

Adult & Community Education Newsletter



Hauri Hakopa and Pale Sauni

ACE Conference 2018

The ACE conference was held in Wellington from June 12-14. The theme this year was Kia Mau, Tāmaua te Aka Matua Becoming Global Citizens.

In 2012, UN Secretary General Ban Ki-moon said, “Education is more than literacy and numeracy. It is also about citizenry.” Education for global citizenship shows us how knowledge, values, attitudes and behaviours help us to make informed decisions and actively take part in local, national and global communities to build a peaceful and sustainable world.

Keynote speakers

Dr James Hou-fu Liu (刘豁夫)
Professor of Psychology at Massey University

James suggested that currently the world is too diverse for global citizenship. The changing world order is bringing the Chinese view of citizenship into focus. In China collectivism replaces the western concepts of equality individualism and freedom. As a young Chinese American he applauded the protestor at Tiananmen Square; as an older person he has come to fully acknowledge the value of a system that has lifted 200 million people out of poverty. We are he said, in the best of times and the worst of times, but we can do some things that will help us create a better world. His suggestions included: maintaining cultural openness, respecting diversity and stepping outside our own comfort zone and “knowing ourselves and growing ourselves.”



Nelida Cespedes Rossel

Nelida Cespedes Rossel from Peru addressed the conference on the first full day. As an experienced popular educator her address covered the reality of citizenship in Latin America, which is both profoundly heterogeneous and the most unequal region in the world. Popular education is working to empower people to fight

for change. Nelida discussed the debate on the

2030 Agenda and the Council of Popular Education in Latin America and the Caribbean (CEAAL) view that popular education is central to our fight for a just, humane, supportive and intercultural world. She noted the CONFITEA VI report, At a Slow Pace, and the lack of interest by member nations in prioritising youth and adult education. Popular education she said, promotes a kind of critical inclusive citizenship, which is open to dialogue and advocates for human rights for people and a sustainable world. Paulo Freire calls us to opt for the pedagogy of hope, because change is possible if we are organised.

Veronica Tawhai,
Ngāti Porou, Ngāti Uepohatu.

Veronica is currently completing her PhD on the role of citizenship education in transforming indigenous-coloniser relations. Her address was based on this research. The idea of citizenship in Aotearoa NZ, she said, has been



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At the powhiri



Makuini Kerehi and Wendel Karati at the developing soft-skills workshop



Janet Te Rore



Mii Tupangaia in a workshop discussion group



Katherine Peet



Anne Alkema, leading the digital skills in the workplace workshop

captured by a particular group. Pakeha cannot be full citizens because they do not fully accept or understand te ao Māori. Citizenship is much more than individual rights, it is about the way people relate to each other and the right to live as we are. The price of citizenship has to be an absolute commitment to honouring the Treaty of Waitangi. In Aotearoa we are still very far from this. Treaty education is still not a core part of our school curriculum. Citizenship in Aotearoa has been usurped by a colonial power.

The Hon Chris Hipkins, Minister of Education

The Minister told the conference that the government's vision is for a high quality education system, with lifelong education for all – putting learners at the centre and providing barrier-free access. The current education system, he said, is too fragmented. He looks to a future where there is an education system that recognises both the gifted and the disadvantaged. ACE, he said, is an integral part of the education landscape. The government plans to work with the sector to design a framework for the future – setting us up for the next 30 years and beyond. What is defined as success will be broadened to include both participation and engagement. There is a lot of work ahead of us.



Videos of each of the keynote speakers, with their PowerPoint presentations edited into their address can be seen at <https://www.aceaotearoa.org.nz/events-ace-conference/ace-conference-2018>. A copy of the Minister's speech is also available.



Hine Flood



The Ako Aotearoa team: Kolose Lagavale (Pasifika Cultural advisor), Helen Lomax (Director Ako Aotearoa), Mei Winitana (Kaiwhakahaere Maori)

Ako Aotearoa Adult Literacy Numeracy and Cultural Capability (ALNACC) team, provided

conference participants with information on their online cultural pathways: the Māori Cultural Capability Pathway and the Pasifika Cultural Centredness Pathway. These online tools are designed for foundation-level educators and tutors to: enhance their own cultural knowledge and awareness; and reflect on, and apply some Māori and Pasifika learning and teaching methods to their practice. They are part of a wider suite of resources – or kono – small baskets of cultural PD offerings.

The two pathways can be found on the Pathways Awarua website <https://www.pathwaysawarua.com/>

ACE Aotearoa Awards 2018



Educator of the year Tangata Whenua: Tama Ariki-Biddle

Tama has an in-depth knowledge of te ao Māori and uses his knowledge and great teaching technique to develop his community's love and understanding of te reo and tikanga. Whether teaching waiata to professionals or high needs school students at a local

rural school, Tama teaches in a way that is engaging and brings learning to life. His classes include IDEA Services Roopu Manaaki Kapa Haka group, waiata and Next Steps Te Reo Māori. Tama also works with local schools. The positive enduring relationships that Tama has developed with one of his community groups has helped them achieve success. At the recent IDEA Services Regional Kapa Haka festival in Rotorua his group received a standing ovation, and performed three extra waiata.

Engagement Manager at Ranui Action Project in West Auckland. As an adult literacy tutor Carol was one of the true pioneers of student-led kaupapa. Carol was a key player in developing the ACE literacy training as an accredited programme that could be evaluated for quality and she developed a 'literacy audit' which was offered to businesses as a fee-paying service.



Community Based Programme of the year Tangata Whenua: Te Whare Hukahuka's Ka Eke Poutama

Te Whare Hukahuka team and Ka Eke Poutama programme participants: Abby Hauraki, Shay Wright, Kaye-Maree Dunn, and Shaquille Shortland

Ka Eke Poutama is a rangatahi leadership programme offered by Te Whare Hukahuka to help develop the governance skills of our next generation of leaders. The fifteen week programme teaches rangatahi the core skills of great governance and social enterprise – practical skills that they can apply once they get onto a board. The first pilot programme in 2016, had 46 participants. Forty-five of them graduated and completed the course and between them they went on to hold 63 governance roles. Over the last two years three programmes have been run, with more than 100 young people graduating. These alumni are shaping the country's future – from being part of delegations to international events, and running social initiatives in their community, to taking on senior management roles and setting up their own social enterprises.



