Kokiri is focused on providing tauira with their cultural needs. Unemployment is high, 50 percent above the national average, and it is a predominantly low skilled and low wage labour market. That means that many people are trying to enter the labour market, and many of those with jobs want to be able to move into more skilled, better paid work.

The organisation has an excellent track record of providing tailored foundation/community learning opportunities for priority tauira, and helping them succeed. As a past TOPS and more recently FFO and Youth Guarantee provider Te Kokiri has delivered programmes in Trade Skills, Toi Māori, Retail, Employment Skills, Money Management and Basic Business

Skills. The organisation's EER process over the years has always confirmed that the organisation has strong industry networks and has been successful in getting targeted learners into work or further education.

In the past Te Kokiri was a working member of Te Aho - a Māori community initiative to raise Māori prosperity and wellbeing in the region. The organisation is also a leader in the Providers/ Education Group which is focussed on improving literacy and numeracy and they are a member of the Māori business network, which went into recess for a while, but has now been re-established.

The new TEC ACE funding has allowed Te Kokiri to reintroduce parts of their TOPS raranga programme - Nga Mahi a Te Whare Pora - with its Te Reo content. This raranga programme, previously funded by MSD TOPS, was always highly regarded by the community, Toi Aotearoa, and galleries around the country. The ACE funding now also supports te reo classes.

The organisation is driven by seven kaupapa. Christine Warren (Ngati Raukawa, Ngai Te Rangi), the Tumuaki of Te Kokiri, says that of these manaakitanga and whānaungatanga are the two planned outcomes of their new ACE funding.

They define manaakitanga as: ensure that all Te Kokiri programmes and services are mana enhancing. And





*Learning te reo*

whānau as: create and enhance quality relationships that unite all parties in a common bond.

Staff and board members also support manaakitanga. Te Kokiri has an open door policy for all past and present tauira (including those on the ACE programmes), and once their programme is finished our staff keep in touch to make sure that they are either still in work or continuing with their studies or maybe just to have a catch up. Board members are available for one-to-one support.

### Raranga

Last year, and again this year, about 60 people enrolled on the free ACE raranga course which has te reo embedded. It runs as ten noho, once a month for a whole weekend. The course includes: tikanga and kawa; waiata and karakia; traditional and contemporary weaving skills and techniques; conservation, harvesting/ preservation; professional practice; and design, style and creativity. Tauira work at their own pace. There is a mix of practical and written assessment which embeds their understanding of tikanga, kawa and te reo practices associated with raranga.

“They find people who are like themselves,” says Christine “and it gets them involved with the community. A lot do weaving for their family. They can make a korowai that wraps around the whole family. The course supports manaakitanga - so everyone is looking after everyone - sharing their knowledge and aroha. It makes people more confident about themselves and that spreads out into the wider community. They also become committed to our cultural environment and that can only be good for their whānau. When our kaupapa and tikanga are living with them for every hour of every day, then we have healthy families and a healthy community. Manaakitanga enhances their desire to learn and they pass this onto their whānau.”

Christine suggested that we ask the class to fill in a short questionnaire so we sent some questions: why they wanted to do the course, the three best things about the course and whether they wanted to continue with other learning once they finished the raranga programme. All but one said that they wanted to continue learning raranga - either at an informal level, or go onto formal programmes. All of those responding also mentioned the value of social contact, building friendships and the learning

environment. As one person wrote, “I love the nurturing environment. No mistakes, just learning opportunities”.

The raranga produced by tauira at Te Kokiri has been shown in National Art Exhibitions, the New Zealand Māori Market, Wearable Art Festivals, the National Weavers Hui and other regional exhibitions. Pieces have also been commissioned for the Horowhenua District Council’s new Te Takere Library.

### Te Reo

Te Reo Māori L1 is a 36 week course run for three hours in the evening. While many of those enrolled are tangata whenua, some are not. Christine says, while they may not be Māori they may have mokopuna or partners who are and they want to be able to support their whānau and manaaki their children’s learning.

This basic course ran for the first time last year, and now a number of those participants have gone onto L2.

