

# Adult & Community Education Newsletter



Peter Jackson, at the Hui Fono

## Hui Fono 2018

By Chanel Philips (Ngāpuhi, Ngāti Hine), University of Otago

Hui Fono is a professional development space by and for Māori and Pasifika adult educators.

This year the event was held in late Hui-tanguru (February) at the Korou Kore Marae in Ahipara Te Taitokerau, Northland.

One of the long serving members of Hui Fono said ‘make do, won’t do anymore’: Education sector underperformance for Māori and Pasifika is not acceptable.

Hui Fono was started as one way of addressing this and 11 years later continues to decolonise concepts of education, and (this year’s theme), rethink the learning space.

The Hui Fono is unique because it provides essential refuge and exclusive access for Māori and Pasifika educators and staff working in tertiary and community education. Intentionally designed, Hui Fono is centred on improving learning for Māori and Pasifika learners, by lifting the capability of the biggest reach that currently exists into Māori and Pasifika communities – families, organisations/providers and educators.

Annalise Robertson the Professional Development and Networks Manager for ACE Aotearoa says:

“Participants don’t just attend Hui Fono, they live and go home to it. When our traditional and youth leaders attend, our instinct tells us that they will be the transformers when they get home. Aside from the profession, Māori and Pasifika



Simon Samoa and Barney Wikitera



Ahsalya Noa and Maria Pula

inherently have a personal relationship that can often empathise with a learner experience. What makes this environment so powerful is that many who attend are reaching from the heart and soul, determined to make a difference.

“The event is building a growing ground-swell within the Māori and Pasifika workforce. Participants come from both formal and informal contexts. There is now increased engagement with academics and youth. Since it began over 1000 participants nationwide have benefited from this professional development experience.”

### 2018

The theme for Hui Fono 2018 was *Te Ao Mātauranga, Our World, Our Wisdom*.

Ana Heremaia and Ruby Watson from ĀKAU, a design and architectural organisation in Kaikohe, set the scene by facilitating our discussion, using an old

photo of wāhine Māori weaving – with children beside them. They encouraged us to see the different learning that was taking place in this image – observational, practical, hands on, intergenerational, traditional, local – contextualised to the world around them.

We explored what makes an effective learning space and how these have changed in recent years – increasingly becoming flexible and networked, bringing together formal and informal activities in a seamless environment that acknowledges that learning can occur any place, at any time.

Ana and Ruby drew on experiences that demonstrate that design is a process, not a product, involving all stakeholders – particularly learners.

We learned about applying the principle of ako and a strong learner-centric philosophy involving mutual respect and emphasising interchangeable roles, shared learning and embedded literacy.

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## Hui Fono Whakatauki: He Waka Eke Noa

*It is about an experiential journey which everyone may embark upon.*



### Keynote Speakers

#### **Hekenukumai Busby**

Hekenukumai, known as Hec, is a master waka carver, a tribal leader and an authority on Polynesian and Māori celestial navigation. He's crafted more than 30 waka, and was awarded an MBE in recognition of his role in the revival of ocean voyaging and navigation using traditional Polynesian double-hull canoes. From humble beginnings in the Far North, Hec was inspired to build waka after a childhood visit to Waitangi. At 84 years of age, he's the subject of a new book by Jeff Evans, called *Heke-nuku-mai-nga-iwi Busby: Not Here by Chance*.



Our place of learning was Hec's home in Aurere, an inspirational and spiritual place in itself. The kōrero took place within a great star compass that he has built, using the traditional navigation systems that allowed Māori and Pasifika to undertake great journeys of exploration across the Pacific. Hec told us that love and passion have been the doorway into his work: love for his people and the land and passion to reclaim what has been lost. He spoke of vibrations – the feelings and energy people put out, and what draws others in. It was through feeling such connection that he was gifted with, and taught the traditional knowledge that set him on his pathway.

His message to us was – you are not here by chance. Māori did not drift to Aotearoa as the sceptics suggest, they arrived here through careful navigation and a deep and intimate connection with the natural world around them – reading the ocean and measuring the stars. His also told us – you are here for a reason. You are on a mission. So we understood that each one of us at Hui Fono has a special purpose, one that we might not yet fully realise.

#### **Apulu Mary Autagavaia**

Mary Autagavaia is the founder and one of the lead facilitators for the Aganu'u Fa'asamoa 101 programme delivered by the Epiphany Trust. Mary 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 make learning the Sāmoan culture accessible. They have delivered across New Zealand, Australia, and most recently in America. They are currently building augmented (technology that superimposes a computer-generated image on a user's view of the real world) and virtual reality (computer-generated simulation of a three-dimensional image or environment that can be interacted with in a seemingly real or physical way by a person) content to enhance the delivery and access for their learners.



Mary's kōrero was about reconnecting Pasifika with their culture and language – the importance of doing this, and what it means to people.

The work that she and her small team have done proves that just a few incredible people can make significant changes to many lives. They were funded to provide education to 400 people in two years. In fact they provided it for 3000! Mary spoke about the use of technology in her work, and how by using social media and videoing Aganu'u Fa'asamoa 101 has reached people from as far away as Alaska and Samoan rugby players working in France. Samoans in Europe are now asking for her workshops.

The challenge to ACE practitioners, she said, is to embrace technology. She noted that although it may be this freaky thing to begin with, the possibilities it opens are endless. If we want to reach our communities living outside of New Zealand, and appeal to the learning needs of our youth, then technology is key.





Mii Utia Raranga Workshop



Some participants at Te Rerenga Wairua



Ana Heremaia



Satui Pitolua



Tessa Temata

### Haerenga

A special feature of the programme was a full day haerenga (learning journey) to Te Rerenga Wairua (Cape Reinga). For that day the bus was transformed into a moving classroom. Local kaumatua became guides, our educators, as they shared the whakapapa and stories of the various areas we drove through and the significance of these places for their people. We learned about the significant places of the hau kāinga, their stories and the messages embedded in those stories.

There was also time out of the bus to get some fresh air and have some fun together. A physical exercise, using a boogy board to slide down steep sand dunes, was about helping people face a challenge, engage in healthy competition, move out of their comfort zone and maybe confront fear. The time at Te Rerenga Wairua was a place for reflection on what has been learned. These are both processes that are intrinsic to effective Māori and Pasifika ACE.

### Ako – learning exchange

The Ako learning exchange was an opportunity to teach and learn from the hau kāinga, learning about their wisdom

and their world. There were five learning exchanges that participants chose from, reflecting the theme of *Our World, Our Wisdom*. They were: Rongoā Māori (traditional healing); Moana (ocean) literacy; Tā moko (traditional tattoo); Rāranga (weaving); and Kai Ora Honey.

Each participant chose one workshop to attend and we were taken into the environment where we learned first-hand the knowledge and skills involved in these activities – all valuable pathways for adults learning and empowering communities.

### Panel of generations

Peter Jackson and Tessa Temata led the panel discussion where they shared their reflections and perspectives on the theme, *Our World, Our Wisdom*.