Educator of the year Tangata Tiriti: Carol Glamuzina

For over 28 years Carol Glamuzina has been associated with Literacy Waitākere and Literacy Aotearoa. She has played a significant part in building the foundations for current adult literacy and numeracy provision in roles which include: adult literacy/

numeracy tutor; tutor trainer; co-ordinator; board member; quality assurance manager; business development manager; and supreme writer of funding applications. Her current role is that of Community



Community Based Programme of the year Tangata Tiriti: [ELP Living Well in Christchurch, NZ Sign Language Class](#)

Arnya Swindale and Theresa Williams

English Language Partners New Zealand works with refugees and migrants to provide English language for effective resettlement. Provision for refugees is a priority. With input from other community organisations and many volunteer hours, ELP Christchurch has developed a programme for former refugees who have little or no previous education, have no English, and are deaf. The teachers' commitment to learning goes beyond just teaching in the classroom. They design materials and resources and have developed learning outcomes particular to the needs of learners. The programme encourages learners to participate in all aspects of Christchurch community life. Most of the learners are from Bhutan. They have spent many years living in refugee camps and experienced prolonged hardship and trauma. With ELP they get specialised help to settle well in New Zealand.



Provider of the Year Tangata Whenua: [Raukawa Whānau Ora](#)

Dr Betty Lou Iwikau (CE) and Shane Royal (HR Manager) Raukawa Whānau Ora

Raukawa Whānau Ora is based in Levin and provides services throughout Horowhenua and Manawatu. The organisation provides an extensive hau ora health service. Since 2015 they have increasingly been working in consultation with whānau. Education is at the centre of everything they do: everyone is encouraged to take the next step up the education ladder. Education programmes include: Whakapakari Whanau (Positive Parenting); Home Management – focusing on financial literacy, advocacy and support; Whanau Development; Rangatahi Programmes – which are school based helping young Māori onto their chosen pathway; and Tane/

Wahine Atawhai programmes – which are usually focused on family violence – but through empowerment. No whānau is left without the support they need to get onto a positive pathway.



Provider of the year Tangata Tiriti: [Ashburton Learning Centre](#)

Debbie Kell, Maria Maceren and Tipene Philip

The Ashburton Learning Centre has evolved from a small organisation established in 1979, which provided a literacy service to a few people in their own homes, to a very visible learning centre. It meets a wide range of individual and community learning needs. Their core programmes (at three levels) include: English for beginners; apprentice support; reading, writing and maths support; computing classes, digital literacy and much more. Last year about 400 people used their services. The philosophy that drives the organisation is Everybody Matters. The centre provides a wrap-around service that actively supports each student through and often beyond their time at the centre, and a whole-community approach that embraces not only adults, but children too. This relatively small community organisation with dedicated and skilled staff is providing a solution to every learning problem in the community.



ACE Aotearoa member of the year Tangata Whenua:

[Ani Pahuru-Huriwai](#)

Ani Pahuru-Huriwai is Executive Director of Tairawhiti REAP. She divides her time between the Gisborne office of Tairawhiti REAP and her home at Onepoto Hicks Bay from where she has worked to reconnect whānau with whenua, whakapapa

and whanaunga. She works to provide education, training and job opportunities for young people who would otherwise have to leave their communities. As an advocate for rural communities Ani is a force to be reckoned with. She has fought a number of battles including helping to stop oil exploration on the East Coast and establishing Te Puna Manaaki a Ruataupare Community Centre at Onepoto. With the support of Te Wananga o Raukawa, Ani and former colleagues created a Maori library qualification, the Diploma

in Maori and Information Management and she has helped introduce marae-based degree studies on the East Coast. Ani was a member of the ACE Aotearoa Board from 2009-2016. She was co-chair Tangata Whenua from 2011-2015 and provided invaluable leadership.



ACE Aotearoa member of the year Tangata Tiriti:

Cheryl Smeaton

Since joining the team at West REAP in 2004, Cheryl Smeaton has developed an extensive provision of adult and community education. Her numerous contributions include being one of the first to roll out Computers in Homes. She built on this successful relationship by taking a proactive role in getting DORA (Digital on Road Access), the mobile digital bus to the community so learners could more easily access learning of their choice. A stunning example of Cheryl's strategic and collaborative approach includes the roll out of the South Westland WIFI project in 2017 which brought affordable internet to approximately 50 households in one of New Zealand's remotest spots. With the learner always at the centre of Cheryl's focus, she has identified many new ways of engaging learners in lifelong learning opportunities including embedding adult literacy and numeracy into a wide range of ACE programmes. Cheryl was a member of the ACE Aotearoa Board during a time of significant change and challenge. Surrounded by newly elected Board members, she modelled stability and inclusion and showed others how to govern in a treaty-based organisation.

You can read the full citations at <https://www.aceaotearoa.org.nz/news-and-resources/news/adult-and-community-education-aotearoa-annual-awards-2018>

YEP: Licence to Work in the Wairarapa

The Youth Employability Programme (YEP) – Licence to Work, has been developed by COMET Auckland and is delivered in partnership with regional organisations.

The programme brings educators, employers and youth organisations together to support young people develop the employability and work readiness skills they need to get a job – and stay in a job.

Shirley Johnson from COMET Auckland says that they began the co-design process about 6 years ago – working with all the key stakeholders including the Chamber of Commerce, the Employers and Manufacturers Association, Business New Zealand, the New Zealand Training Federation, the Ministry of Education, Careers NZ, MSD, NZQA and the TEC.

They are now in their fourth year of roll-out with 9 regions offering the programme which is delivered from about 100 locations, with more regions coming on board all the time.

Josie Whaanga, Regional Coordinator for the programme in the Wairarapa first heard about the YEP at a 2015 symposium where Shirley Johnson was speaking. At the time Josie was working for the Taratahi Agricultural Training Centre and as a volunteer for the Wairarapa Youth Education Training and Employment (YETE) Partnership. This local organisation had been formed to develop a “bottom up” community-led initiative to strategically align resources and efforts in the whole of the Wairarapa to support young people to reach their vocational and/or educational potential. As she listened to Shirley, Josie knew that Licence to Work (the certificate given to graduates of the programme) was what YETE needed. An invitation was given to Shirley to speak to the YETE Partnership about the programme. Soon after twenty people from the Wairarapa attended a COMET facilitator training programme. That was in October 2016. In 2017, YETE had 30 young people participate in the programme. At the end of the year 11 of them graduated with their Licence to Work – or as YETE calls it their L2W.

Now the Project Lead for YETE, part of Josie's role is to build and facilitate the partnerships which contribute to the L2W programme.

YETE is made up of 6 strategic teams: leadership and management; educators; employers; career and transition; whānau (of at risk youth); and youth (at risk).

It's all done with 2 FTE staff and about 100 volunteers who help with a range of tasks including engaging local employers, co-facilitating employer workshops and running events such as industry days or a 'where to from here' event for whānau or youth.

Funding for YETE initiatives is sourced from a mixture of local council support, grants, trusts and philanthropy. To date there has only been a small amount of funding from Government, mainly from Te Kete Ipurangi.

Educating the young people

In 2017 YETE ran the L2W programme as a pilot in partnership with Makoura College and Te Wānanga o Aotearoa. With COMET they co-delivered a number of facilitator training workshops to groups of teachers, tutors and other interested members of the community.