The questionnaire feedback from tauira for the te reo programme reinforced what Christine had told us. They had increased their confidence that they are able to learn, it’s fun, it’s empowering, it’s free, it supports friendships and participation in their community - and, it is for their children. Most intend to continue learning te reo Māori.



*Tauira at the raranga class*

# Power through power tools in Australia

*This article was first published in the Adult Learning Australia publication Quest, Issue 1 2017.*

A Women's Shed that teaches women trades skills is flourishing in Orange, New South Wales, Australia.

In the large shed just out of Orange, women of all ages work away at benches in their hot pink safety vests, hammering and sawing, exchanging advice and encouragement. Whether they're making a bird feeder or a tool caddy, most of the women are learning trade skills and tool handling skills for the first time.

One of them is Carmel Hanrahan, 72. Before her husband David died four years ago, Carmel says she was the kind of person you'd find curled up in a chair with a good book while her husband did the kind of handyman jobs that kept their old house maintained and running smoothly. These days Carmel can wield a saw and screwdriver along with the best of them. She's one of around 30 women who regularly turn up for practical hands-on sessions at one of Australia's first trade skills sheds for women.

The idea started as a project of Orange City Council 'Choices at Home' project for older residents, people with a disability and carers as a way to develop independent living skills.

Paula Beattie, support worker for 'Choices at Home' says, 'My colleague Fiona Cooper and I had the idea of a tinker shed for older women a few years ago. Most of the older ladies we worked with had traditionally been homemakers so when their husband died or went into care they were faced with how to maintain the house and they were worried about being ripped off by tradesmen. The idea was to teach women the vocabulary and the language so they can talk confidently to tradesmen, as well as how to do basic handy work themselves.'

'We invited the Supporting and Linking Tradeswomen (SALT) project to come up and give a woodworking workshop. They've been awesome. Quite a few local women came along and everyone really enjoyed it.' The idea took off from there.

Word soon spread and the idea of a Women's Shed proved so popular that it's been opened up to all women of all ages. Today the Shed has around 50 members aged from 30 to 80. 'I'm taking more and more calls about the Shed every week,' Paula says.

Orange Mayor John Davis OAM said the initiative had made significant impacts on the lives of women across the region.

'It is aimed at women who haven't had the opportunity to learn how to do basic home improvements. But of course, it's much more than that,' Cr Davis said. 'When women get together and work on projects, they're also talking together, building relationships, being there to support each other.'

'When tough times come around, say, for women who have lost a partner, it is a great opportunity to make sure they have a social outlet and they can talk with other people in the same boat.'

Apart from the support of Council, Bunnings offered the women DIY sessions and the local men's shed donated tools. In February 2016, the Shed achieved a milestone when Wangarag Industries, which offers jobs and training for people with disabilities, offered the women their own space. Kevin McGuire,



general manager says, 'We had two sheds out the back that were underused and one of the board members mentioned a Women's Shed had started up and I said, "Wow, sensational, who do I contact?"'

Wangarag administers the Shed, providing insurance and ensuring all the women have inductions to comply with health and safety regulations. 'It's a wonderful opportunity for our disabled ladies to participate and conversely it's a great opportunity for the other women in the Shed to be exposed to and work alongside women with disabilities, it's a great learning experience for them as well. I see it as a win-win situation.'

'So they've learned how to fix sticking doors, mend flyscreens, reset fuses in a fusebox, all these wonderful practical skills. But they've also learned a lot from each other,' Kevin says.

## Carmel

'I'd call myself an academic rather than someone handy. But since I've been on my own I have had to step up to the mark. It's very empowering,' Carmel, 72 says.

'This is an old house and there are always things that need doing. For example, I have an electrical board that used copper wire so I learnt it's easier and safer for me to have circuit breakers so now I feel safer in my own home.'

'After my husband died I took my car in for a service and I was ripped off. The girls at the Shed have given me the name of a



*Powered up women*



lovely man and I feel confident he will do the right thing by me. But I'd like to be able to tell the person fixing my car what's wrong with it. If you can do that you're treated differently.

'We went up to Beaufort to learn how to maintain the tyres on our cars. That's something your husband always did for you. All these little things make a difference.