Peter is National Kaumātua and Council Member Māori for Te Rito Maioha, Early Childhood New Zealand. He spoke about the importance of ‘the game of life’ and knowing how to play the financial game. He encouraged ACE practitioners to challenge their learners and their own children to learn about money and how to make money work for them.

Tessa is Deputy Divisional Manager of Pacific Thematic Issues, Pacific and Development group of the New Zealand Ministry of Foreign Affairs & Trade. She challenged us to think beyond New Zealand, and out to the Pacific. She spoke of the different challenges that the Pacific is facing, and that these challenges are happening right now. Tessa reminded us that we are custodians of important wisdom, heritage, culture and integrity. How we take that out to the world is the next step.

The main message of the three days was: We learn best from our taiao, our environment, when learning is contextualised within our own worldview. Learning in a classroom with a teacher talking at you is not always the best way for Māori and Pasifika. When we go to our mountain, or our beach, or onto our marae – that is where our learning flourishes. The Hui Fono was a validation of our learning pathway. Intentional and meaningful.





# Te Whare Hukahuka o Tangaroa: building Māori leadership and enterprise skills



Participants from one of the KEP programmes in 2017.

Te Whare Hukahuka is an award-winning team of young Māori social entrepreneurs. Their vision is to improve the lives of 10 million indigenous people – starting with the roughly one million Māori living in Aotearoa and Australia.

Their way of achieving this is to strengthen Māori social enterprises and community organisations so that they become world-class, and to develop the next generation of Māori community and business leaders.

Shay Wright (Te Rarawa, Ngaruahine, Ngati Ruanui), is one of the founders of the organisation, (and he was named in the 2016 Forbes Asia '30 Under 30' list). He spoke to us about their rangatahi programme, Ka Eke Poutama, as well as their business coaching and Māori leadership programmes.

## Ka Eke Poutama

"We were working with iwi and Māori Trusts all around the country and noticed that they all had a need to attract high quality leaders and succession planning, but they didn't

know how to enable it. Māori organisations often have an intergenerational ethos and strategy, and yet we're not very good at creating pathways for young Māori leaders to step up into leadership roles. So we developed a rangatahi leadership programme to help develop the governance skills of our next generation of leaders.

"So we looked around and found an interesting programme model called Dev Academy, which is a 18 week bootcamp that teaches people computer programming (based on a US programme), and at the end it connects their graduates to real employment opportunities. To me that is a brilliant example of a real pathway from learning into application. It is training with a tangible outcome, not just training for training sake, and we thought that approach made sense for us to use too.

"So we took this concept and designed a 15 week programme to teach rangatahi the core skills of great governance and social enterprise – practical skills that they can apply once they get onto a board.

Skills like, knowing the fundamentals of how to manage risk, how to formulate a strategy, how to set out an effective agenda and meeting process for decision making, what kind of questions to ask in a board meeting, and how to develop effective board resolutions. They then come out of the programme and are connected to real life governance board opportunities.

"In our first pilot programme in 2016, we had a cohort of 46 participants. Forty-five of them graduated and completed the course and between them they went on to hold 63 governance roles – with that number growing every month.

"For our pilot programme we approached the Māori organisations that we were connected to, particularly ones well connected to their community and asked them to nominate people or spread the word. We had nominations from all over the country. Shoulder-tapping people in my network and doing recruitment campaigns on social media were also very

## Ehara taku toa i te toa takitahi, engari, he toa takitini Success is not the work of one, but the work of many

Whakatauaaki from Te Whare Hukahuka website

successful ways of reaching potential participants. We had about 110 applications in just two weeks for the first programme, and then after that we uploaded a video highlight reel showcasing the programme, and had 20,000 views on Facebook and about 240 applications over this past year. With application numbers so high we have to rigorously select participants based on whether they can commit to the full programme – their agreement to do what is expected of them.

“Over the last two years we have run three programmes, all hosted in Auckland so far. We bring in dozens of speakers and mentors, not all Māori. We have people who are senior in central and local government like Marama Fox, top entrepreneurs like Derek Handley, governance experts like Robin Hapi and Kristen Kohere-Soutar, expert advisers, kaumatua and esteemed Māori leaders like Lance O’Sullivan. They share practical advice, and it’s a chance for the participants to ask questions and get a dose of inspiration. We also have a programme management team who work with participants more closely around particular outcomes they are seeking.

“The pilot programme was free, but it cost our business a lot of money to run, so last year we required participants to pay one quarter of the cost, or find a sponsor. That proved pretty tricky too, mainly because some of them aren’t that well connected to organisations that will cover their costs. So we’re having to build those sponsor relationships ourselves, and also allow participants to pay off their contribution though weekly instalments.

“To date we have

graduated more than 100 young people from the programme and then collectively hold 100 governance and advisory roles. To me it shows the impact this can make to changing the organisations that make up our system. And it’s not just governance either. There’s a whole range of different ways that these alumni are shaping our country’s future, from being part of delegations to international events, to running social initiatives in their community, to taking on senior management roles, to setting up their own social enterprises. Recently, one alumni, a young Māori woman who had been doing research at a university, decided that she could contribute much more to her community by setting up her own enterprise that monitors the water quality in the Waikato River. Another has been leading the Protect Ihumatao movement, and another alumnus has set up a social enterprise, Whenua Warrior, to teach families how to grow healthy food. I think that central government, iwi, and many philanthropic organisations are all wanting to help develop our young Māori leaders, and so we’re getting some strong support.

“We’re now looking at setting up a foundation to scale-up the programme nationally. That will involve building relationships with core partners in each region – funders, boards, iwi mentors, local councils. Once we have all the necessary ingredients in each region, we will start scaling the programme. That is our audacious plan for this year.

### Business coaching and Māori leadership

“Ka Eke Poutama is just one of our programmes. To date we have worked with more than 100 Māori organisations and

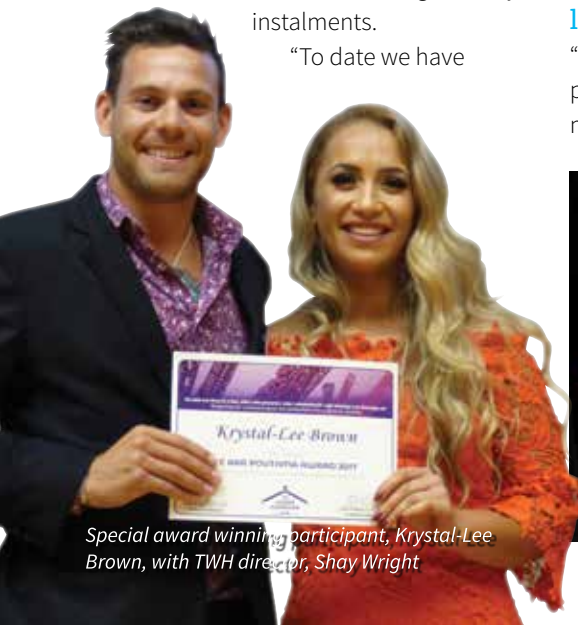
trained over 750 Māori leaders across the country. The majority of our learners are older people. They are Māori who are in governance roles in their communities.

