

# Adult & Community Education Newsletter



*MWDI HineBoss™ – transforming whānau lives through start-ups, article page 8.*

## Enviro hubs – a national education network connecting communities to their environment and to each other

Envirohubs – there are now 17 of them around the country. Many used to be called environment centres, but the name has changed because they now do much more than provide information and education about sustainability – they have become community hubs, helping to bring people together, create networks and strengthen communities – as well as getting individuals, whānau and communities on a pathway to sustainability and mitigating climate change.

We talked with people from just two

of these hubs, Jo Wrigley, the Manager at Waikato's Go Eco, and Sam Tu'itahi, the Community Activator at North Shore's Kaipātiki Project.

Go Eco's mission is to be a voice for the environment, a centre for learning and a catalyst for change. They started as a small council-supported Hamilton centre and grew rapidly: since 2010 they have been a regional organisation increasingly focused on systemic change.

All of Go Eco's work is guided by their position statements on the Treaty and

climate change. Central to this work is developing and maintaining long-term relationships with community-based organisations, mana whenua and hapū. They acknowledge that hapū in Aotearoa never ceded tino rangatiratanga and actively support Māori to realise kaitiakitanga in their rohe.

The organisation is community driven.

"We look to our community to work out what is the next step," says Jo," and we deliver education in that space. Six years ago it was about becoming plastic free.



*Whāia te mātauranga  
hei oranga mō koutou.*

*Seek after learning  
for the sake of your  
wellbeing.*



*For many people participation in these workshops gives them skills that may translate into jobs – as well as a love for the environment.*

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That's quite old hat now. This year we are working on biodiversity, predator control and transport.

“We also provide spaces for people to think outside the dominant capitalist model and make community connections. We support a time bank, a fair share market where people can bring small appliances for repairs or swap food from their abundant gardens (as well as share knowledge) and a permaculture collective. Our repair shop, e-waste recycling; plant pot recycling – all support communities to develop habits that create change-conversations while reducing waste.

“We have a large food rescue project which redistributes food to community centres throughout the region.

“When we apply for funding, we look for grants that will support a new job. For example, one of our transport initiatives has been to set up a cargo e-bike delivery service. That has meant a job for the courier, as well as work for the person coordinating the service and the person who set up the delivery system. Businesses like pharmacies are now reducing emissions by using the cargo bike.

“We are also working hard to create jobs in the biodiversity and restoration spaces. For example, we help to up-skill people working in plant nurseries so that they are able to coordinate volunteers. People who learn to love the environment may go on to get part time or even long-term work, we support that by becoming referees and providing a record of their training with us.

“Most of our education programmes are informal – such as the weekly garden workshops at the community garden, the workshops where people learn how to make tunnel traps to catch predators, the

plastic free workshops at the local library, bike maintenance and adult bike safety. For many people participation in these workshops gives them skills that may translate into jobs – as well as a love for the environment.

“The learning that we provide is values-based, and helps people transform values into actions – engaging heads, hearts and minds – which is our theory of change. We also use the UN SDGs to help people understand the intersections that exist in ecosystems (social, cultural, economic & environmental) as climate impacts.”

Go Eco has a staff of 16 and 100 – 150 volunteers.

In 2019 they actively engaged with over 30,000 people. Jo says that while they are currently working on quantifying their impact, one piece of research has already shown that 80 percent of the volunteers are able to effect change in their families and extended families – so more people are taking actions like accessing public transport or trying to live waste free.

“The most significant change we have made in recent years,” says Jo, “is working with the community centres throughout the region. Food depots and freestores are redistributing food directly to communities.

“When people go to a community free store, they can take food such as milk bread, groceries, fruit and vegetables and meat – depending on what has been rescued. They become connected to their centre – and it builds a relationship of trust. They start asking, what else does the centre provide? So they may start coming in to access other services. It connects them to other people in their community. In time, many want to give back, so they go on a volunteer roster too.”

## Kaipātiki Project is an

environmental hub running a thriving native plant nursery, facilitating forest and stream restoration, and promoting local food and zero waste initiatives.

There are 15 people in the project's team. One of them is Sam Tu'itahi whose job is to build relationships and engage with diverse groups in the community through sustainability workshops and volunteering activities in the nursery, teaching garden or local reserves:

"Part of my task is to create new ways of connecting people to the environment. It's no use going to go to a Pasifika church and saying, come and help me dig these weeds out! We need to listen openly for people's interests and needs. For example, many people are interested in growing their own food. Many of the knowledge-holders of our traditional crops are our older people in the Pasifika community so we work with them and help connect young people back to that knowledge.

"We are also working with our refugees and recent migrant communities, to connect them with what we know about New Zealand gardening. As part of the process, we also ask what they like to eat and see if we can help them grow that here.

"Recently I have been working with a group of Tongans who were keen to learn how to make a fangufangu, a traditional instrument which is made from bamboo. When we go and cut the bamboo it can spark an interest in the environment, and we have talanoa about what is happening. It can be a long way around – to connecting them to the environment.

"If we can find the right opportunities, we will bring all the different groups together with a common goal for the environment.

I think of my work as building connections between people's hearts and minds, so that we find similarities between different groups – while recognising the diversity." Together, the team at Kaipātiki Project work to inspire and empower people to share in nature's revival and live lightly on the planet. In 2020 they engaged with over 2,700 volunteers – an increase of 17 percent on the previous year.

They grew 40,000+ native plants in their chemical-free plant nursery and removed 662kg of pest plants!

They are also building the capability of the community in terms of mātauranga Māori, helping people learn about indigenous ecological knowledge, so they are better able to protect the environment and support mana whenua and help realise their outcomes.

The Kaipātiki Project provides professional development for people working with streams and estuaries, restoration and ecology. A regular event is their Community Restoration Leaders' Training workshop. It's a series of 8 – 9 sessions open to 20 people who are taught about how to plant, where and why, how to recognise weeds and how to organise a restoration group event. After being involved with and leading a restoration day with Kaipātiki Project, students gain valuable hands-on experience, and many start running their own restoration projects.

Now in its 23rd year, the Kaipātiki Project is working alongside over 32 local volunteer groups working in their own reserves.

The groups are facilitating planting, pest management and maintenance activities, and help restore nature.

These days now both Kaipātiki Project and Go Eco are supported by their national

organisation.

In 2015, environment centres around the country came together to establish Envirohubs Aotearoa, which facilitates peer to peer learning so the centres can share their vast experience – scaling up the positive effects on the environment and implementing an agreed strategy to be more inclusive and build community networks.

Georgina Morrison, the CEO of Envirohubs, says that today the hubs, many of which have social or community enterprises to support them, are increasingly taking on contracts with councils and DHBs.