This year YETE is working with three secondary schools, one tertiary provider and Work and Income NZ, with plans to enter into partnership with the remaining educational institutes in the region as soon as possible.

The programme provides an explicit sequence of learning activities to build the competencies business leaders have said they want to see young people display, and a process to assess and record them. There are seven core soft skills competencies around work readiness and personal management. They are: positive attitude, communication, team work, self-management, willingness to learn, thinking skills (problem solving and decision making) and resilience.

“Most of our young people don’t realise that they have a solid foundation in these skills,” says Josie. “Our job is to help them identify what they already have in their kete, then draw them out. Developing these skills does not happen overnight. We ask our education providers to deliver the programme over at least three terms or months and during that time young people can practise those skills though their volunteer and work experience placements. There’s no quick fix. In time, though, these skills become ingrained.”

Therese King, from Makoura’s Careers Department is one of the facilitators who went through COMET’s two day educator training programme:

“COMET provides us with resources on things we can do to teach these skills. Mostly it is about creating teamwork and problem solving activities and lots of conversations. This year we have about 50 students involved in the programme. They have one and a half hours a week of facilitated learning and then practise their skills first during their voluntary work and then in an employer placement. A lot of our students have a part time job so they can bring issues from their work into our classroom discussions.”

Work placements are matched to what students think they might want to do as a career. When the students go into a work placement they are funded by the Gateways programme, though to meet the L2W programme requirements they must complete 80 hours of work experience.

The volunteering component of the programme provides an opportunity to test the waters by beginning to practise the skills, at the same time giving back to the community. Some students at Makoura have worked as sports coaches for other schools, or contributed to organising Makoura’s reunion. Ten hours is mandatory. Many do more.

YETE and COMET ask those delivering the programme at the school to bring whānau into the conversation early on so they can understand what their young people are being taught and support them at home. “We want what they are learning on the programme,” says Josie, “to become part of the dinner table conversation at home.”

All of the YEP programmes throughout the country share their resources through a Regional Drop Box folder, an initiative Josie set-up to support best practice and collaboration amongst the organisations delivering the programme. “It is an amazing community of practice,” says Shirley Johnson, “with everyone working together for the singular goal of helping youth build the skills they need.”

A new digital platform, Track-it, is now providing YEP with better data as all the assessments are now uploaded. It also allows students with a student number to maintain their e-portfolio of micro credits which they can continue to build on and use when applying for a job.



Workplace mentors

To date 25 employers have signed a Youth Friendly Business Partnership agreement with YETE and about 80 businesses are engaged in the process but have not yet signed the paper work. Once signed up they become part of the Youth Friendly Employer group in the Wairarapa.

Employers attend a workshop which shows them how, as mentors, they can build on, support and strengthen the skills that the young people are being taught at school.

Josie: “It’s often about breaking down assumptions that can build up between generations. For example a young person might feel that an employer is angry (by the look on their face), when he or she is just frustrated. Once both sides understand what the issue is, emotions stop driving the communication and employers can start giving the young people explicit positive feedback and perhaps note where things could be done better.”

Leeann Campbell is the Operations Manager at Copthorne Solway Hotel. For six months she has been mentoring Cleveland Conaghan who completed his L2W last year.

Leeann: “The benefit of YETE for me as an employer is that young people come to us with an understanding of the workplace – how they should be conducting themselves and the expectations of employers. Cleveland has been coming to us every Friday. My role is to encourage him and to help him recognise the things he needs to work on. From the beginning I told him that I need to be frank and honest, so from the word go he has never taken my comments personally. He has showed us that he has some really good skills in dealing with the public, so we have been able to help him build up those skills. And that’s going to be valuable for him because he wants to get into flight attendant training. He says that he feels very supported.

“Absolutely supported,” says Cleveland. “Working here has allowed me to get confidence in a job. I’ve learned to work in a team, to work alongside all sorts of different people and get recognised by an employer for the things that you are good at. I’m really grateful for this opportunity. It has set me up in a good place for the future.”



REAP Wairarapa is the fund-holder for YETE which doesn’t have legal status. Tracey Shepherd the Education Manager at REAP says that the programme is a great example of positive collaboration in the community.

An external evaluation of the programme nation-wide has confirmed that YEP – Licence to Work does get results. The evaluators found that the programme builds young people’s skills in the specific competencies that employers say are most needed and that the process is breaking down the silos between educators and employers – putting youth at the centre of the process.

Refugee education at Selwyn College: supporting intergenerational success



Since 2000 there have been adult refugees attending classes at Selwyn College in Auckland. Some years there have been up to 140, this year there are 120. They are all enrolled at the college as secondary students, so the funding for the programme comes from the Ministry of Education.

The programme is called REAF – Refugee Education for Adults and Families.

REAF was established and has grown as a result of a series of serendipitous events. Margaret Chittenden, the Director of REAF explains:

“The programme started in 2000 but it was off-site at that point. New Zealand was accepting refugees from the war in Kosovo at that time and many of their families were settled near the school. Their secondary school-aged students came to Selwyn College.

“Then a large group of Burmese came in the late 1990s. They were settled a little further from the school. For these quietly spoken, gentle people the local school was not seen to be the best option so their secondary-school-aged children were bussed to Selwyn, and the school began to get a name as a school that welcomed refugee students.

“Selwyn College’s Principal at the time, Carol White, realised that the mothers of these students were isolated at home. There was nothing provided for them. So she started running English courses for the mothers at community and church halls. And for every programme there was childcare provided in the form of a play group so that mothers with pre-school children could attend.

“Selwyn College’s Board of Trustees was very supportive and over the next four years the school managed to get funding from the Ministry of Education to build a free standing, licensed ECE centre. It’s called the Carol White Family Centre and now it is the hub of the language classes at Selwyn College. The centre was opened in 2004 and the REAF programme was established on the Selwyn College site.

“From 2000 REAF had additional funding from the TEC which helped us employ more teachers and reduce our class sizes. That ended in 2009 when the Foundation Learning Pool criteria changed and we no longer qualified.

“However REAF survived as a programme. The only other secondary school in New Zealand with a significant number of adults enrolled is Hagley College in Christchurch. There are a small number of other schools with just a few adults on the roll – but they are not providing an organised large scale programme or ECE. We were set up as a pilot but it takes a huge investment to set up a programme like ours and generally schools are not in a position to take up the challenge.

“Because of what we offer we now attract refugees from different parts of Auckland but the majority come from the surrounding area.

Programme

“The adults come five mornings a week. About two thirds are women and one third men – usually older men who have not been able to get a job. Our students attend for three and a half hours a day, grouped according to their English level. As well as ESOL we help them with resettlement issues. We bring in speakers from organisations like family planning and the police and run sessions in their own language on topics like domestic abuse.

“We run parenting programmes too and teach parents about positive parenting. For some parents this is a new model. They know



that in New Zealand you are not allowed to hit children and we teach them how they can discipline their children positively.