“Often these people have taken on these roles without much learning about good governance practice. They just learn on-the-job from others who have also not learned good practice. So we have this proliferation of terrible practice, or lazy practice, amongst many of our organisations. And most of these leaders are so busy in leadership roles and with their day jobs that they don’t have a whole lot of time to upskill. Our goal is to teach them just the few things that will make the greatest difference to good governance. Things they can actually apply right away. We don’t do generic content. We don’t do vanilla, and we don’t do theoretical. There’s already too much of that out there. We reckon that to make it worth everyone’s time it’s best to focus the training on the actual needs of the organisation we’re working with. That’s what delivers strong outcomes. Anything else misses the mark.

“Some of the outcomes that we love to see are when our alumni tell us that finally they are clear about their role, they are aligned around their goals, and they can see progress and achievement. They always have huge ambitions to make impact in their community, but they often run on the smell of an oily rag, so we have to work with that and sometimes help find funding to cover the cost of the training.”

### Going global

Shay Wright works alongside seven other team members. You can read about them all at <https://www.twh.co.nz/our-team-1/>. To achieve their vision of improving the lives of 10 million indigenous people, they’re aiming to perfect their processes in Aotearoa, and then license their models and methods to indigenous communities internationally.



Special award winning participant, Krystal-Lee Brown, with TWH director, Shay Wright



Graduation ceremony for the 2016 pilot Ka Eke Poutama programme

# The learner voice: co-designing future programmes

Te Aroha Noa in Palmerston North has begun a process that goes way beyond the traditional way of responding to ‘learner needs’. With their research partner from Point Research Ltd they have developed a co-designed process where trained staff and students work with whānau to find out what’s getting in the way of effective parenting. Then together with whānau, they can plan for activities, education or therapeutic services that will break the cycles which keep these whānau failing.

We talked to Bruce Maden, the founder of Te Aroha Noa, about how the project came about, and the first stage of the co-designed process.

## Getting started

“The need arose from working with our young people who have been really marginalised from the education system, usually for months or even years. We could see that they were making progress in our He Ngakau Rangatahi programme, but as we picked them up from home, or dropped them off, we became increasingly aware that there were difficulties in the home environment – that there were numerous other siblings, not yet in our programmes, but already on the same path. We could see we would have a continuous flow of these young people. So we decided we needed to address whānau issues and engage them in the learning process.

“In 2016 we had won a Vodafone World of Difference Award and we found that an extension grant was available. So we worked with our research partners at Massey University to find funding to develop a co-designed process, and Vodafone granted us \$300,000 over three years to implement the programme. With that funding we were able to employ Annalise Myers from Point Research and she trained our staff and some of the students in empathetic interviewing and the engagement strategy. Annalise has acted as a facilitator throughout the process.

“We started with a pizza lunch to which we invited the whānau of our He Ngakau Rangatahi programme. We asked them who would be interested in participating in our research. Eight whānau said they would, and seven have completed the first stage of the process. It’s the mothers who have engaged. We have since found that these seven have brought up a total of 46 children and together they have thirteen mokopuna – so we are influencing a big target group.

## The process

“Each of the mothers took part in an interview which generally lasted for about 2 hours. The tapes were transcribed and our team highlighted what they thought were the statements that stood out. They were transcribed onto post-it notes and referenced. Then we got the mothers to look at the transcripts (we read it to them if necessary) and they selected what stood out for them. We put these onto post-its and added them to the overall collage.

“Then Annalise and our team analysed the data. We came up

with nine themes.

“We found that all the mothers had suffered huge amounts of abuse, neglect and trauma. They had been brought up in whānau where there had been non-accidental deaths, violence, suicides, sexual abuse, and serious mental illnesses. In spite of this we found these women had tremendous resilience – the ability to just get on with it and keep going. They had buried the trauma, just under surface, but they were aware of how much the trauma is influencing their parenting.

“But because no one had helped them deal with their trauma, to grapple with it and learn from their experiences, they were not able to provide the parenting needed to change things for their whānau. They had aspirations for their children, they didn’t want their children to suffer in the same way, but they had no way of moving forward.

“They were heart-wrenching interviews – powerful mind-blowing stories and when we asked them if they thought their story would be much different from their neighbours, they all said, no. They would be the same.

“One of the issues was about how the whānau interacted with systems. Parents who had looked for support for their children found that all they were given was a diagnostic label. Oh, he’s ADHD! They were not provided with any real assistance with the behaviour.

“Isolation was another theme. They did not have supportive relationships with other adults or the wider community so they found parenting challenging.

“Many had experienced being raised by another sibling, often quite a young sibling, and as a whānau had resorted to supermarket dumpster scavenging to survive.

“Grief, loss and trauma were unbelievably present and the systems had failed to really understand where they were coming from and did not work with them to assist them. The parents found that systems acted on them, not with them.

“So out of those themes we developed our game changer statements. For example systems that worked in a mana enhancing way – based around rights and entitlements; or ways of promoting friendships through Te Aroha Noa.

“Then we held another hui and asked the parents and others from the community to read all the statements and game-changer ideas. People shared their stories, often with tears. It was very powerful and emotional. There was the camaraderie of being with others in the same position, and a lot of laughter too. But as they spoke out to others they realised the true impact of their grief and pain.

“For us the next part of the process has been to take the findings to wider audiences: our Trust Board; Oranga Tamariki; and we plan to do the same with the Child Health team at our DHB. We have written up their comments.

“What’s changed for the marginalised young people? Well they



are finding that their whānau is more engaged and are talking more about things. There is increasing connection between parents and children. On the downside there has been a bit of a reaction by rangatahi to whānau moving into what was 'their space' – but we will manage that.

### Next steps

"The next step is to employ a facilitator to work with these whānau and other parents and develop initiatives with them. Some could be educational, or they might be social activities, or therapeutic programmes. The important thing is that it doesn't matter how small the activity is, if they want it, it will be done.

"We have found this co-design process has really influenced the total Te Aroha Noa strategy. We are now developing a health centre.

We are working with a medical practice



Marama Tupuala

## What the whānau say

### Marama Tupuala

My daughter got pregnant when she was 16, far too early for her. She went into the Te Aroha Noa teen parent programme. What I wanted was for her to have a good life. One I couldn't have. My mother had a stroke when she was 25 and she had 4 kids so me and my younger brother (we were 8 and 9) brought the others up. We used to go down and wait for the bread to be put out, so you could get some food... I tried very hard to get my daughter on the right path. I have a son who is 9 years old. I now want to be there for every part of my son's life: education, going to school meetings (my parents did not come), taking him to sports, getting involved in his sports team, going to church together, going for walks together: family things so he is not left to outside influences

that change him. Before I got involved with Te Aroha Noa I was stuck in my four walls, I stayed at home. Now I take an active part in everything Te Aroha Noa does.