"There is now scientific recognition," says Georgina "that getting people out into nature supports wellbeing and health.

"The need that our hubs are trying to address is huge – the connection between social and environmental issues has never been more obvious. If we think about hungry people, that is an immediate need met with our food rescue projects, which saves thousands of tons of waste going to landfills, yet our hubs are also working on long-term food security. We are educating people about energy – many of our hubs provide advice to help homes become warmer and dryer which has social and environmental benefits. Education workshops and events often involve global themes such as reducing water use or beach clean-ups. And our hubs are all providing a welcoming and safe space for people to get to know each other."

Envirohubs Aotearoa has just received three years' funding from the Ministry for the Environment. This funding is increasing their capacity to support the local hubs and allowing them to pull together more data on activities and outcomes.





## Ako ngatahi at Multicultural Whangārei

Learning together, ako ngatahi – that’s Multicultural Whangārei’s strapline.

Their strategy is to work with the whole community, embracing diversity: everyone has a culture, and all cultures are respected. The kaupapa is based on Multicultural New Zealand’s Huarahi Hou Strategy (2017) – a Pathway to a Treaty-based Multicultural Society. Huarahi Hou is actively supported by leading kaumātua from around the country.

Multicultural Whangārei (formerly the Whangārei Migrant Centre) was set up in 2007 to support migrants and newcomers to Whangārei with their settlement process. While most of their participants are migrants, Māori, Pasifika and long-settled Pakeha can and do use their services too. These include a TEC-supported ACE programme, a new-comers network, social activities and annual community events. They also have a new multi-ethnic collective.

This term their free ACE courses include: Te Reo Māori and Basic English classes, Basic Microsoft 365, Thoughtstorm (a Zoom discussion group), Beginners Spanish, Creative Writing and Health is Simple (a Mindfulness course), and Professional Speaking – as well as the classes especially for newcomers including English for Everyday, Talk Like a Kiwi, English Conversation Group, and Book Club for Intermediate ESOL learners.

During the summer break they had a few special classes including a Smartphone photography workshop which was popular with a wide range of ethnicities.

Suzzette Monroe is the Education Coordinator, one of a team of four:

“We run classes that people ask for, and of course we refer people to other organisations, like ELP and Literacy Aotearoa. We work in partnership with other organisations and collaborate as much as possible.

“The other thing that drives us is finding ways to bring people together. Our creative writing course and book club are designed to do that – to bring people together and create relationships, whānaungatanga.

“Lately we are getting a real cross-section of participants. We have people from all walks of life attending our courses.

“Quite a few volunteers offer their skills to us. We had a Belly Dancing class last term that was run by a talented volunteer who was stranded here on her boat unable to leave due to Covid-19 and the weather. People really enjoyed the class. The facilitator of our current Health is Simple course is also a volunteer who kindly shares her skills and expertise with us.

“Our intention is to build trust with our participants, so they feel that this is a safe place to come – a place where they can get the help they need and a place where they can come and make new friends. If they come with some experience of injustice, we can advocate for them. And through our volunteer network, we provide a translation service to people such as lawyers.”

There is also an employment service.

Multicultural Whangārei supports migrants and newcomers to become work ready – and to find employment in the Whangārei district or even further afield.

Bridget Robertson is the Employment Consultant. Through one-to-one support she helps people to learn how to write a Kiwi-style cv and cover letters. She also provides job application support, career and local market advice and self-employment guidance.

In the six months from August 2020 (when she started) to mid-February this year, she had helped more than 70 people to find employment or find a new direction:

“We’ve had some real success stories, with people who have been out of the workforce for a long time and now are in secure employment.

“People face all different types of barriers, including lack of confidence and language. Our job is to pull down those barriers that are preventing them from getting work. Often it is not a direct pathway and they may need other services that we can offer such as English classes or upskilling on computer programmes.

“We work on a pathway approach. If they have a qualification that is not recognised in this country, it may not be a straight line, but we can work towards it, helping them find ways to transfer skills. This might include more study.

“A high percentage of our participants have settled here from



overseas, but we do have Māori and Pakeha too. We've also had quite a few international students who are stuck here, because of Covid – and we can help them get a job so they can support themselves while they wait.

“We have some employers that send in information about jobs and it is a real joy when we can match people with the right job.

“If they get an interview we practise. We talk about the questions, and I interview them, then they interview me, then we talk about it and work out the best approach.

“We are looking at holding some workshops on cv development, but we would always support this with one-to-one as well. Everyone is different.”

Multicultural NZ also hosts the NZ Chamber of Commerce's New Kiwi Career Success course. This free 2 – 3-day training course and follow up workshop is designed to help new migrants to job-search effectively in Aotearoa.

The community events provide an opportunity for building social cohesion.

For example, on March 21, they hosted a Race Relations Day – Multicultural Whangarei partnered with ELP, WINGS and the CAB to provide a public event. In May they celebrate International Day of Families – where a crowd comes to enjoy activities, entertainment and ethnic cuisine. A midwinter gathering at the Butter Factory brings people together to enjoy a pizza and some fun, and there's an ethnic football tournament and a Christmas BBQ.

The organisation is also part of Whangarei's new Multi Ethnic Collective. This initiative by the local Police was set up in response to the Christchurch shootings. There are five partners: the District Council, Immigration NZ, the Office of Ethnic Communities; Multicultural Whangarei and the Police. A 10-member advisory group is currently working on a strategy.

Marion Kerepeti, the Chair of Multicultural Whangarei, says that the new platform will provide a voice for the ethnic communities, and help the partner organisations engage with new settlers.

***“By embracing differences and diversity, we, as a community, can bring out the best in people and build a stronger community.”***

“By embracing differences and diversity, we, as a community, can bring out the best in people and build a stronger community. Then we can all be the best of who we are.”

Marion, who has twenty years' experience in international education, joined Multicultural Whangarei in 2017 and became chair of the board last year: “I find it an opportunity to support people who are new and provide a contribution in terms of te ao Māori.”

Recently Multicultural Whangarei has been asked if they would provide some services regionally. Places like Dargaville and Kaipara have many new settlers and there is a big demand for ESOL and basic te reo classes. The organisation is currently doing some research to explore ways of working with other stakeholders.

## Alejandra Castaneda

Alejandra Castaneda is from California and has been in Aotearoa for just under a year.

“I have done quite a few courses with Multicultural Whangarei, and they helped me update my cv and get a job. It can be quite overwhelming finding employment when you are new to a country.

I've also done the NZ Chamber of Commerce course and been to quite a few of Multicultural Whangarei's community events such as the Christmas BBQ and shared lunches. I now volunteer with them.