“We have a garden here and 30 students have plots to grow their vegetables.

“We also work with Anne Cave who runs our ACE programme at Selwyn College. She runs a patch-working class in the afternoon which is very popular with our refugee women. Some of our more advanced students attend the ACE programmes for English in the Workplace and IELTS.

“There are seven of us running the REAF programme. We are all qualified teachers, because our students are on the school roll. We are all also qualified in ESOL. In addition we have an Afghani woman who is our student advocate. She helps students with any issues they might be having, such as housing or benefit problems. And we have a big team of volunteers who come in and do a huge variety of things – some (if they are former teachers) assist in classrooms, others help with administration, fund-raising applications and in the garden.

“The students can enrol with us at any time during the year and the time they stay with us varies hugely. It is a transitional



programme. We help them assess where they want to go and we mentor them to the next stage. Everyone has an individual learning plan and class mentors help set their goals. We review their plan several times a year.

“Our more able students, the ones with university backgrounds or a good education may go onto IELTS classes or programmes for English in the Workplace but 40-50 percent of our learners are pre-literate in their own language.

ECE connection

“The Carol White Family Centre is a huge draw and it is the hub of our programme. When we first started we saw a degree of suspicion. The mothers thought the CWFC was just a baby sitting service and had all their own ideas about how children should behave: they shouldn't get wet playing with water, or dirty by painting, they should sit still in a row and speak English! This has now changed.

“At morning tea time the mothers always go over to the CWFC centre to be with their children. While they are there they may join in some of the children's activities, like counting songs and rhymes and they begin to understand what our ECE system is all about.

“Because their children are often trilingual, they go onto primary school, not as disadvantaged refugees, but as advantaged children. We can now see the children who have attended our CWFC centre

taking leadership roles and graduating from Selwyn College as top students.

“So the CWFC and the lessons for parents work together. Neither can survive without the other.

Outcomes

“The main outcome of our adult education programme is that adults are comfortable with education and take an interest in their children's learning. This means that when the children go on to school their mothers have the motivation and confidence to be involved in their children's education. They are empowered.

“It is wonderful to see our students engaging, asking questions, and trying something out and being successful – to see our students emerging. We work with some families over 6-7 years, as some women may start the programme and then may become pregnant and come back again later. So we can see big changes over the years. I see women coming in who are cowed and frightened, with their heads down, dressed in black. Over time their heads come up, their scarves and clothes get brighter and they take part in

discussions and express their opinions.

“Work outcomes vary. For some older women, they will never be in paid employment, it is the men who go out to work. But many women volunteer in their church, or mosque and one recently as a CAB volunteer. They make a contribution to their own wider community – and, most importantly, they give their children a really stable and balanced upbringing and support their children's education.

“Some of course do get work. It might be in retail, or hospitality. Some are very good sewers and get work in businesses making things like blinds and curtains. Quite a few go on into horticulture.

“Then there are matriarchs who come back to us as volunteers and role models in our classes. They have reasonably good English now and their children are all at university doing things like law or dentistry. Mostly their children are doing really well. One of our students who came from Iran and was qualified in nutrition is now doing a PhD in bone density in children at Massey University and she's been awarded a scholarship!

“So we have had some immense academic successes. But there are so many success stories that are not academic – the women who are devoted to the wellbeing and achievement of their children and able to take control their own lives: The value of this is immeasurable.”

Drawbridge: creating learner pathways

Amanda Dennis is a qualified secondary school art teacher working as a part time tutor at Literacy North Otago. Drawbridge, a literacy programme designed to teach learning and thinking by drawing, is her brain child.

It was when Amanda was listening to a lecture on neuroplasticity at Dunedin University a few years ago that she had what she calls an epiphany. At the time she was working as an independent tutor with an intellectually disabled man and helping him develop his thinking skills. What she was hearing at the lecture reminded her of other educators who had influenced her: Betty Edward's *Drawing on the Right side of the Brain*; Rueben Feuerstein, a clinical, developmental and cognitive psychologist, known for his view that intelligence is not fixed, but rather modifiable; and New Zealand's Gordon Tovey who, in the mid-20th century, taught teachers how to deliver an arts-based approach using an inquiry learning process which encourages the expression of creative imagination. This approach he believed, held the key to both children and society fulfilling their potential.

"It came to me," says Amanda, "drawing takes the focus away from literacy! Focus on thinking and learning by drawing. I could suddenly see how drawing could draw people in and create a bridge for learning and thinking. I knew how to do it!"

She took her idea to a primary school in her community and the principal, concerned about six of his young students with cognitive blocks such as dyslexia and Asperger's welcomed Amanda's help and they set up a pilot programme which ran for nine sessions.

There was no 'proof' that the sessions had helped them but the teachers said that they found that the children were much more engaged in their learning. Later on, via the grapevine, Amanda heard that one woman whose grandson had been part of the pilot told a friend – she changed his life!

In the small town of Oamaru, Helen Jansen, the manager of Literacy North

Otago, knew of Amanda's work and her vision. She persuaded Amanda to train as a literacy tutor. That done, and about a year and a half ago, Amanda began teaching three Drawbridge classes for adults:

- *Drawbridge Drawing*, which teaches the skills required to draw, creating individual learning programmes with the goal of writing their own brief. This empowers the students to research and reference their own interests and teaches study skills.
- *Drawbridge Creative Writing*, which encourages students to find their own voice by looking at folk tales and using Joseph Campbell's heroes' journey as the structure and apply it to telling stories relevant to them.
- And *Drawbridge Social Enterprise*, which again helps students find their own voice by research and investigation into social or environmental issues that concern them.

So what is the process?

It starts with a long one-to-one session with Amanda where they explore the learner's past educational experience. That way Amanda gets a sense of the cognitive and social problems that may have resulted in a negative attitude to education and learning. And she asks them about their dreams – what they would love to do – to be.

"By using multiple references and comparisons," says Amanda, "original ideas can be generated. Creative thought is just combining things in a way that has not been done before.

"We often use cartoon step by step drawing because it involves identifying and repeating specific shapes. This is a great way to assess the cognitive function of visual transfer. Many people with dyslexia need to learn how to recognise and reproduce shapes, such as the letters of the alphabet, and cartoon drawing teaches this without going near written language where people have experienced so much failure. Over time their visual transfer gets more

accurate. They have success.

"Other cognitive skills such as assessment or critiquing something is taught when people compare their copy of an image with the original. They can see how their copy differs from the original, using the language associated with spacial awareness and design. They learn that making mistakes is OK: Mistakes are part of the learning process.

"As time goes on they need less instruction and take more and more responsibility for their own work. Their concentration shifts from five minutes to hours. They make decisions for themselves. They become excited about learning – and they don't need me anymore.

"At all the sessions there is always discussion about what people are doing and learning and this helps to develop verbal communication skills – including listening, and speaking.