### Cathy Lonsdale

My son didn't do well at school. There was an incident and he got all the blame for it and he was asked to leave intermediate. He went on to high school but he didn't fit in and refused to go. I tried everything to get him going. I was seeing the truancy officer every day and he mentioned the school at Te Aroha Noa [He Ngakau Rangatahi programme] so we went there for an interview. He has now settled down. They

talked me through things from his point of view. He turns 16 in August and he now has a focus on what he wants to do. He is going to UCOL to do IT programming.

Being part of the interviews was really good. They asked about my schooling and I got to put my views. It was good to talk with others about that sort of thing and all the trials and tribulations we have been through... About how we would like things to be different for our kids.

on that and it's based on the community's view of what an effective health centre would look like.

"MSD's Organa Tamariki has funded our SKIP programme with a facilitator to help co-design that programme, and we will be applying the principle to other areas.

"So what we have learned from working with marginalised young people is helping us access other funding to work on other parts of our programme.

"Some of our teen parents have indicated a real interest in joining in. We will probably have them as a sub group.

"The true impacts of what we are hoping for should be seen in the future. Our hope is that as we work with the parents we have got and start initiatives, these initiatives will engage other whānau. It's going to be a long process."

Next year ACE Aotearoa will have an article about how the process is unfolding.



Bruce Madden at the Design hui.

# 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](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)

# ACE in schools: community collaboration and engagement

By Gregory Pierce, Principal Aorere College and Deidre Shea, Principal Onehunga High School

In 2009 Aorere College and Onehunga High School signed a Memorandum of Understanding. This document detailed how we would work together to offer a range of programmes to our local communities. The idea of working collegially and collaborating on community engagement made sense as we are located relatively closely together. Both schools are strong advocates of lifelong learning

across both schools that supported literacy and numeracy outcomes. It has been successful in that both schools are able to work together to support each other and support the learners. Programmes can be combined to maximise resource use and there is plenty of scope for flexibility.

Another significant advantage, and point of difference, has been our ability to employ a co-ordinator who manages the

community access to resources they would not otherwise have available to them: marae, computer rooms, technical rooms, science laboratories, cooking rooms and art suites. Instead of sitting idle at night these specialist centres can be used productively. The other 60 percent of our programme is run off the school site by outside organisations. These programmes most often run during the



and the value of adult and community education both within and beyond the school gates.

With the changing nature of funding in early 2009 we believed working together would maximise the programmes we could offer. It also meant we could rationalise what was happening in our combined region, enabling us to work efficiently and effectively with the many providers locally. Most had been around for a long time, working hard to deliver the programmes that really do target those most in need and those that the government identified as priority learners.

Our first task was ensuring all organisations and groups understood how we could support their programmes; identifying what met government requirements and targeting those learners. As both of our schools had been involved actively in adult and community education for many years we had already developed strong local connections and community networks. With the assistance of existing groups, we scoped the providers and the learners, to put together a programme

whole combined programme. This allows the programme to be streamlined and the resource to be put to best use where it is needed across the south Auckland region. A part-time relationship manager is now employed to work within the community. Their role is to work with existing, and new groups and organisations, in community engagement and provision. Regular meetings, support of programmes and the facilitation of the application process are important. We want to make sure that access to support is as easy and positive as possible.

We are extremely supportive of the ACE programme we deliver. Approximately 40 percent of our combined schools' programmes are run from Aorere College and Onehunga High School. These classes are predominantly in the evenings to cater for the many learners who want to engage in courses that upskill them or give them a first step back into education. With courses having embedded literacy and numeracy we have slowly seen improvements and changes in the breadth and depth of learner confidence. The use of our school facilities enables parents and the local

day. Learners are usually in close proximity to community centres, halls, marae, and shared community facilities where they are able to participate in programmes that target priority learners and strengthen social cohesion. Literacy and numeracy remain the focus but we often run many of our Te Reo and ESOL classes from local venues as these students wish to attend during the day when they are free from children at home or family commitments. We are extremely grateful for the work done at grassroots level to support the many learners who access our classes.

Our strength in school provision and delivery lies in our ability to act as a community hub. We acknowledge the barriers to learning that many young people have experienced. Our goal is always to work with others in successfully engaging all learners in meaningful, productive, life changing adult learning opportunities. For many, a first step back into education is frightening. We provide wrap-around care to ensure these learners are able to choose how they engage and with whom. Each little step is a pathway for a better future for themselves and their families.



# Odyssey café: growing optimism and opportunity

Odyssey is a long established Auckland not-for-profit organisation that helps people to overcome alcohol, drug and gambling addiction problems. In November 2016 they launched a work training programme at Odyssey café in New Lynn. It is a social enterprise that provides great food and coffee for the community and, at the same time, offers young people aged 16-24 years an eight-week training programme where they are supported to complete 10 Level 2 NZQA Hospitality credits. These are assessed by their tutor who has completed the NZQA assessment qualifications.

There were 21 participants recruited into year 1 of the programme which ran from December 2016 to November 2017. Of these, 12 graduated. Sixteen of those who participated (or 76 percent) went on to work, education or continued their treatment – a much valued outcome for both the participants and Odyssey.

## The programme

Over 50 percent of the young people on the programme last year had some connection with Odyssey either as someone receiving treatment support or as a family member. Other agencies can refer too. The recruitment test is that they must have some personal barrier to employment. Most have experienced trauma of some sort.

When they are referred, Nicola Corney, Odyssey's Living Well Programme Manager (and one of the trainers), meets with the young person to find out where the potential trainee is at and decides whether the programme would be a good fit for them. Often, when the young people come to the café, it is their first experience of being in a workplace.

Nicola, although a relatively recent appointment at Odyssey, is not new to this work. She has several years' experience working in similar social enterprise cafés in the UK so she has a good idea of how the programme should be structured:

"In the first week we provide some induction training on health and safety, how to use the till and the basics of customer service. They might spend some time in the kitchen too, baking. Making a chocolate cake is a good way to boost their confidence! We don't want to overwhelm them with information. We look for small wins. Then the next week they move on to making coffee. That takes time to master.

"They are at the café for two four-hour sessions a week and in the second week we start the unit standards. They do three: customer service, food safety and coffee making.

"Their ability varies but most of the young people have had a difficult experience at school and there are sometimes literacy issues. One young man, for example, left school when he was 13. He is in our residential treatment programme, which also has a small private school, so he can work on his literacy there. In his case, I acted as a reader/writer when it came to his assessment, and he

was able to obtain his credits.

"I think the biggest challenge for our participants is learning how to speak to people who are not necessarily from their own background. Learning to make eye contact – just basic communication skills. So we start on the customer service units first.

"In every session after the first week we spend some time sitting down together, either in the café or in another room, working on the unit standards. There is practical work associated with each standard too. Towards the end of the programme we spend more time on the written work, getting them ready for the final assessment.