My ethnicity is Mexican, and I do miss my culture, but Multicultural Whangarei has provided a place where I can share some elements of my culture, and that is always nice.

It has, I think, given me a base. If I need anything, I know I can go there and ask questions and they will give me the right resources.

Through them I have made new friends and built my own community.





Photograph: Oamaru Mail

## Le Va – mobilising leadership for wellbeing in Pasifika communities

Le Va is a national organisation based in Auckland. They collaborate with national organisations and communities to help Pasifika achieve the ‘best possible health and wellbeing outcomes – igniting communities and creating change.’

Le Va means the space. It is not an empty one, it’s a relational space.

Their education programmes include: Mental Wealth Online – a mental health literacy programme for on-line gamers and their families on positive online behaviours (staff are currently working with this group to co-design resources); Rebuilding Wellbeing online workshops – helping people learn the skills needed to cope with the psychological challenges of lockdowns and Covid-19 – and how to communicate effectively when someone is showing signs of distress; an online resource, Auntie Dee, that young people can use to help them work through problems; Catch Yourself, practical resources and information on how to manage frustration, anger and maintain respectful relationships; Atu-Mai, a violence prevention programme for young Pasifika; a programme to build the capability of the non Pasifika health workforce to provide effective services for Pasifika; Le Tautua, which supports emerging Pasifika leaders to develop their cultural leadership

perspectives and skills; and FLO: Pasifika for Life suicide prevention programme Talanoa, a community programme that aims to engage and empower Pasifika families and communities to ensure they know how to prevent suicide, and to respond safely and effectively when and if it occurs.

This article is about the FLO Talanoa suicide prevention education workshop that is part of the overall the FLO: Pasifika for Life Programme.

Leilani Clarke is one of the FLO Talanoa facilitators.

“The aim of the FLO Talanoa workshop is to mobilise community leadership – to give a community the knowledge and skills needed to prevent suicide, so they can go out and support their community.

“We value collaborations with the likes of Homecare Medical (New Zealand’s national telehealth service) the NZ Warriors and NZ Rugby League and many more.

“We receive a lot of requests from our Pasifika communities throughout the country to run our FLO Talanoa workshops. It is a programme that was co-designed with communities, for communities, using clinically-safe and evidence-based knowledge combined with cultural wisdom.”

Last year Le Va held a FLO Talanoa in

Oamaru. It was hosted by Fale Pasifika o Aoraki. Lusi Fifita was, at the time, a community support worker there, and helped to organise the talanoa.

“We thought it was a good idea to ask Le Va to come and run a FLO Talanoa. We have a lot of migrants from Tonga as well as migrants from Auckland. In this town suicide and depression are not talked about. It is a topic that no one touches on. Especially the males. And it is the men who are more depressed – Tongans, Samoans – they are very prideful. They won’t open-up easily.

“I did flyers and sent out emails to every leader in town including church ministers. I went around and personally invited some people.

“It was really good to see the people in the community open-up about the subject. We learned how important it is for us to create the open space [the va] for people to talk about the signs that people are depressed, the steps leading up to suicide.

“Le Va provided kai, so we had some guys who were working and couldn’t come to the sessions join the group for a while. And they started to open-up a little too.

“It was a safe environment for the people to be confident enough to open-up about stories that have been affecting them for a



L to R: Leilani Clarke, Lusi Fifita

long time: to learn new knowledge and how to accept different opinions – while at the same time knowing that confidentiality was a protection over them.

“At the end we got into groups and talked about what we had learned, and how we would go out there and share it with everyone in the Pasifika community.

“The workshop gave me more leadership tools.

“To me leadership is making a commitment to help others follow in the same direction: spreading words of encouragement, making people feel comfortable and safe so they can share.”

In fact it has been Lusi who has been one of the community leaders on this issue.

Once a probation officer, she was accepted into the Police College (her career goal) but she was forced to give up her dream because of a family issue. She decided that working in a community organisation would look good on her cv, so she took the job of community support at Fale Pasifika. She has now left the organisation and is employed as a security guard – another good point, she hopes, on her cv.

So she knows a great deal about Pasifika men, especially the young ones, who get depressed and angry and end up in prison.

Since the FLO Talanoa workshop, she has been talking with some of the local palagi probation officers. They really want another workshop that can be held at a time to suit young men – so they can be helped from offending.

“The probation officers want to be part of it too, delivering the message to our community. We want all the leaders in the community to be able to work together.

“It means so much to me, dealing with these young Pasifika guys. They come



from the islands where there is a different lifestyle, where they have their cultural traditions. They can't do some of the things they would in the islands and here they get into trouble with the law. I now know how to approach them in a way that they don't feel attacked: a respectful way.

“I have a new goal, to keep the community together. Its mostly about the men – and parents. Everything starts at home. I want every parent to know about how to recognise depression and anxiety and the steps towards suicide so they can take the lead in their own homes.”

Sesilia Latavao was a participant at the FLO Talanoa.

“They gave you all the information. It is an important topic especially when our Pacific Islanders always hide our feelings and shut out the world so problems and anger and depression build up inside you.

“I have been through a lot. I was taken advantage of when I was young, and I have had a toxic marriage. I shut the world from me. I have talked to other people about the talanoa – about how good it is to get our feelings out. That we are not alone with the situation and that we must have someone to open-up to and communicate with. I

have learned to share a bit more of my experience. It is a slow process opening-up and knowing that we are not alone. But the people that I talk to – they have trust in me.”

Sesilia belongs to a mothers' group at Women's Refuge, where there is similar support and leadership: “We learn to be ourselves and be successful and to love ourselves – and to be open. I have been a stay-at-home mum, but I am looking into studying social working because I want to help people going through hard times.”

So the FLO Talanoa provides information and skills – and starts the process of change in the wider community.

Leilani is confident that people are learning from the talanoa:

“A post workshop evaluation is conducted at the end of each workshop and it's encouraging to see participant shifts in skills, knowledge and confidence in having those B.R.A.V.E conversations. Participants become more aware of the warning signs for suicide, where to go for help and what to do when a person is in distress.

“It's not one person or organisation that can prevent suicide. Instead, it is a collective effort. Organisations and communities all working together”.

## Fale Pasifika o Aoraki

The Pasifika population in mid-Canterbury is small and scattered – but with a main office in Timaru, and others in Oamaru and Ashburton, Fale Pasifika o Aoraki is able to offer holistic support and education to around 500 people every year.

Ofa Boyle, the CE, says that their fale approach means that their team of ten can respond to the underlying needs of their people:

“When someone comes in it is usually for one thing, like high debt or family violence. They don't really tell us the underlying issue. So we always talk and talk until we find this.