'The ladies from SALT came up and gave us basic toolkits and told us about what they do in communities. They went out to Lightning Ridge to help farming people affected by the drought, doing maintenance jobs and teaching women how to use tools. That really inspired me. It's amazing when you see what we can achieve together. My dream is that we hook up a trailer onto a car, and load all our tools and set up a roster where we go out and help people with maintenance jobs and their gardens.

'The shed where everyone is helping each other feels like a small community in itself. We have amazing leaders in Paula and Fiona. 'They are terrific at connecting us with the broader community. So we are not just helping each other inside the Shed. It goes both ways. We can do things for the wider community and they give back. For example, we donate the fruit and vegetables we grow in our raised garden beds to local charity Foodcare who distribute it to people who are struggling on low incomes. Bunnings really helped us along with DIY workshops and Wangarua gave us a home. It's wonderful.

### Michelle

As a girl Michelle Einsaar spent her school holidays working with her dad. 'It was either hang around home not doing much or get out with him on the tools and help. He did all sorts of jobs like painting, installing antennas, putting up sheds.'

But it wasn't until she was in her mid-30s and at home with a new baby that Michelle took up the tools again. She saw a stand at an International Women's Day celebration and met Heather Cooper

who was promoting the Orange Women's Shed. 'I thought, men have all the fun going to their shed. I'd love to do that.' She put herself on the mailing list and things snowballed from there.

With her practical skills and qualifications as a high school teacher Michelle is one of the Shed's unofficial trainers, drawing up plans for projects and teaching women the skills needed to get them done. 'The Shed isn't so much about learning skills for me so much as passing on what I know.'

'They make choices about what speed they want to go at. There are no deadlines. Some work on a project for 2-3 weeks, others do it all in one go. It depends on their skill level. Some work on their own, others stand around a bench and go step by step.

'It's made me a better teacher. Teaching kids I often felt like I was shovelling information at them and it was hard to tell if you were getting through, I didn't get feedback. With the ladies they are always asking questions, giving you feedback, "You're doing a good job, thank you." They are always complimenting me. So it's reassuring and I really enjoy it.'

Hands on excursions are great for confidence building. 'We go up to Bunnings and walk the aisles looking at things and discussing what's on the shelves. The women might say, "Is that what that's for?"

'Some of the women have had to learn how to hold a saw, or use a drill but now they've learned how to do things like fix a hinge or change a tap washer. They don't have to call a handyperson or a tradie, most of whom are male, to come and do things for them. They don't have to pay someone to do a job they have learned to do themselves.

'So it's very liberating for the ladies to be able to say, "I've got tools, I've got a toolbox, I can use a drill ... I can do this job myself.'

*For information about ALA see [www.ala.asn.au](http://www.ala.asn.au)*

## ACE News

### ACE AOTEAROA BOARD

The Board had their second meeting for the year on the 13th June. The key discussion was on proposed changes to the constitution regarding nomination protocols. The Board agreed that over the next year suggestions would be developed and shared with membership. The intent is to prepare remits for the 2018 AGM. This is timely as there are no Board elections next year. The Board also spent time preparing for the Annual General Meeting, which is held prior to the ACE Annual Conference.

At the AGM there were 4 vacancies and the following members were elected- existing Board Members Pale Sauni, Hauiti Hakopa and Charissa Waerea. In addition Tracey Shepard from Wairarapa REAP was elected to the Board.

Gillian Brock has left the Board. Gillian did outstanding work on the Board for the past 6 years, most recently as chair of the Strategic Communications sub-committee. Gillian was also responsible for overseeing the success of the "Getting of Wisdom" conference held in Wellington in February this year.



*Tracey Shepard*

### New Board Member: Tracey Shepherd

I have over 20 years of experience in the education sector, predominantly in the vocational education sector with the Tertiary Education Commission and the Primary Industry Training Organisation, and more recently in the ACE sector.

I began my current job as the Education Manager at Wairarapa REAP in January 2016 after commuting to Wellington for a number of years. I was thrilled to get my job at REAP as I can now work and live in my community.

Over the years I have had extensive experience volunteering in a number of different organisations ranging from sports clubs, special interest groups and community organisations.