"What we are mainly doing is preparing them for being in a workplace – showing up, having the right attitude and building their confidence. Getting 10 Level 2 credits gives them a real boost and some trainees have gone on to university or polytechnic. For example, one young woman is now on a foundation course and plans a career in social practice, and one of the young men is working in a café and planning a career in audio production."

## Sustainability

Will Ward, Odyssey's General Manager – Improvement and Development, says they gave themselves one year to see if the concept worked and he is pleased with the results:

"Physically you can see a transformation in the participants after being in the café for a couple of weeks. You can see a confidence. It is a safe space for them. The work experience at the café doesn't mean that they need to set their sights on a hospitality career, but it opens up their mind-set for optimism and opportunity. They know they can complete a course and there are work and study options available to them. They develop problem solving skills and become much more motivated to achieve their independence.

"One of our challenges now is to make the programme more sustainable. We want to create more relationships with a whole variety of stakeholders so we can help young people find work and get the support that they might need. My experience is that most people want to work, and for some people having an option like the café is really helpful. At the end of it they have a certificate showing that they can achieve qualifications, have a reference from us and support from us also around creating a CV if they require it.

"Currently the programme is provided and fully funded by Odyssey. It is a commitment that our Board has made. But the café sales do not cover the full cost of the programme. We got start-up funding for the café from Foundation North, Joyce Fisher Trust, JM Thompson Trust and the Whau Local Board. As we continue our pursuit towards financial sustainability we will continue to seek grant funding and other support."

# Learning Environment Design

By Ruby Watson co-founder of ĀKAU

ĀKAU engages taitamariki and their communities in real architecture and design projects, with a vision to create awesomeness in communities throughout Aotearoa. To ĀKAU, this is where every young person has a voice, a purpose and meaningful participation. This is our kaupapa; the driving force behind how and why we do things differently.

survival of what the group sees as important. Loyalty, obligation, commitment, an inbuilt support system made the whānau a strong stable unit, within the hapu, and consequently the tribe.” (AKO, *Concepts and Learning in the Māori Tradition* by Rangimarie Rose Pere).

The application of this learning, and the basis of our success with students who have previously disengaged from the education



ĀKAU taitamariki play chess on boards they made themselves in an outdoor living classroom they designed and built along the mainstreet of Kaikohe



ĀKAU taitamariki work alongside master carver for a real project in their own community, Kaikohe.

Working with taitamariki in unique and real project environments has given ĀKAU an insight into how our taitamariki work best, and why the education system has failed our more creative and innovative students. Whānau, the environment and real projects are at the heart of what ĀKAU does.

At ĀKAU we base our education model on traditional Māori learnings, agreeing with Mason Durie ‘that education should be consistent with the goal of enabling Māori to live as Māori... access to language, culture, marae (tribal or community cultural centres), tikanga, and resources such as land, whānau, and kaimoana.’ (*Launching Māori Futures* by Mason Durie, 2003).

Creating learning environments that use awa, maunga, moana, ngahere and other significant places help connect taitamariki to where they're from and form a strong base to develop their sense of belonging. ĀKAU insists that a relationship to the whenua is vital for the success for our young people.

Looking back to look forward has enabled ĀKAU to create a learning environment that is multigenerational, whānau-centric and encourages taitamariki, kuia, kaumatua and community to work collaboratively. This benefits both the project and the young people. In AKO, *Concepts and Learning in the Māori Tradition*, Rangimarie Rose Pere speaks of how “Whanaungatanga deals with the practices that bond and strengthen the kinship ties of a whānau. The commitment of ‘aroha’ is vital to whanaungatanga and the

system, is the integration of learning with real projects. ‘Education should be as much about that reality as it is about literacy and numeracy.’ (*Launching Māori Futures* by Mason Durie, 2003). Young people working on real projects in their own community gives our taitamariki a sense of confidence and skills in a range of activities – from hands-on making through to marketing, communication and design. Taitamariki learn about collaboration, decision-making, time management and a raft of other great transferable skills. Real projects engage our young people.

The recent Hui Fono exemplified the fact that real learning and authentic, engaging education is not done in a traditional classroom setting. The visit to Hekenukumai Puhipi (Hector Busby), a navigator and traditional waka builder, was inspirational for the 150 adult Māori and Pasifika educators that gathered beside the ocean. Inside the grassy clearing, 32 carved pou were arranged equally to form a large circle 44 metres in diameter. Hekenukumai told of his navigation career that started at age sixty (it’s never too late!) from the centre of a giant star compass that he designed and constructed himself. 150 people sat wowed by the stories of navigating around the Pacific onboard a traditional waka using just the sun, the stars and the swells for navigation. All present were convinced that real, whānau-centric projects, executed in the great outdoors, are the perfect learning environment for the new wave of young waka builders and navigators.



# Community-led DIY solutions connect South Westland

By Corrina Gestro-Best and Cheryl Smeaton, WestREAP

Imagine a 260k stretch of coastline extending from Ross, south of Hokitika to Haast and Jackson Bay, as far south on the West Coast as one can travel overland.

Our WestREAP has 13 small communities of between 50 and 350 households scattered along a main highway, engaged in hospitality, agriculture and retail, with four schools and a Marae, Te Tauraka waka a Māui at Bruce Bay.

Tourists boost our population 5000 people + per day. Yet our region is known as a technology black spot. In 2018, is it unreasonable to expect that people in any region should be able to use a mobile phone or go online, or Skype their teacher? While the Government had plans for 86% fibre cover by 2023, there was little for South Westland in that timeframe. We concluded we had to come up with our own ideas.

Then the Principal at Westland High School said so many families didn't have access to the internet that he wanted the school to become a hot-spot for the community. Every school in New Zealand is capable of that but no-one seemed to know how to do it. We did!

WestREAP brought Mana Whenua and our schools together with Ivan Lomax and Leon Symes from East Coast wireless provider WiFi Connect. We travelled together and learned about our Alps, our IT capability and our priority areas. We formed relationships with local providers. We pooled resources with Ngati Waewae and Ngati Makaawhio e Runanga rua and supported young people to learn the basics of building the infrastructure and maintaining the service, administration and marketing.

We worked with Vodafone and Spark to get access to mobile coverage technology to enhance the WiFi product and deliver mobile coverage for 50 metres around a modem. Enough of those in a community with a couple of strategically placed poles and there's cover throughout that town for anyone passing through.

Now we have completed the initial infrastructure from Fox Glacier School through to and including Bruce Bay and almost 100 households are receiving unlimited broadband at between 5 and 10mbps for a low cost each month.

More than another 100 homes in black spot areas north of Hokitika and through to Kumara and inland are also receiving service through the relationship between WiFi Connect and local company JV Electronics.

The cost to those families is less than what they would pay anywhere in New Zealand. Businesses, farms and industries pay double the household cost though the capability may be a little higher and their previous satellite option was up to 800% higher in cost and sporadic.

People are reporting the service is reliable and affordable and that having access to the technology has changed their lives and improved their ability to conduct their business at home.