Then we work with the whole family, not just addressing one thing. We call it the fale model.”

Fale Pasifika o Aoraki has a Whānau Ora contract so navigators can work with families to address these issues or refer people on to other agencies. The organisation also has a number of established programmes that provide informal education – building self-esteem, cultural identity and empowerment.

# MWDI HineBoss™ – transforming whānau lives through start-ups



MWDI HineBoss™ is a three-day wānanga provided nationally by Māori Women's Development Inc (MWDI) – an indigenous financial institution, governed, managed and operated by wāhine Māori for the economic development of wāhine and their whānau.

MWDI was established by the Māori Women's Welfare League. The aim is to support the further development of Māori with a firm focus on wāhine.

Since the wānanga started in 2016 MWDI HineBoss™ has provided support for over 700 women.

Tessa Waikari-Gudgeon is the Project Manager:

“We help support women to start a new business or expand their existing businesses and welcome women from all walks of life and who are at different stages – some already have a small business and need a little bit of help, others come with just an idea.

“During the wānanga our qualified facilitators are completely focused on our participants and giving them the best experience in the course. There's lots of support for the participants throughout the programme and we make sure that it is a really safe environment for them.

“At the end of the programme participants leave with a business plan that is 80 percent complete. They get expert help to complete the last 20 percent, which is usually around the financials.

“If wāhine want to apply for a loan they are taken through an inquiry process where they're fully supported through the stages and later referred to our Finance department.

“Once a wāhine starts her business loan application she will be able to get free support from Te Aka our life coaches, business mentors and specialist advisors. That includes expert legal and accounting advice, as well as advice and support from experts from the appropriate business sector such as retail and tourism.

Tristanne Dunlop, who has an internationally accredited qualification as a life coach trainer, is one of the facilitators:

“Many of the women who come on our wānanga have had experience working with NGOs and charities. Their children are beginning to grow up, and they are thinking that they do have skills and a commitment to hard work – and that they can start up their



Bag a Bean Ltd

own little business. Health and wellbeing is a big one – that includes things like soap and beauty products based on rongoā – or healthy kai products. And there is a huge emphasis too on how we can be papatuanuku-friendly – supporting our environment, not just through products but packaging too.

“Our tikanga and kawa, our standard procedures, involve getting a vision and mission statement, assessing cash flow, forecasting and getting a plan.

“The beauty of having things written down on paper is that it becomes incredibly more powerful and more likely to happen.

“Unpacking their money story is also critical because what is happening in their life in terms of how they manage money, will flow onto their business. We talk about My IRD and the things they need to do to manage their business accounts properly.

“We remind them that our people were born entrepreneurs. The wānanga is like pulling a blanket back and exposing all those skills again.

“Moana Tamaariki-Pohe, who designed MWDI HineBoss™, has a favourite whakatauki ‘I rito i ou tātou ringaringa te rongoā – In our own hands are the remedies.

“And you can see when someone is ignited. The breakthrough moments are wonderful. They lift the rest of the group.”

Jamie Lee Raumati attended a wānanga over four years ago. Two weeks after she finished she launched her business, Bag a Bean Ltd, which provides bean bags for concerts and events. It's based in Auckland and has branches in Taupo and Hamilton – with another about to open in Queenstown.

We asked her, what was the best thing about HineBoss.

“Oh well – where do I start! I think the best thing for me was that expertise was what I needed – and the networks. I still work with some of the facilitators in my business. I out-source work to some of the networks I made. And I am still in touch with some of the women.

“There was no light bulb moment for me, but it gave me the confidence to make it happen.

“And developing the written plan, that was important. I did have one, but it was all over the place. I now have a good business plan and a strategy.

“I was not aware when I enrolled in the programme that I could get a loan of \$50,000. But later I had a loan approved and it helped me to grow my business quickly.

“HineBoss is a practical programme that you can implement straight away. They give you the tools to help you get your business off the ground.

“And the thing I loved about MWDI is their manaakitanga for wāhine Māori wanting to smash it in business and for that my family and I are so forever grateful.”

A very recent participant, trained mid-wife Julie O’Connell-Robb, attended a small, (Level 2 alert level) MWDI HineBoss™ wānanga in Palmerston North at the end of February this year. We talked with her shortly after it finished and like Jamie the experience gave her confidence and skills:

“It is wonderful being in a space with other like-minded wāhine Māori – where you can just be yourself. There are not enough spaces where you can be just that.

“I went with the idea of doing both bi-cultural supervision for health and social service practitioners, (helping them reflect on their practice and identify how their biases can impact on Māori) and helping wāhine Māori heal intergenerational trauma through rongoā Māori. There is a need for both.

“So I already had an idea. The wānanga put me in a space where I now know that I can do it and I learned – these are the ways that you can make it happen.

“As a group we were able to validate our entrepreneurial skills. And since the weekend we have been in touch, both face-to-face and online, so we know we are never alone as we work to put our ideas into reality. We can continue to inspire each other.”

*For more information on Māori Women’s Development Inc, business loans, other services or to register for MWDI HineBoss™ please visit [www.mwdi.co.nz](http://www.mwdi.co.nz), Facebook or feel free to call one of the team anytime on 04 499 6504.*

# A message from Literacy Aotearoa

Kia ora everyone and greetings for 2021 and the Year of the Ox.

We thought we would create a short article to raise your awareness of the work of the Abuse In Care Royal Commission of Inquiry. This is because as ACE providers you may know learners, or people in learners’ whānau, who have experienced abuse while in care. This article aims to let you know where they can access support, tell their story, receive acknowledgement of their abuse, and if they choose to, help stop this abuse.

The Royal Commission of Inquiry into Historical Abuse in State Care was established in 2018 following the Government’s announcement. Sir Anand Satyanand was asked to consult on the draft terms of reference.

Between February and May of that year, Sir Anand consulted with survivors, interested parties and the New Zealand public.

Of the 400 submissions received, over half the submissions were from survivors of abuse, or from people on behalf of survivors. Many submissions advocated for expanding the scope to include non-state care. When the final terms of reference were announced, importantly, the Government had agreed to:

- Extend the scope of the Inquiry to include faith-based institutions
- Acknowledge the Treaty of Waitangi and
- Allow the Commission discretion to consider issues and experiences prior to 1950 and after 1999.