"Most of them have a lot of skills and a lot of wisdom but they have been unable to communicate effectively with other people. As they become valued by the group they have the confidence to tell their own stories, and find their own voice. Often the discussions are about news items – what is going on in the world and in their community. Their sense of belonging is increased and their vocabulary is extended."

And so are their future options.

Drawbridge, says Amanda, creates a pathway to all curriculum areas. People may find new interests or feel that they can in time realise their dreams.

In a small community like Oamaru, traditional employment options are limited and reducing all the time. The best option for some is to create their own work.

"I have been thinking like a social entrepreneur for a while now," says Amanda. "Being a social entrepreneur is about having a business idea that works for people and the environment. Doing good for the community. Drawbridge encourages that kind of thinking."



What the manager says

Helen Jansen says that Amanda is an absolutely vital part of her team as she has a creative approach to learning that many of the other literacy and numeracy teachers, most of whom are providing intensive numeracy and literacy support, don't have.

"People who go into the Drawbridge training," says Helen, "don't need intensive literacy and numeracy education: they are second chance learners needing a place to gain confidence and acquire skills – lots of soft skills like communication, confidence and motivation."

With Drawbridge are they breaking new ground? Well no, says Helen: "Tovey knew that creativity is vital for learning, we just have to incorporate it more. The problem for a lot of school children is that the British system of education doesn't value creativity at all, and the result is that when they become adults these people come to us with literacy problems. Some haven't grasped the idea of how to read and write, and now don't like doing it, while others didn't develop critical skills. As a result they don't like learning, have no confidence, and avoid activities that involve these skills. Drawbridge helps them find their voice, and start to enjoy learning."

And she's a big supporter of the social enterprise pathway: "The project is growing and developing people so they are able to find a way of helping themselves and society. Our meat works which employs over 1000 people is being automated soon and many people will be looking for similar jobs, the old type of job, where you are told what to do. But those kinds of jobs are all going. People now need digital literacy, critical literacy and the social skills that will enable them to function independently in a changing world. We have a social enterprise hub setting up next door to us and we will be working closely with them. The hub will be supporting people already on their way – as well as people like ours, who are working up from the bottom. We expect to get a lot of peer mentoring and support going. Our Drawbridge programme is of vital importance to the economic future of our community."

For Amanda, there's much more to do. This year she wants to publish her work. She's on a crusade to get more creativity back into education so that secondary school teachers see the end of "all those clever boys, doodling their way through their schooling, thinking they are stupid. We need to teach these people to succeed at school, not wait until, much later, they struggle into an adult and community education organisation."

Literacy coaches support rural people



Most weekdays, in a converted Port Waikato garage, there are three people working to bring adult literacy services to rural people. There's the organisation's manager, Jo Poland, Christine Ramsey the Community Coordinator and Jasmine Piacun, one-time learner and now the Volunteer Support Coordinator. Down in Wanaka the fourth member of the team, Kristi Cabot works from her home office as the Student Coach Coordinator.

From 2000-2006 Jo Poland was the Principal Coordinator of the Auckland Adult Literacy Centre and for part of that time she was one of Literacy Aotearoa's national tutor trainers. She has a BA in Education, Psychology and Computer Science and a graduate diploma in Language Teaching to Adults.

In 2011 she was living in Port Waikato and was approached by a woman who wanted to learn to read. Not, Jo thought a local problem, but a nationwide issue which needed a nationwide effort to address it. With the help of an advisory group, Peter Bright, Jenny Butler and Pat Hanning, that is exactly what Jo Poland and the other founding trustees, Vijay Satyanand and Richard Winch, set out to do.

To start with Jo worked with other volunteers. Then in 2013 the Trust was able to employ its first Community Coordinator. The newest member of the team, Jasmine, came on board in August last year.

Since 2015 the trust has had funding from a number of organisations including Foundation North, Trust Waikato, Sky City Trust, COGs, Lottery Grants, and various other trusts – enough to support the four part-time workers who, of course, often work full time – and sometimes without pay.

Together Jo and the trustees have worked out a way of using the internet and mobile phones to deliver literacy services, always making use of any changes in technology and always being responsive to what suits their learners. At the same time they have been exploring ways of bringing learners together and supporting young adults with literacy issues.

The rule from the outset has always been to refer people to existing services provided by REAPs or Literacy Aotearoa – if they are accessible. "There's nothing better," says Jo, "than face-to-face learning."

In the first year, when Jo was still working alone from her kitchen table, they had about 18 learners. Today they have around 120.

Forty-five percent of their learners are Pakeha, 45 percent Māori and 10 percent Pasifika. There's about 50:50 male/female split.

The Adult Literacy Rural Trust has developed their own approach to tutor training, reaching learners and delivering literacy services. The

process has been one of trying something and if doesn't work moving to another possibility. The service is always evolving.

Literacy coaches

The first challenge was to find people who were willing to act as tutors.

Jo's experience in mainstream literacy provision made her very aware of the commitment needed by people wanting to be adult literacy tutors. The NZQA course is Level 5 and takes 12 weeks



fulltime, or over a year part-time, to complete. Many people wanting to volunteer are not willing to take on such intensive study – they just want to help. To attract people to the service the trust decided on a simpler approach: they would have literacy coaches, trained in helping people learn to read and write and willing to provide this support for 30 minutes a day for 3-5 days a week. The trust would provide a simpler, more basic training, giving coaches the kind of skills that parent helpers at school would have. There would be good support for the coaches, with resources, mentoring and access to people skilled in different kinds of learning disability.

Like everything the trust does, the coach training is cloud-based. They use Hipchat (including a Coach Coffee room), Google Classroom, videos, Skype, and other online programmes. Currently Jo is looking at using Sway – a programme that will help the training become more interactive. There is an assessment at the end of the training.

Hipchat, the trust's instant messaging system enables a coach to ask for information or support and receive an immediate response.

Currently the trust has about 60 coaches from all over Aotearoa New Zealand, as well as one working from Thailand and another in Scotland.

Working with learners

When they started Jo phoned a number of organisations including WINZ, Community Corrections, libraries, CABS, churches, community centres and farming organisations to let them know about the service. How to achieve this dauntingly time-consuming task nationally was happily resolved when a PTE, NZMA, agreed to have their students make marketing calls on behalf of the trust. It's been a win-win situation. Christine, a former call centre manager, spends time at NZMA giving support and feedback when the calls are being made. The NZMA students regularly call organisations nation-wide. The word is getting out.

Teaching has been another changing process too.

"The idea at the beginning," says Jo, "was to use Skype and video conferencing. But of course we found out that most students don't have a computer in the house, let alone the internet. What nearly everybody in the country has, even the poorest, is a mobile phone so that's what the student uses. We found that we can use Skype

credits, which allows the coaches to make calls to mobiles and landlines and send text messages. We have five or six Skype accounts and apply different accounts to different coaches. So far it has worked out without a timetable. A lot of coaches also use their own free minutes."