It wasn't our project, it belonged to the community and they made it happen. Our interest was purely in supporting those living in remote locations to get access to the Internet so they could educate themselves and their family, secure resources and services online and be able to communicate with the world at large from their own home. We did!

Northland College students got a brand new modern learning environment building in 2017, with student Aroha Lawrence saying that she 'liked that it was bigger to work in, more open... That's pretty much the only pro I have. It could be better if the acoustics were better and there weren't so many people in one space. There are at least 50-70 people in one space. A lot of people are doing different things at the same time. Sometimes it is good because you could see that everyone was working together and there was more space for that collaboration but when there's too many people in one space, then it gets quite disruptive.' As a wheel chair user, Aroha acknowledged that 'it was good for my wheelchair that the spaces were bigger and things. The old classrooms



*ĀKAU taitamariki makes a site model from earth from the site of Miria Marae, a project the taitamariki designed themselves.*

were hard to get around in and cramped.'

The recent trend of Modern Learning Environment (MLE) buildings cropping up around schools in Aotearoa has missed the mark in innovative learning environments. The Ministry of Education has appointed architects to design the space for taitamariki, with a token engagement process, if any. What if our taitamariki designed their own learning environments? What would that do for their education? If Aroha and her classmates had had the opportunity to design their own school, working with whānau and the environment on a real project, the school could have been so much more. ĀKAU believes that getting our taitamariki authentically engaged in designing their own learning spaces creates better educational outcomes and develops the skill sets of our young people. The design process is a powerful learning experience, where students develop skills like: problem-solving, communication, literacy, numeracy, critical thinking, budgeting, marketing and collaboration.

If we are to equip our young people, our whānau and our communities with a strong sense of belonging, the skills to problem solve and the ability to communicate ideas, we need to engage them with the environment and get them contributing to real projects. Amen.

# Deaf Aotearoa **upskill** community facilitators



*ACE tutors can find an interpreter through iSign:  
<http://www.isign.co.nz>*

Deaf Aotearoa is a national organisation representing the voice of Deaf people in NZ, and the national service provider for Deaf people in New Zealand. The organisation has 14 offices throughout NZ and provides services to the community, meeting the needs of Deaf people of all ages. Adult Community Education is an important part of the services they have on offer.

The community education courses are coordinated by the staff in the local offices and are in response to community need. Bridget Ferguson is the General Manager, Services. She says the courses on offer vary from region to region and aim to meet the needs of the local Deaf community. In the past year they provided over 8000 learning hours on a range of courses – for example men’s health, understanding wills and planning funerals, first aid training and upholstery.

It is a challenge to be able to pull all the staff together and provide opportunities to learn from each other and upskill. Although the organisation has video technology that allows staff to connect via Skype, nothing, says Bridget, beats face to face learning and interactions.

Last year, with a professional development grant from ACE Aotearoa, Deaf Aotearoa ran a two day workshop for all the facilitators. It was led by Bridget (who is a trained teacher and has worked in the Deaf sector for over 25 years), along with Pollyanna Ferguson an experienced Deaf teacher of the Deaf and Dr Rowena Brown from MSD. The focus of the professional development was learning about the importance of being a reflective practitioner and the direct benefits that reflection can have on work in the community. They also discussed the role of tutor, especially in relation to weaving literacy and numeracy through all courses. Now the facilitators have an understanding of the importance of developing learning opportunities that teach literacy and numeracy through a variety of topics.

During the training sessions the staff had time to work in small groups and discuss how the new learning applied to their work in the organisation. The facilitators were guided through discussions

to reflect on how the organisation can better meet the needs of the diverse range of needs within the Deaf community.

Since the training the facilitators have worked under the guidance of their team leaders to incorporate what they have learned into their daily practice. Through Deaf Aotearoa’s internal online network and through service team meetings it is now possible to provide more follow-up and support for facilitators, so if someone has an issue that they are struggling with the team can work a solution out together – and staff working in isolation can get all the support they need.

“Reflective practice,” says Bridget, “not only benefits the tutors, it benefits the learners too. We’ve found that since the national workshop our tutors are far more confident. If they are not getting through to a particular learner they can discuss the problem and fix it. Learning with peers is the key and I think we are far more responsive to the community now.”

Learner benefits are already apparent. When the tutors for the community courses are more effective, Deaf learners become more confident.

“For many we’ve opened up their educational sphere,” says Bridget. “So it is important for mainstream ACE providers to create accessible learning environments for Deaf and hard of hearing learners. This can be done via iSign interpreters, but ideally the learning is more effective when the instruction is direct and presented in NZSL by a Deaf presenter or a person fluent in NZSL to the Deaf learner.”





# Collaborating with Corrections in Te Tai Tokerau: ‘investing in your own life’



The Far North REAP is collaborating with Corrections, providing workshops for selected people who are serving a community sentence.

The six-month programme started in Kaitaia, with workshops every Friday, from 9am to 1pm. Then Kaikohe Corrections wanted to be part of the action, so now a bus load of Kaikohe offenders travels to Kaitaia an alternate weeks for their classes.

Tutor, Jo Shanks, is employed by CBEC – the Community Businesses and Environment Centre. It is a family of nine community enterprises aimed at building a sustainable local economy. She works for one of the businesses, EcoSolutions, which runs workshops with schools and local businesses teaching them how to reduce waste and love the environment.

At the Corrections sessions she taught Life Skills.

Jo: “I believe in empowering people to invest in their own lives. So I teach them how to make healthy meals that don’t cost much, to make fermented food like sauerkraut, to make marmalade and preserves, to make compost and worm farms and grow their own food. I think that if you want something,

learn to do it yourself. For example we made pizza ovens out of natural plaster, then made pizzas! They loved that.

“The narrative here in the North is always, there are no jobs. But I say you don’t have to try and find work on the minimum wage. Find something that you love and turn that into a job. One guy told us how his grandfather used to preserve all the produce from his garden and take it over to the Kerikeri market. There were still heaps of preserving jars in their garage, and he could see that he could do the same. He was enthusiastic. So some of our activities do spark ideas. Sometimes people stop seeing the value in their life and we help them to start seeing what they can do.

“Part of what we teach is contributing to the community. When we made compost we filled up the school’s vegetable garden beds. It’s about doing good things for the family – and for the community. REAP also organised workshops that were run at the local Kaitaia Corrections premises on Saturdays, making recycled pallet garden boxes that were gifted to local kuia and kaumatua. Some of the older guys had lots of knowledge and skills, and they shared

these with the younger ones. We could see that the elders had a really positive effect on the younger participants.

“One of our sessions at REAP was sewing. We made shopping bags and re-use produce bags. We only have eight sewing machines, so lots of the bags were sewn by hand. These guys, they were all sitting round in a circle sewing and talking. They said, this is the kind of thing your nana would have taught you to do! Kaitaia is working to be plastic bag free, so this year we will make bags that will be available in some participating shops.