Since then the Royal Commission has launched a series of investigations into abuse and neglect that occurred in State and faith-based care settings, and into specific themes and issues. These have allowed a comprehensive process to give a voice to those victims and survivors of abuse and neglect in care who want to share their experiences. The investigations provide the opportunity to look back and make findings about what happened and why, and also to look forward and make meaningful recommendations for change to the way New Zealand cares for children, young people and vulnerable adults. The

Royal Commission understands the sensitivities and heaviness of the various contexts of Survivors’ stories and so there are a range of different ways of gathering information, including witness statements, research, roundtables, hui and fono, analysis of anonymised information from private sessions and written accounts, public hearings, submissions, and policy analysis.

Last year, the Royal Commission introduced a new way for Survivors to share their experience with the Inquiry in writing.

They have started a referral process, enabling survivors to get literacy support from Literacy Aotearoa, the Howard league Trust and the Personal Advocacy and Safeguarding Adults Trust.

These three providers were chosen because of the experience and empathy in working with people who have literacy needs. All three organisations operate nation-wide and have experience helping people who have learning or intellectual disabilities.

This article seeks your assistance please. Should you know anyone who is a Survivor of Abuse in Care, we would like you to help them to contact the Royal Commission on the freephone number 0800-222-727 or email [contact@abuseincare.org.nz](mailto:contact@abuseincare.org.nz) to find out more about getting literacy support.

The Commission will then consider the most suitable provider to approach for each Survivor. The Commission appreciates that literacy support will give survivors better access to information about the Inquiry and provide support that helps them to share their experience of abuse or neglect in writing. By providing literacy support, we hope that more people who have experienced abuse or neglect in care can be heard. Your assistance will help us to make a bigger difference so thank you – ngā manaakitanga i runga i a koutou katoa.

*For more information, <https://www.abuseincare.org.nz>*

# Youth to Work Wairarapa Movement now part of a new Covid response programme

REAP Wairarapa is not new to work-ready programmes. They have supported the COMET YEP (Youth Employment Programme) with schools and managed a YETE programme (Youth Education, Training and Employment) which, since it was launched by a group of concerned stakeholders in 2013, has placed more than 100 young people into training and employment.

Now, in response to Covid-19, the government has launched a new programme. It is run in partnerships with the Mayoral Taskforce for Jobs and it is for small rural local authorities: Carterton and South Wairarapa District Councils are now both funded to support young people, those displaced through Covid and those disadvantaged in the workplace into employment. Carterton District Council is spearheading the new Youth to Work Wairarapa Movement under the banner of Y2WWM (Youth 2 Work Wairarapa Movement).

The kaupapa is regional strength and local focus with community ownership and leadership – facilitating both employment and training pathways for the unemployed – as well as the skilled workers that local employers need to future-proof their businesses.

Y2WWM, which started in Carterton last year, has a governance group chaired by the Carterton District Council's Community Services Manager Carrie McKenzie, and is overseen by REAP Wairarapa's Education Manager, Tracey Shepherd.

Maria McKenzie, is the Project Manager:

"We are working with young people who come to us because they know we have jobs. We started in October last year. Five employers have already formally signed up and we have been working with a further 19 – with opportunities in every kind of business, from supermarkets, to construction, aged care, agricultural, administration and social services. We have a broad range.

"When the young people come to us, we start by asking them, What kind of life do you want to live? And then, What are the barriers to this? Then we bridge that gap.

"It could be that they don't know what they want to do – they have no direction; or they don't know how to get a job – maybe they don't have a cv, interview skills or the right connections. Or they might have behaviours, like mental health issues, getting in the way.

"We work in collaboration with other organisations, like Dress for Success, the Connecting Communities Building Financial Capability and our own REAP driver licence programme.

"Since I started in October, we have engaged with 42 young people – slightly more young men than women. Just five are over the age of 25. Twenty-two have got jobs. Eight have gone into apprenticeships – but all of them have gone into sustainable jobs that include training and a career pathway. Three have chosen full-time study.

"The initial assessment is about two hours. We have found that working one-to-one works best. We can run them through a series of work-ready modules, but we find that one size doesn't fit everyone. We customise a programme for their specific individual needs.

"When they are ready to talk with an employer, I broker that meeting. And once they are placed in employment and training, we continue to provide pastoral care. We check with them regularly to see how they are getting on and whether there are any issues they need support with. Mental health issues are often the main problem. Many young people have anxiety and depression, and they often don't have the skills to deal with daily events, like losing their accommodation, or having an argument at home. They can come and talk with us. A lot of it is learning good communication skills. We help them learn to manage these things, and to develop a Plan B.

"We also try and connect with the employer. We can help them to access MSD financial support. If they get through 90 days we can presume things are settled. We are definitely not wanting to place people into just any job. We are helping them find sustainable employment – and for businesses to have sustainable employees."

The contract with the CDC is to have 25 young people into employment by June. With 22 in employment by the beginning of February (when we talked with them) they are nearly there.

Maria says that while the Youth 2 Work Wairarapa Movement was designed to deal with the unemployment that was expected after the lockdowns, in fact the Wairarapa economy is booming. But the programme is meeting a slightly different need – the young people who may have been expecting to travel overseas and who are now looking for work at home, or the families moving into the Wairarapa, either looking for work or coming back to be with whānau but have no local networks – these are predominantly the young people that Y2WWM is helping. Also, there is a different mindset now says Maria, "with all the uncertainty, people are wanting to be a bit more stable."

There are now 23 small rural territorial authorities funded through the Mayoral Taskforce For Jobs.

## Maddie Murrell – on track to a career in nursing

I found Maria through mutual friends. I decided that I wanted to be a nurse in year 13, but I didn't have the right subjects. So I've had a few years working in various places, often short term.

When I first met Maria she helped me with a cv and suggested that I work in aged care while I wait to enrol in a 6-month entry into nursing course. She came with me to the interview at a rest home...

I start my course mid-year, and hopefully I will be able to keep my job through the time I am doing training. Maria is helping me apply for the course.

I love my job. I wouldn't have got it without Maria's help. She keeps in touch with me and checks in with my employers. If there are any problems she helps out. I've given her name to a few friends..

# Otautahi ACE Community of Practice

An ACE Community of Practice (CoP) is being established in Otautahi Christchurch.

It is being organised by Jennifer Leahy, Ako Aotearoa's Sector Services Manager for the Southern Region.

Ako Aotearoa facilitates three online CoPs to support the tertiary sector in emerging areas of enquiry and need in teaching and learning. They are: the Adult Literacy, Numeracy and Cultural Capability CoP; the Online Together CoP; and the Neurodiversity CoP.

Ako Aotearoa has found that these spaces have become even more important with the impact of Covid-19, offering members the opportunity to connect and share ideas, issues and professional learning with other group members.

The ACE sector is not new to communities of practice – but by another name – networks.