"Fundamentally," says Jo, "the coaching itself is the same process used by face-to-face tutors at other literacy centres."

While this one-to-one process produces excellent results, the



trust has always been on the lookout for ways to bring learners together, so they set out to facilitate the establishment of community literacy hubs in places like libraries and churches, which usually have computers. To date the idea has not taken off because, Jo says, there is a lot of shame associated with low literacy and in rural areas there is not the anonymity that there is in urban areas. One local group has got off the ground, not for literacy classes, but for computing skills. With a donation from Microsoft, the trust has been able to support an ex-student to bring a group of students together to learn basic IT skills.

While workforce tuition is offered on the trust's website, so far they have not focused on marketing this service and just one employer, Fonterra in the Waikato, has asked for support. So the trust provided a tutor who ran a training programme during a downtime at the plant.

The latest programme provided by the trust is a pilot catch-up literacy camp for Year 11 teenagers.

To assess the need Jo and Christine visited nearly all of the rural schools in the Waikato, across to the Coromandel and the first week of what will be a three week pilot programme ran in the school holidays in April this year.

From Jo's point of view it was a qualified success: "We were disappointed in the extent to which the boy's literacy improved, but we know that the kids went away with enormously improved learning skills and self-confidence and that they had a ball. One teacher told me that we had given three boys the best week in their lives! And as one of our camp tutors, a veteran teacher, pointed out, you can't get a lot of teaching done until you build trust and confidence. However we will be doing things a little differently in the follow-up camps."

So in just six years the Adult Literacy Rural Trust has indeed found a solution to what was a nation-wide problem – access to adult literacy services for rural people. Jo, her team and the trustees have already achieved considerable success, providing literacy support for about 200 rural people. With new cloud-based programmes becoming available all the time they have increasingly good tools to provide the service – and their reflective practice continues to provide a pathway for future development.

Digital literacy and digital inclusion – update



By Sue West, 20/20 Trust

Our article last year discussed digital literacy and inclusion: the financial costs of being offline are high; social costs are growing; and people without internet include our most vulnerable families and citizens, typically high users of government and social services and relatively isolated.

So what's happened since?

The Government gives digital inclusion high priority in speeches and conferences. The Hon. Clare Curran, Minister for Broadcasting, Communications and Digital Media includes digital inclusion in nearly every speech. She has established a Ministerial Advisory Group to advise how “to grow the digital economy and reduce digital divides” and to develop a blueprint for achieving digital inclusion by the year 2020. But no new funding has been announced, nor has funding for the Computers in Homes programme been re-instated, despite a commitment in the Coalition Agreement between the Labour Party and New Zealand First.

“We are concerned about the impact on the digitally excluded – that is 100,000+ school-aged children without internet access at home,” said Laurence Millar of 20/20 Trust. “These families will be cut further adrift each year they are not digitally connected.”

The 2018 Census was the first ‘online by default’ census. Eighty-two percent of responding households completed the Census online, but despite proactive action to reach those offline the number of non-responders nearly doubled from 5.5 percent in 2013 to around 10 percent. That's about 487,000 New Zealanders whose needs won't show when priorities are set and resources allocated, predominantly people that all working in the ACE sector are trying to help.

NZ and overseas research continues to show growing effects of digital exclusion; e.g. in the United Kingdom 41 percent of local councils require citizens to go online to claim housing and tax benefits.

Recent World Internet Project NZ research reinforced the main barriers for people going online. They are the same barriers our programmes are tackling:

- Motivation to use the internet – knowing the likely benefits for them
- Core digital skills – lacking the skills and confidence
- Affordable access to the internet – a digital device and ongoing connection costs
- Trust in online services – knowing how to protect yourself online.

Our programmes

Family Connect, our newest programme funded by TEC, is making a real impact in Auckland. Our 18 social-good partners in Auckland City, Manukau, Papakura and Waitakere have referred over 400 learners. Participants include solo parents; families made homeless; a home Dad wanting to help his children with school work; and a lady (a street worker since age 12) who wants better work and a better future.

After initial training they show a significant increase in confidence, making good use of their new skills. They are working through Individual Learning Plans with support from tutors. For some this leads to further learning, in Early Childhood Education, Nursing and Law. Others are researching primary teaching, social work, counselling and community development work.

We're excited by the difference it's making and hope to expand the programme in 2019.

Our network of partner libraries and community centres has grown 50 percent this year, to nearly 100 nationwide. They provide two-hour training modules covering basic digital literacy, life-skills, work-skills and interests and connection using Spark Jump: affordable, no-hassle, wireless broadband for families with children.

Computers in Homes funding will be considered again in Budget 2019. This award-winning school/home programme includes training, computer/laptop, subsidised home broadband and support. Research shows real continuing benefits for 18,695 participant families over the last 17 years.

ICDL digital skills training is still relevant. ICDL is the international qualification for work-ready digital competency and work-place digital skills. Workbook-based Digital Citizen programmes work well for people with low levels of basic literacy, while others progress their digital skills with online training and testing.

Delivery by local partners remains critical. The 20/20 programme delivery model involves working collaboratively with local ACE partners. We are happy to engage with any organisation that shares our vision of a digitally included society.

To discuss adding digital skills to your programmes, contact me at sue.west@2020.org.nz 027 546 9738; for more information see our website 2020.org.nz/

Send in your news

We want your contributions and ideas for articles.

If you have a story to tell please contact the editor, Jo Lynch: jolynch@xtra.co.nz

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Jan with some of the children Family Connect helps

Jan Rutledge of De Paul House talks about Family Connect

De Paul House's core mission is emergency housing. Last year the 70 Auckland families rehoused included 200 children. Family Connect adds a new dimension to their work.

De Paul House Manager Jan Rutledge says "The tutoring, home internet and laptop make a real, immediate difference to our families. It was all out of their reach before; they would never have believed they could afford it. No home internet was a formidable obstacle to their children keeping up at school. Now our parents can learn alongside their children, participate in their education, and the digital skills are good for their CV. They love and value it all."

"Maria Green, the 20/20 computer skills tutor, is great. She's so warm and engaging. Co-presenting with our tutor Moana is working well. Parents are initially nervous, but De Paul is a safe, trusted place and they find the training is fun and warm, non-judgemental and helpful."

"It's important to celebrate their success like this. It's a big thing – a 'Wow, I can do this'. Transformational."

"A story about one of our young dads: a survivor of childhood abuse, he's put this behind him and is doing his very best to be a good dad for his two young children and partner. The (international ICDL) computer qualification certificate he received at the graduation is his first ever formal recognition. He was in tears."

"It's important to celebrate their success like this. It's a big thing – a 'Wow, I can do this'. Transformational."