“We make sure it is a very non-judgmental environment. Friendly. Relating to each other.

“We don’t just talk about how to do it, we talk about why we are doing it. They are really open to the environmental messages, about reducing waste and recycling. They really get it, kaitiakitanga – guardianship. They understand that and we remind them why it is important. Our landfill for example is only one kilometre from the beach and it doesn’t take much for rubbish to get into the sea. I often say – don’t wait for others to save our world. We have to do it.

“We have about ten at each session. They are mostly male, and they are of all ages and backgrounds. We do notice when their reading and writing is not good and we discuss that with Corrections. I believe they do refer people on to literacy programmes. It’s hard to live in today’s world if you can’t read and write properly.”

### Feedback

Jo says that the feedback from the community workers is always positive. Simone Edwards, the ACE coordinator at the Far North REAP, who also helps to facilitate the sessions, agrees:

“Jo Shanks has an awesome way of connecting and sharing her immense knowledge, and they really liked being in an environment where they were treated as equals. Their evaluation forms showed that their time with REAP does shift their thinking.”

Simone told us that written comments

included: I won’t be starving and know how to budget and feed my family; Made me more confident; I’ve learned something new and can use this skill in everyday life; Willing to learn more from Far North REAP; Cool as REAP; Learning life skills is important to live a subsistence existence; Being encouraged and praised as well as learning is good relationship building; Very supportive and educational tips for cheaper and easier ways of eating; A way to budget and make stuff last longer; It’s been good to be here with others; It’s made a big difference. Now I can build my own garden boxes; Today was very influential in looking forward in a different way of lifestyle; I have a new understanding on how to hand make as well as sew my own clothing/children’s or any materials. Will save me money.

And they liked helping tamariki and the community in general.

Norman Popata, the Senior Community Work Supervisor from Kaitaia Corrections

says that the sessions with REAP are making a difference:

“When we take them to REAP the whole atmosphere changes. The people who run the programme are very warm and welcoming. For some of our people it opens their eyes to a world that they didn’t know exists – that there are people that really want to help them. They can be very macho, but their whole demeanor changes there. It’s very noticeable. And they learn skills – how to cook, how to sew and make things that benefit not only themselves, but their family and the community. It helps them engage with their community – that’s how you make good citizens. We definitely want to keep the programme going.”

So the programme will start again this year and, as well, Kaitaia Community Corrections will be borrowing REAPs sewing machines and running their own extended programme making more of the shopping bags out of used clothing.

## Our People

### Peter Jackson – new ACE Aotearoa Board member

It is with pleasure that Board Co-Chairs Tracey Shepherd and Charissa Waerea announce the appointment of our kaumātua, Peter Jackson, to the Board of ACE Aotearoa. The vacancy arose from the resignation of a Tangata Whenua representative Te Ngaruru Wineera. As a casual vacancy the Board can appoint to the position.

Peter has been chair of hapū, Ngāti Haupoto o Taranaki Iwi and in the 1990s was a hapū representative of the fledgling Taranaki Iwi Muru Raupatu team. These roles have given Peter a solid grounding in things Māori.

Peter is currently one of the Taranaki Whānui spokespeople in Wellington and works closely with a number of central and local government organisations and community groups on tikanga related matters.

His qualifications include a Bachelor of Commerce from Victoria University and two IT Certifications. Over the years he has owned and operated a number of small businesses, worked for ACC in their Disputes Resolution team, joined Unisys New Zealand as a computer engineer, worked as a Kaitakawaenga at the Environmental Resource Management Authority New Zealand, and worked for Paraninihi ki Waitotara Trust.

He has been a company director and a member of the Capital Coast and Health Māori Partnership Board.



### Ian Swindells retires

Ian Swindells, Chief Executive Far North REAP retires this April after four and a half years in the role. During his time at Far North REAP, Ian has enabled and supported the organisation to: double in size in terms

of contract income; embed an evaluative culture across contract delivery; and start a journey which will position it as a leader in sustainability within the not too distant future. This includes measuring and reducing energy use, fuel use and kilometres travelled including both road and air, waste and recycling volumes, water and paper use and offsetting our carbon impact by planting trees.

Ian came to Far North REAP following a twenty-five year career in tertiary education with NorthTec. He is very grateful for the opportunity he has had to lead Far North REAP – and for his committed staff and board who continually challenge it to grow and improve. Ian will remain involved in education through Capable New Zealand, Awanui School Board and the Far North 2020 Trust, and will devote more time to an environmental restoration project involving a unique 33 hectare native forest surrounding Rangikapiti Pa between Mangonui and Coopers Beach. Ian is looking forward to his retirement and spending more time with his whānau, in particular his new grandson.





# From ‘pretty-dodgy’ to ‘better-gogy’ – improving the teaching quality in the ACE Sector

By Analiese Roberson, ACE Aotearoa Professional Development and Networks Manager.

The need for ACE Teaching Standards was identified as a key issue by the ACE Sector Strategic Alliance in 2011. The work, funded through the ACE sector Professional Development Group, has been in response to growing demand from mostly smaller ACE providers seeking support for tutor training. There was also evidence from applications for professional development grants that teaching quality continued to be an ongoing and high priority for providers and communities, both funded and non-funded. The big question was – if we are teaching, how do we know we are any good?

ACE Aotearoa, with support from Ako Aotearoa worked to progress the work required – with a focus on identifying the values that underlie Adult and Community Education in Aotearoa New Zealand.

The usefulness of the standards depend on how well they meet the needs of learners, tutors and providers, encouraging use in a ‘scale to size’ and ‘fit for purpose’ way. The standards were created as an aspirational framework to achieve quality, particularly as a generic tool that may also be used with volunteers.

These standards were agreed to by the sector and have been applied within the ACE Quality Assurance toolkit.

## Review

We are now at the stage for review and maintenance to ensure the standards are current.

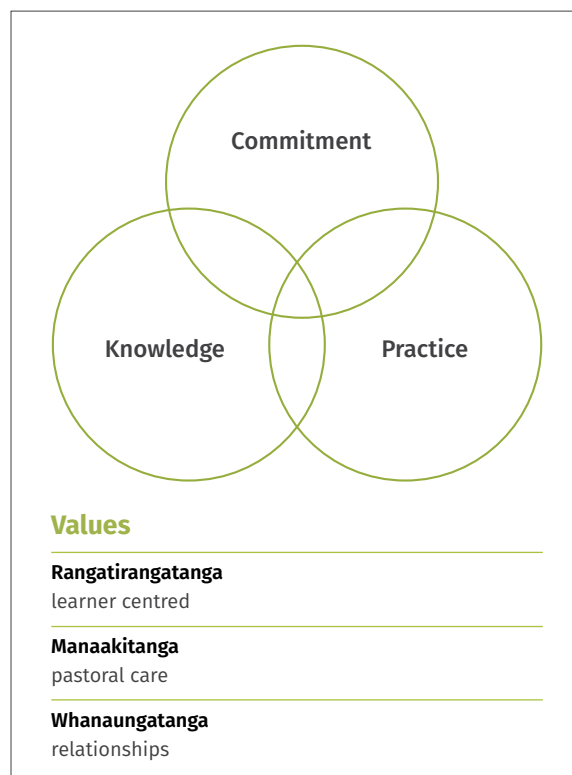
The timing of review coincides with the release of the Productivity Commission final report on New Models of Tertiary Education. In chapter 14 of that report the Commission recommends providers develop and adopt frameworks of standards for tertiary teaching, suitable for New Zealand’s tertiary education system. The development of these frameworks, the Commission says, should incorporate evidence about effective teaching of Māori and Pasifika students in tertiary settings.