The need for local providers to work together was first identified by the Adult and Community Learning Working Party in 2001. Their report, *Koia! Koia!*, recommended that all ACE providers participated in local ACE networks. As a result of the report, networks were established throughout the country and for a while participation in local network meetings was required for TEC ACE funding.

But with no funding to support network organisation, this requirement was eventually dropped and only a few informal networks survived.

Otautahi always had one of the strongest ACE networks so it is not surprising that, led by Jennifer, they are going back to the past – but now as a CoP.

The first CoP meeting was held in February. Analiese Robertson, ACE Aotearoa's PD and Networks Manger was there:

"Having a community of practice is important, not only for PD activities, but also because knowing what other providers are doing locally means that people can pathway or refer learners. Getting together also provides an opportunity for people to share ideas and good practice. The collaboration in Otautahi for the Festival of Adult Learning last year was a great example of what collaboration can

achieve – people need to do less but can achieve much more."

Jo Fox from Hagley High ACE, who was unable to attend and will definitely be at other meetings, agrees:

"I think there is a lot of value in getting together. Firstly it helps us with pathwaying our learners. Once they have been with us, we can let them know about other courses they can do. And collaboration is important. You get ideas from each other. Brainstorming ideas or issues is always the way to go and collegiality stops you feeling so isolated. Having a regular meeting together also provides us with an opportunity to discuss issues such as changes in TEC requirements. Last year we all worked together on a single Festival of Adult Learning event, and that was much more successful than just doing our individual ones. We reached a much wider audience. Next year we plan an ever bigger collaboration and event."

Analiese says that the challenge for other regions is to find a person who is funded to facilitate the network. Without that person a CoP may not survive.



*At the first CoP in Otautahi. Back row: Lottie Vinson, WEA Canterbury Workers' Educational Association, Lynda Megson, Risingholme Community Centre, Mark Doyle, Literacy Aotearoa Aoraki; Front row: Victoria Ross, SkillWise; Analiese Robertson, ACE Aotearoa, Rae Pater Literacy Aotearoa Aoraki.*

## Festival Of Adult Learning Christchurch 2020

Adult Education providers in Christchurch collaborated to provide an art exhibition called the Portraits of Learning.

Providers from all over Christchurch contributed 33 learner stories which were exhibited alongside photographs that were of significance to the learner.

The Exhibition was displayed at Tūranga, the Central Library, for two weeks and then moved to another library for a further two weeks – attracting a large number of visitors at both venues..



# International:

## Adult education in Wales in the time of Covid



By David Hagendyk – Director for Wales Learning and Work

Envious eyes have been cast towards New Zealand over the last twelve months. With extensive and lengthy lockdowns across the UK and one of the highest death tolls per population anywhere in the world, the pandemic has had a devastating and potentially lasting impact on our economy and the fabric of our societies. Images from New Zealand of social gatherings and of life returning quickly to relative normality serve to highlight what might have been had we taken a different course here in the UK. Here in Wales, rugby internationals were postponed, our football teams play to empty stadiums, and our great cultural festivals have been cancelled once again. At the time of writing more than 5000 fellow citizens in Wales have died from Covid-19.

The pandemic has exposed and deepened existing inequalities here in Wales. Those areas with the highest rates of unemployment going into the pandemic have experienced the largest rises in people being out of work over the past twelve months. Many people in low and precarious employment haven't had the flexibility to work safely from home, forcing them into a choice between greater exposure to the virus or loss of income they could not afford. It has exposed the need for wider reform of our social security system, in particular the safety net for those on low incomes, our levels of sick pay, and help for the self-employed. The remarkable success of the vaccine programme in every nation of the UK must not be allowed to push to the side the debate about the kind of society and economy we want to build for the future.

Post-16 education has been front and centre of efforts to mitigate the impact of the pandemic. With elections to the Welsh Parliament in May it looks likely that lifelong learning, training, and skills will be central to our long-term recovery too. However, before we can be clear about where we want to go in the longer term, we first need to learn the lessons from the last twelve months. Early in the pandemic we held a

roundtable looking at the emerging lessons and we have continued to build a more complete picture. Set out below are what we think are some of the key lessons for policy makers and for the adult learning sector to consider as they look to the future.

Adult learners have been one of the groups hardest hit by the pandemic. Providers have told us about the challenge of disruption to delivery from various lockdowns and the impact the extended closure of community venues (such as community centres and libraries) has had on continuity of learning. Learners have told us about the challenge of adapting to online delivery and the loss of the social aspect of learning. As one learner told a provider, he missed putting the paint brush on to the canvass, but he missed more the cup of tea and a chat with his tutor and classmates.'

Learners within Adult Community Learning are often individuals facing the most disadvantage: they often have the fewest skills, are the furthest from the labour market, they work in precarious employment, and have the poorest access to digital infrastructure. While we are good in Wales at selling the success of our adult learners, not least through our Inspire! Learner Awards, we have more to do to tell the story of the challenges and barriers learners face in adapting to the pandemic. One clear lesson from the pandemic is that the stories of adult learners haven't been told enough and as a sector we need to do more to amplify their experiences and shout about their needs.

Organisations representing colleges in the different parts of the UK are often forced to remind policymakers and government ministers to remember that education is more than just schools. The phrase 'And Colleges...' is now a well-worn mantra on social media and in response to different policy announcements. In Wales we need to develop our own version for adult learning. The starting point must be to tell the stories

of learners and the challenges they have faced during the pandemic and to remind governments that adult learners matter too.

Across post-16 education there has been a significant shift to blended and online models of delivery as a result of the pandemic. The early experience quickly highlighted the difficulties for families and learners without access to the physical digital infrastructure (such as laptops or broadband access) and also without the skills and confidence to engage with online learning. One provider told us of a learner that didn't want to learn online because they didn't want their classmates to see inside their home and the poverty they faced. The pandemic has got into the cracks of existing inequalities and widened them even further. We should all be concerned at the long-term impact of the crisis on learners of all ages.

There is no doubt that blended learning will now be a substantial part of how adult learning will be delivered. This will need careful planning and delivery and new investment to ensure that those facing digital exclusion are not left further behind. The pandemic may mark the point at which digital and blended learning was brought more into the mainstream for a greater proportion of learners, but it must not also mark a scaling back of investment in face-to-face, community-based learning.

It is crucial that this investment focuses on providing the digital infrastructure for learners, as well as equipping them with the skills and confidence to develop skills for work and for life. However, the investment in new ways of delivery need as well to extend to the skills of the adult learning workforce. A key lesson from the crisis has been that some adult educators did not themselves have the skills and the pedagogical knowledge to deliver online in the early months of the pandemic. While many educators learned on the job to develop their skills, there is no doubt that there needs to be a long-term commitment

and investment in the professional development of the adult education workforce.