Jan says, "I don't usually enthuse like this. But Family Connect helps the children's education, gives our parents needed skills, confidence, access to information and services. It's common sense, practical help. It makes such a difference."



Family Connect: A dad passing on his new skills

ILP helps Tamati reach his goals

A key part of Family Connect workshops is the Individual Learner Plan (ILP), helping each learner build their solutions-based skills and reach their chosen goal.

Tamati Kainuku, a learner from De Paul House, dreamt of a future in Information Technology. He never believed it possible – he didn't complete high school and "felt stuck". Tamati's chosen goal was "Being able to enrol in a computer science course at a polytechnic".

He said "at first the ILP felt silly" and he was not sure it would help. Then he and 20/20 tutor Maria Green worked out a step-by-step plan that led to the end goal. This helped make things clearer and the achievable steps "opened his eyes to see a clear reachable plan"...

Tamati has completed his first step, Family Connect coursework. He's started the next by enrolling in an online digital skills course. Tamati knows that his goal is still a long way ahead, but now feels he can achieve his dream.

International: Building an innovative curriculum on soft-skills for adult learners in Europe

By Alicia Gabán Barrio, Communications Officer and Project Assistant, EFET (European Forum of Technical and Vocational Education and Training.)

The project Innovative Curriculum on Soft Skills for Adult learners (ICARO) is funded by the European Union programme, Erasmus +, and aims to design a customised, bespoke training course for adult learners with low skills to assist their (re)integration into the labour market. The project consists of a consortium of partner organisations from six European countries – Spain, Germany, Belgium, Greece, Lithuania and Ireland. ICARO will run for two years from November 2017 to August 2019.

The European Union provides grants under the Erasmus+ programme for a wide range of actions including the opportunity for students and staff to undertake ‘mobilities’ around Europe (Key Action 1). These mobilities are funded periods of travel to another European member state to share good practice and learn from other systems. The Erasmus+ programme also makes it possible for organisations from different participating countries to work together, to develop, share and transfer best practices and innovative approaches in the fields of education, training and youth (Key Action 2). ICARO was selected and funded under Key Action 2 in order to cooperate and design a customised training path adapted to the needs of each participant in order for them to secure (re) integration into the labour market. ICARO will work with long-term unemployed adult learners, low-skilled learners and people facing difficulties finding employment.

Why build an innovative curriculum on soft-skills for adult learners?

In today’s society, there is a need for adults regularly to enhance their personal and professional skills and competences. Given the current instability in the labour market and the need to reduce the risk of social exclusion, this applies particularly to people with low levels of skills and qualifications.

ICARO partners had in common the same goal: to improve the employability of adult learners who have been longtime unemployed. Taking into account that Europe is going through a long and difficult period of economic crisis, it is vital to improve the employability of adults who might be low skilled and could suffer even more from economic difficulties. The OECD Survey for Adult Skills (2013), as part of its programme for the International Assessment of Adult Competencies (PIACC) presents seven key findings two of which are related to the task at hand. In particular, the improvement of soft-skills can increase the possibility of getting a job. When we talk about soft-skills we refer to skills that are cross-cutting across jobs and sectors and relate to personal competences (confidence, discipline, self-management) and social competences (teamwork, communication, emotional intelligence).

The ICARO Project aims to have a real impact on the participating

adult learners in terms of improving their employability through training in soft skills related to digital literacy, communications, entrepreneurship and cultural awareness. This training accessed through an online platform will also be piloted and evaluated by a range of stakeholders in education and training (labour market officers, teachers from vocational training schools, non-governmental organisations, small and medium-sized enterprises, local and national policy makers in the sphere of education). Additionally, stakeholders will extend their knowledge about soft-skills development and capacities in adult education provision for increased employability.

Not only that, it is intended that adult counsellors or trainers will learn how to motivate adult learners through national and international training of trainers through the ICARO project activities. In fact, one key success factor in the practical implementation of ICARO methodology is the appropriate training of adult staff to be able to successfully reproduce the methodology with end-users.

In practice, what would you expect from the ICARO project?

In practice, ICARO project is working on developing different intellectual outputs which will be used to develop the heart of the project, the training curriculum.

Firstly, we have developed a Transnational Report on accredited tools/programmes on soft-skills for adult learners which brings together information about the situation in the partner countries on educational, training and consulting services to improve the employment-related soft-skills of adults. Partners have now developed a soft-skills assessment toolkit, re-designed to assist adult educators/employment counsellors in assessing current levels of soft skills. There is also a process for establishing a personalised and customised training strategy.

The next steps will include the pilot testing of the training curriculum which aims to provide learners with the information, knowledge and skills to increase their ability and opportunity to obtain employment. On the completion of the curriculum, the learner will have created a portfolio of resources and competences that will inform their capacity and capability for job-seeking and job-keeping.

The course will be presented over 120 hours through an online learning platform. The programme is presented as 12 modules. The online programme will be complemented by a series of workshops/sessions. Partners will start to work on the training curriculum on a national basis from October 2018. Five adult counsellors or trainers per organisation will be invited to attend the blending learning

programme – From home to Work – face-to-face training session in Hamburg in November 2018. Thanks to this training session, the attendees will be able to test the training curriculum in their national organisations. The ICARO project advocates the self-direction of the learner through the training programme, facilitating adult learners so that they can accumulate and validate learning units at their own pace.

Partners will share their learning experience through a Handbook for Adult Staff to support the work of other adult counsellors, educators or trainers. This handbook will be available through the ICARO website at the end of the project. ICARO project will also produce case studies evaluating the impact and effects of the learning programme From home to Work which will contribute evidence to the need for strengthening the initiatives and actions for adult education across Europe.

Who is involved in ICARO?

The coordinator of the project is the SEF Regional Service of Employment, Career Orientation and Training from the Spanish Region of Murcia. SEF works together with Dublin City University – Institute of Education (Ireland), European Forum of Technical and Vocational Education and Training – EfVET- (Belgium), Hamburger Volkshule (Germany), Technical Institute of Heraklion – Chamber of Commerce & Industry (Greece) and Social Innovation Foundation (Lithuania). Each partner organisation has committed to the project goals but also has set up a Local Action Group which gathers local expert views on the subject of Adult Education and unemployment. Thanks to these local action groups the ICARO project activities will be regularly tested and advised by national experts.

At the end of the project we expect to deliver: a transnational report on accredited tools/programmes on soft-skills for adult learners; a soft skills assessment toolkit – Personalized and Customized Service Strategy; a training curriculum on soft skills for unemployed adult learners; a handbook for adult staff; a blended learning programme – From home to work; accreditation; and Case studies.

For further information: please see <http://icaro-softskills.eu/>

Hamilton City Library and lifelong learning

In 2012 Hamilton City Libraries set up its Service Development Team, and with it created a specialist position – Lifelong Learning Librarian. Today three of the five goals in the libraries' strategic plan – libraries as a community hub, libraries optimise the use of technology, libraries support literacy and promote reader development – are relevant to promoting lifelong learning.