I am passionate about building resilient communities and empowering people to determine their own future, and have seen

the positive impact that Adult and Community Education learning programmes can have on the lives of people in our community.

I recently co-presented a workshop at the 2017 ACE Aotearoa Conference about a recent research project – “Adult learners in the ACE context: An evaluation and review to support sustained learner success”. The project explored how successful learning is defined by learners in the ACE sector and how this can inform the programme interventions and activities offered in this learning context.

## PROFESSIONAL DEVELOPMENT

### Tools for the Sector - Supporting Learners and their Learning Goals

This workshop will be an opportunity for providers and members to learn more about supporting learners and their learning goals. The workshop will explore the application of ACE Learner Pathways, ACE Place and ACE Trace (learner outcomes) tools.

18 August - Taupo

25 August - Palmerston North

22 September - Wellington

13 October - Dunedin

18 October - Invercargill

3 November - Hokitika

To register, please email [analiese.robertson@aceaotearoa.org.nz](mailto:analiese.robertson@aceaotearoa.org.nz)

### Professional Development Grants

Applications are now open for the 30 September round of ACE Professional Development grants. See our website for information.

## ACE SECTOR STRATEGIC ALLIANCE

The second meeting of the Strategic Alliance was held on 27 June. A major focus of the meeting was discussion on the future strategy for the Alliance. To this end two major actions were agreed - firstly to confirm the strategic plan for the Alliance from 2017 to 2020 and secondly from this year onwards work with the sector to develop a new longer term plan. This longer term plan came about after reflecting on the ACE Conference - especially the focus on advocating for a strategic policy for Lifelong and Lifewide learning. There was a lot of interest for this at the conference, both from participants but also policy makers. Many people were taken by the presentation of Maureen Mallon from Scotland where there is a coherent, co-ordinated policy which all sectors understand. At the next meeting of the Alliance in September an action plan will be developed to start the consultation process. In order to ensure representation at the Strategic Alliance it is planned to inform members of the agenda for the next meeting so that ACE Aotearoa can represent members more proactively than in the past. Representatives from the TEC and Ministry of Education also provided the Alliance with an update on policy and answered questions which were mainly on the response to the Productivity Report on New Models of Tertiary Education.

## Notice Board

### ADULT LEARNERS' WEEK HE TANGATA MĀTAURANGA: SEPTEMBER 4-10

See the ALW webpage for an event planning guide and information about this annual celebration of adult learning. A new poster in English and Te Reo will be available. This year's launch will be a breakfast event hosted by MP Grant Robertson in the Grand Hall at Parliament on Monday September 4. [www.aceaotearoa.org.nz/events/adult-learners-week1](http://www.aceaotearoa.org.nz/events/adult-learners-week1)

### NETWORK WAITANGI

Network Waitangi is a non-governmental organisation (NGO) which links regional groups of mainly non-Māori educators, who provide educational workshops, study groups, resource material and other opportunities for Pākehā and other Tauīwi to learn about and honour the Treaty. A range of useful resources on the Treaty is available from Network Waitangi including the 2016 revised edition of Treaty of Waitangi Questions and Answers. For more information contact Network Waitangi [Otautahi\\_organisers@nwo.org.nz](mailto:Otautahi_organisers@nwo.org.nz)

### ACE AOTEAROA ONLINE RESOURCES PAGE

The ACE Aotearoa website now has an online resources page. There are lots of useful resources there including generic posters in English and te reo featuring adult learners (with space to write event details), conference and Hui Fono presentations, and guidelines for applying for professional development funding.

## ACE Aotearoa Board Members

<b>Tangata Whenua:</b>	Charissa Waerea (Co-chair) Hauti Hakopa Jay Rupapera
<b>Tangata Tiriti:</b>	Wendel Karati (Co-Chair) Tracey Shepherd Theresa Christie Pale Sauni

**Send in  
your news**

*We want your contributions and ideas for article.*

If you have a story to tell please contact the editor,  
Jo Lynch – [jolynch@xtra.co.nz](mailto:jolynch@xtra.co.nz)

If you want to change your address or be taken  
off or put on our distribution list please contact  
[admin@aceaotearoa.org.nz](mailto:admin@aceaotearoa.org.nz)