Finally there is room for optimism as the pandemic has helped once again to demonstrate the value of adult education to policy makers. A new Digital Strategy is being developed by the Welsh Government and officials and ministers can see the value of adult education to the digital mission and digital inclusion strands within this. Similarly, adult education and a commitment to lifelong learning clearly has

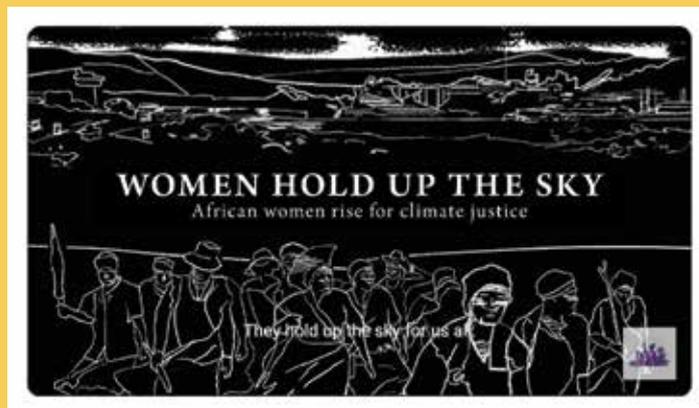
a role to play in meeting the rising demand from learners for learning that supports their well-being.

Currently the focus and support for adult learning in the community is too narrow. With a relatively modest investment it could again play a much fuller role in providing learning to enhance civic engagement, support community integration, promote well-being, and widen access to thousands more people.

The Welsh Government has a commitment to developing a right to

lifelong learning but progress towards this has been stalled by the need to focus on the pandemic. The pandemic has again demonstrated the value and the role lifelong learning could have in building back better and creating a more equal and prosperous Wales. While the world looks enviously at New Zealand and your response to the pandemic, here in Wales we should aspire to have the eyes of the adult education world looking to us for what is possible with investment, ambition, and courage.

## International webinar on climate change and resource extraction – what adult educators can do



In mid-February ACE Aotearoa participated in a climate change webinar organised by the global network PIMA (Promoting Interrogating and Mobilising Adult education), CASAE (Canadian Association for the Study of Adult Education) and SCUTREA (a UK professional network of adult educators). Colin McGregor, ACE Aotearoa's Director is a member of PIMA, and joined the international group of about 50 to discuss the devastating impacts of climate change and disaster capitalism/resource extraction on vulnerable communities.

Prior to the webinar a video, *Women Hold Up the Sky*, was circulated. The film told the story of women in three southern African countries whose land, lives and livelihoods have been crushed by the combined impacts of Big Oil or Big Coal and climate change.

It showed how empowered indigenous women, those most responsible for growing

food for their families, have used the adult education tools of theatre, song and dance to bring their women together, develop skills and fight back. They are still not winning. Neither are they giving up.

These communities have been the least responsible for climate change, but they are forced to carry the greater burden. Climate change injustice is an international and national problem.

There was discussion during the webinar about what this means for our adult educators. The suggestions focused on: finding ways to teach our communities about climate change and disaster capitalism in a way that is relevant to them

(e.g. while 'mining' may not be a problem for our own communities – food security might be); and working to broaden the community's knowledge about these issues so that, not only can they show solidarity for those most impacted by climate change, but they can develop a counter narrative to capitalism's strongly supported story and flawed logic that extraction, profit and growth are good and necessary – while some people are expendable.

And they can, as many of our community organisations in Aotearoa are already doing, educate people about sustainable development – as well as the ethics and politics of climate change.

*If you would like to use the documentary 'Women hold up the sky' for educational purposes, WoMin African Alliance will be honoured. Their main request is that you send the request to them at [info@womin.org.za](mailto:info@womin.org.za)) so that they can track how far the film is traveling and make a record as part of social impact monitoring. They are also keen to follow up with people to glean feedback for use in our documentation about the film's journey.*

# Loving Learning – the importance of emotion in second-chance education



**Dr. Lynne Brice, Manager, Learner Engagement and Success Services, Open Polytechnic**

*This article was first published online by the University of Canterbury*

Pride, frustration, anger, hope – these are emotions that second-chance learners experience, often intensely, that impact on their chances of success.

Dr Brice's thesis 'Loving Learning? Emotional Experiences of Second-chance in Teaching and Learning' should empower educators and make policymakers sit up and take notice.

Failing to finish secondary school has been linked to poverty, crime, low-paid employment, benefit dependence and teenage pregnancy. Of the 6000 – 7000 young people who leave school early each year in Aotearoa New Zealand, 40% will not return to education, nor to any training, or won't ever have a job.

Some will re-engage with learning during their lives and they will need particular support, however "little attention is paid, in policy, to the emotional needs or experiences of these taura [learners] when they seek opportunities to re-engage in learning," Dr Brice says.

Second-chance learners often bring negative memories of their school experiences to subsequent education, even in different educational contexts. These are stories of humiliation, frustration and even terror, often in a context of discrimination, marginalisation and disadvantage. Throughout her career, Dr Brice has worked with learners in a variety of these contexts, and has witnessed and experienced many intense emotional events.

In her thesis, she shares the story of a young mother who flies into a rage in her office, reacting in the way that has been modelled to her all her life. She later apologises in a letter that is heart-breaking in its honesty and regret. Handled with awareness and honesty, the shared experience of intense emotion brings the potential for transformations in her learning and life.

Many moving stories make up the core of this thesis.

There's an essay by a young Māori mother, 'Tamara', which captures her thoughts and feelings around enrolling in second-chance education. She eventually signs up because she doesn't "want to be sitting on my bottom or working a job that doesn't earn enough to support me and my family. I have done right; my girls will have the start in life some children will never have the opportunity to have. And I am proud."

One second-chance learner is 64 years old and serving time in prison before he is able to engage with education again. Another has been released from prison and reflects on the power of the learning he was able to achieve while incarcerated.

Emotions have taken a backseat in Western thinking and culture, Dr Brice says, and they need to be reclaimed.

"When I started on this journey I thought of emotions as separate to cognition and I felt that education pays most attention in its research and theory to cognition, however I found they are not binary opposites. You can't have one without the other," she says.

"In education, we recognise the importance of thinking and we teach thinking skills, but we don't pay the same attention to the emotional side of the body and mind."

Working with a cultural advisor, Dr Brice found that in matauranga Māori (world view), emotions are treated far more holistically, both within the individual and within a collective social context, and they are valued as potentially transformative forces.