It's four years since we wrote about Hamilton City Libraries' support for lifelong learning and many of the activities are still going strong. In collaboration with other groups libraries hold general classes such as Russian Language and English Conversation, classes for people with disabilities and support groups such as a writers group. One of the libraries' major initiatives is its Computer Mentor Programme. This involves volunteers providing support in one-hour bookable time slots for people who need some help with computers and understanding digital technology and the online world. The type of help needed varies widely but includes seeking employment, CV writing and setting up email or Facebook accounts. The libraries' website is also a wealth of information with links to other adult learning opportunities in Hamilton, (including the Adult Education courses provided at Hamilton's Fraser High School) and links to online sites providing learning opportunities such as te reo, ESOL, sign language and free university courses.

Although the Central Library building is currently undergoing earthquake strengthening work, libraries' staff are still in the business of taking learning into the community at the network of suburban libraries.

One of libraries' big projects last year was the digital roadshow. Helped by a grant from ACE Aotearoa's Adult Learners' Week He Tangata Mātauranga fund the libraries' staff took digital devices supplied by local business PB Technologies into five retirement villages and rest homes. The sessions started with a PowerPoint presentation on the libraries' resources and residents were shown how they can access eBooks and eMagazines. About 100 people attended the sessions and they were so popular they look to be part of the libraries' ongoing work with plans to take it out to the older generation still in their homes.

Another project, set to be repeated this year, is Matariki in the City. Lifelong Learning Librarian, Lindsay Knowles, says the service is not just about running courses: staff work with others to bring people together to learn about other cultures. Matariki in the City was a big celebration about many cultures represented in New Zealand communities.

"We collaborate with others wherever we can," says Lindsay. "We are always looking at how we can support organisations. Recently we have been talking with a health network in Auckland who would like to bring their bilingual health presentations into the Waikato. We have also been talking with the School of Engineering and Advanced Technology at Massey University. In the past they have partnered with Palmerston North City Library to provide talks on demystifying technology in our world, and those staff are keen to provide the information to other communities."

The libraries also supply Community Noticeboards which are available for groups to display information about courses and classes, as well as space for groups to provide displays around events such as the Chinese New Year, and International Women's Day. As the New Zealand Census this year was mostly online the libraries found ways of supporting people who were unable to complete this at home. Another new initiative is an intergenerational programme, providing an opportunity for pre-schoolers to meet with and get to know elderly people. And of course, the libraries are always looking at ways to encourage literacy in their community. With that in mind they began a Summer Reading Challenge for ages 13+ this year with prizes to encourage involvement.

Hamilton City Libraries, like many other municipal library services, is playing an important role in supporting participation in lifelong learning, and building social cohesion.

Our People



Hekenukumai Puhipi Busby – Knight Companion of the New Zealand Order of Merit

Esteemed kaumatua, celestial navigator and great waka builder Hek Busby is now a Knight Companion for his services to Māori. In the citation for this Honour it is stated: "[Mr Busby] was appointed an Officer of the New Zealand Order of Merit in 2014 for his services to Māori. Since that time Mr Busby has maintained his involvement in various leadership and committee positions and organisations such as Waitangi National Trust, the Polynesian Voyaging Society in Hawaii, and Te Tai Tokerau Māori District Council. He maintains roles as Senior Advisor to his iwi of Te Rarawa, Ngati Kahu, Te Aupouri, Ngati Kuri, and Ngapuhi. He is a kaumatua for Māori tourism in Northland. He continues to construct waka and impart his knowledge on waka building and traditional navigation techniques from a school established on his property in Aurere, Doubtless Bay. He has been involved with the construction of a twin-hulled voyaging waka for the Tairāwhiti Voyaging Trust in Gisborne, which is intended as a living classroom for youth to learn traditional Māori voyaging skills. The ceremonial waka Te Hono ki Aotearoa based in the Netherlands was most recently used at Menin Gate, Leper in Belgium to commemorate the centenary of the Battle of Passchendaele in October 2017. Mr Busby remains a member of the Waitangi Day Organising Committee after 36 years and continues to be involved with waka activities during Waitangi Day commemorations." Participants at the ACE Aotearoa Hui Fono 2018 were privileged and delighted to visit his home, see his great star compass and listen to his words of wisdom.

Noticeboard

Festival of Adult Learning

Ahurei Ākongā

1 – 9 September 2018

Our Festival of Adult Learning Ahurei Ākongā will be launched at Rutherford College in West Auckland on Saturday, September 1.

For more information on funding and promotional material please go to <https://www.aceaotearoa.org.nz/events/festival-adult-learning>

Funding is available for events big and small. See the website for information, funding application forms and the new logo.

ACE News

ACE Aotearoa Board

The second Board meeting for 2018 was held in June, just prior to the ACE AGM and Conference. Significant work has gone into improving the ACE Governance Manual which was signed off (with a few amendments) at the Board meeting. The meeting was also a final chance for the Board to familiarise themselves with the proposed new ACE Constitution. The Constitution was subsequently approved at the ACE AGM. The Board received updates on negotiations with TEC for a new contract with a start date of July, 2018, and on communications, policy and finance, audit and risk. Progress is being made on a wide number of fronts including interactions with Ministers and close liaison with the Ministry of Education. There were no outside speakers as the June meeting is traditionally truncated to fit in with the AGM and ACE Conference.

Professional Development Regional workshops on standards

We call our workshops From pretty dodgy to better-gogy – improving the teaching quality in the ACE sector. They are practical and interactive sessions on teaching in the ACE sector.

Making sure that you are the best educator for our community doesn't need to be tough, but you don't want to be that dodgy educator either. The workshop is an opportunity for you to take a look at what your strengths are and find out what other areas you would like to improve on that will make sure you keep far away from being 'pretty dodgy' to growing 'better gogy'. Come along to find out more, learn about good adult learning principles, and get some takeaway ideas to improve teaching practice. We're here for a good time not a long time, let's make it count!

Upcoming workshops

Lower Hutt, Friday 27th July, 10 am – 3 pm.

Blenheim, Friday 3rd August, 10 am – 3 pm

Hokitika, Friday 10th August, 10 am – 3 pm

Christchurch, Friday 24th August, 10 am – 3 pm.

Dunedin, Friday 31st August, 10 am – 3 pm

You can register online at <https://tswwellington.lilregie.com/booking/attendees/new>

For more information about a workshop near you, contact our Professional Development and Networks Manager, Analiese Robertson by email analiese.robertson@aceaotearoa.org.nz

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 tools and good practice through a range of communication channels – the website, quarterly newsletter, Enews, conference, Hui Fono and professional development opportunities. As a member you can select ACE Aotearoa Board members and influence the direction of the organisation.

This newsletter is produced and distributed by:



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