At the end of 2017 ACE Aotearoa established a reference group to provide input and guidance for the review. Members of this group are: Dara Davenport (Tertiary Teaching Excellence Awards recipient, Literacy practitioner); Greg Hoskins (Schools in ACE); Kathryn Hazlewood (Tertiary Education Commission); Rauhina Cooper (Kia Ata Mai Educational Trust); Ian Row (Ako Aotearoa); and Wendel Karati (Risingholme Community Centre). Aiono Manu Faeaa-Semeatu has been commissioned to assist with the writing and implementation.

## What’s changed

The values and principles are the same, but there are now fewer standards (from 11 to 7) – but they are designed to achieve more. The language has been made more straightforward and teaching standards now have improved visibility within the system – as part of the quality assurance toolkit and within the tertiary education professional framework. Cultural capability standards are now aligned with the work being done by Ako Aotearoa.

## What makes a good tutor?



## Next steps

The revised standards will be rolled out via regional sector workshops. It will be an opportunity for ACE tutors and any staff involved in the teaching and learning service of ACE providers, to attend a practical day workshop.

## About the workshop

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 take away ideas to improve teaching practice. We’re here for a good time not a long time – let’s make it count!

NOTE: The words ‘pretty-dodgy’ and ‘better-gogy’ refer to the education terms pedagogy and andragogy (the method and practice of teaching). Note that both terms are used in adult education, although pedagogy has Greek origins ‘peda’ referring to the role of leading children. The term andragogy means the method and practice of teaching adults. And finally, heutogogy, the study of self-determined learning. But that’s a whole other workshop and we’re not here to freak you out – just a ‘for your information’ notice.

## ACE Teaching Standards

### Regional Workshops Schedule 2018

Date	Location*
Friday 13th April	Kerikeri
Friday 4th May	Auckland
Friday 18th May	Rotorua
Friday 6th July	Palmerston North
Friday 27th July	Wellington
Friday 3rd August	Blenheim
Friday 10th August	Hokitika
Friday 24th August	Christchurch
Friday 31st August	Dunedin
Friday 19th October	Invercargill

\*venues to be confirmed

The ACE Teaching Standards Reference Group will continue to meet to receive feedback from the workshops and explore pathways for ACE tutors (including formal accreditation of teaching experience).

All enquiries about the ACE Teaching Standards can be forwarded to Analiese Robertson [analiese.robertson@aceaotearoa.org.nz](mailto:analiese.robertson@aceaotearoa.org.nz).

## ACE Sector Strategic Alliance

The Strategic Alliance met on 14 March. This was the last meeting for Wendel Karati who has chaired the Strategic Alliance for the past two years. She has done an impressive job and this was acknowledged at the meeting. The new Chair is Greg Hoskins who represents CLASS (Community Learning Association through Schools). The meeting was addressed by Josh Williams, CEO Industry Training Organisation who talked about the *Stepping up to better working lives* campaign being supported by the Industry Training Federation, English Language Partners, Literacy Aotearoa, New Zealand Council of Trade Unions and Business New Zealand. His presentation was well received. Analiese Robertson delivered a presentation on the revised ACE Teaching Standards. Regional workshops will be provided to the sector from April onwards. Representatives from TEC (John Velvin and Kathryn Hazelwood) updated the meeting on the TEC restructuring (further information can be seen on the TEC website) and Marie Wilson from the Ministry of Education discussed current thinking on ACE in the Ministry. It is hoped that the Strategic Alliance will run a workshop at the ACE conference in June this year.

## Become a member of ACE Aotearoa

Membership is open to any individual, group or organisation who wishes to support ACE Aotearoa. Membership runs from 1 January 2018 to 31 December 2018.

To apply to be a member of ACE Aotearoa, complete the online registration form at <https://www.surveymonkey.com/r/ACEAotearoaMembership> or alternatively download the membership form on our website (under Who we are/ Membership) and either scan and email back to [finance@aceaotearoa.org.nz](mailto:finance@aceaotearoa.org.nz) or post to ACE Aotearoa; PO Box 12 11, Wellington 6144.

## ACE Conference 2018

12 – 14 June, Te Wharewaka o Aotearoa, Wellington

Theme: **Kia mau, tāmaua te aka matua – Becoming Global Citizens.**

For more information on the key note speakers and to register, go to <https://www.aceaotearoa.org.nz/events/ace-conference>

## THRIVE conference:

### Building sustainable futures through lifelong learning

15 – 17 August 2018, Gisborne (Dunedin – virtual)

Two days of thought-provoking speakers and action workshops either in Gisborne or virtually in Dunedin. The aim of this event is to foster a network of regions, cities, and towns across New Zealand where lifelong learning is the integrating focus for sustainable community advancement.

For more information and to register please go to <http://www.core-ed.org/events/thrive/>

## Festival of Adult Learning

### Ahurei Ākongā

3 – 9 September 2018

Our annual celebration of lifelong learning (formerly known as Adult Learners' Week He Tangata Mātauranga) has had a makeover! We will continue to highlight the importance and benefits of lifelong learning and encouraging people with a learning need to find the courage to start their learning journey. This year's Festival of Adult Learning Ahurei Ākongā will be launched in Auckland on Saturday, September 1. Funding for the Festival of Adult Learning Ahurei Ākongā is available for individuals and organisations who would like to run an event to celebrate or promote learning or learners in their community.

To make an application go to

<https://www.aceaotearoa.org.nz/funding/fal-funding>

## Nominate someone for an ACE Aotearoa Award

The Awards are an opportunity for people in the ACE Sector to acknowledge peers and colleagues for the wonderful work they do.

Recipients of the Awards receive free registration and accommodation to attend the June ACE Conference in Wellington and are presented with a framed certificate at the conference dinner held at Te Papa.

There are eight ACE Annual Awards: Educator of the year Tangata Whenua; Community Based Programme of the year Tangata Whenua; Provider of the Year Tangata Whenua; ACE Aotearoa member of the year Tangata Whenua; Educator of the year Tangata Tiriti; Community Based Programme of the year Tangata Tiriti; Provider of the year Tangata Tiriti; ACE Aotearoa member of the year Tangata Tiriti.

For more information and a nomination form go to

<https://www.aceaotearoa.org.nz/events/ace-aotearoa-annual-awards>

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