Influenced by this, Dr Brice says: "What I tried to do in this work was to understand emotion through feeling emotion, as well as through cognition. It's challenging to get that into a doctoral thesis, which is all about analysis. However, it was important to me to be authentic and to explore emotions through lived experience rather than theory. For me, research needs to have real-world application, to be practical and useful to others."

***"It is about emphasising the emotions that lead to transformation; uncovering and enabling hope."***

The storytelling and careful documenting of emotions adds valuable insight and depth. Dr Brice also offers a model, "Kare ā roto" for working with emotions in second-chance teaching and learning contexts. "It is about emphasising the emotions that lead to transformation; uncovering and enabling hope."

Dr Brice is one of the first graduates of UC's Education doctorate, completing her thesis over four years while working full-time at the Open Polytechnic in Wellington.

The structure of the new Education doctorate suited her, she says, for her own journey as a second-chance learner, which was quite different to the second-chance learners in her thesis.

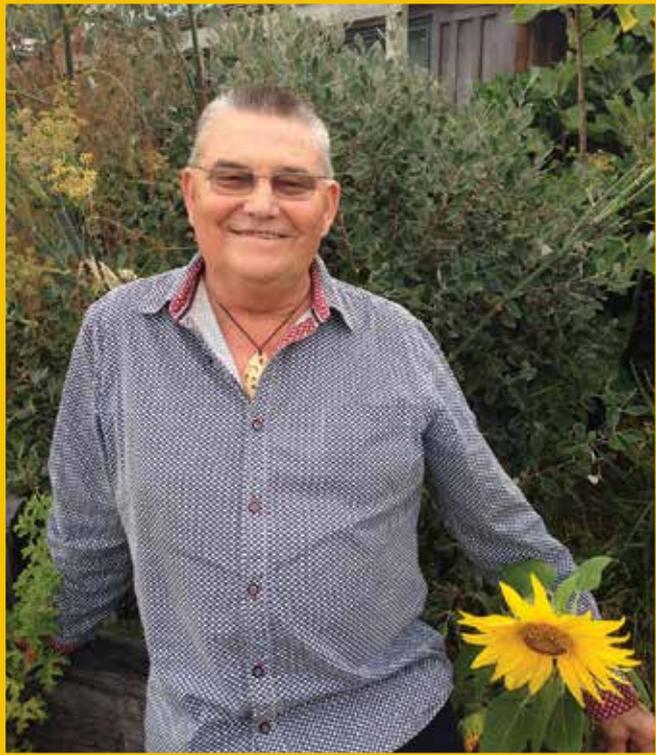
"I enjoyed the first two years meeting regularly with a cohort while we firmed up our research proposals. Having contact with others on the same journey helped reduce those feelings of isolation and uncertainty that make the first years of undertaking a doctorate challenging."

Dr Brice valued the support of her UC supervisors Associate Professor Annelies Kamp and Dr Veronica O'Toole.

"I appreciated their guidance and their ability to allow me to be a bit unconventional and experimental in the way I approached this work.

"My focus is always on how to make things better for learners and teachers and I know my doctoral studies have informed not only my work but everything in my world view. It has allowed me to be comfortable with the complexity that is bound up in all aspects of education; the deeply personal emotional context of each individual navigating the vast machinery of policy and practice."

## Our people



### John Chemis

Eastbay REAP and the wider REAP whānau shares, with sadness, that former CEO John Chemis passed away in Gisborne. He was a remarkable human, educator, and leader who inspired us all to make a difference in our communities. The tangi was held in Gisborne last week, with many of our REAP whānau from across the country there to celebrate his life. Haere ra e hika!

John Chemis served as the CEO for Eastbay REAP from 2008 until 2018. During his time, he built a team culture of community-led learning. His approach was to build confidence in learners across the sector, always reminding people they had lots of strengths to build from. Having spent many years teaching in the Tairāwhiti, John passionately shared his bicultural commitment to learners.

John had significant influence across the adult learning sector, applying his many years of teaching and learning support. He was a member of the board for Tairāwhiti REAP from 2003 to 2007, and then served on the national REAP Aotearoa board from 2007 until 2016. John also supported Buller REAP (Westport) and West REAP (Hokitika) to transition to new CEOs in 2018 and 2019 respectively. His passion and enthusiasm to support those REAPs to be the best that they can be through uncertain times was hugely valued and resulted in seamless transitions.

In recent years, John has been a board member for Te Kura Correspondence School, furthering his passion to reach rural whānau to improve their lives through learning.

John is remembered for his wit and his warmth – always using humour to help build relationships with people. He was a significant voice for rural and Māori learners across the country, and we know he has inspired a movement of people to continue making a difference through lifelong learning.

### Colin McGregor, Director ACE Aotearoa resigns

The ACE Aotearoa Board received and reluctantly accepted the resignation of Colin McGregor.

Colin started with us as Director of ACE Aotearoa in 2016 and over the five years has made a significant contribution to ACE Aotearoa.

He has undertaken the role with humility, respect for others and a healthy sense of humour.

Colin leaves ACE Aotearoa in a very good position to move forward. The Board wants to acknowledge Colin's commitment to the role.

Colin's last day will be the 30th of April.



### ELPNZ appoints new Chief Executive

James McCulloch has been appointed Chief Executive of English Language Partners New Zealand.

James joins ELPNZ from Inspire Group where, for five years, he was Director of Learning and Chief Executive for Asia, including working in many countries that ELPNZ's learners come from. Prior to that, James held Chief Executive roles in the NGO sector in New Zealand and the UK and was also Community Director at the City of London. He has chaired global federations and is a regular international keynote presenter and panellist on people, culture and learning.



### Nigel Sutton – new president of CLASS

Nigel Sutton has been the Director of Community Education at Wellington High School for the past four years. Coming from a background of tertiary teaching, across subjects as diverse as law and management through to sexuality-in-society, he has taught at institutions such as Victoria University, UCOL and various Private Training Establishments. These days he occasionally tutors night classes on aromatherapy and face serum making. He entered educational management around 15 years ago and he has owned and managed one of the original PTEs in New Zealand – Stotts Correspondence College, which he sold in 2012. In his current role he has significantly increased student enrolments and the size of the CEC programme, with particular focus on enlarging his te reo Māori course offerings.



# ACE News

## The new Tertiary Education Strategy 2020 – 2025

By Colin McGregor, Director, ACE Aotearoa

Every five years the government prepares a Tertiary Education Strategy (TES) to provide current, medium and long-term direction for the Tertiary Sector. This particular strategy is intended to address economic, social and environmental goals, and the development aspirations of Māori and other population groups. The previous strategy was 2014 to 2019.

Consultation with the sector occurred in 2019 for the 2020 – 2025 strategy. The ACE sector was involved with this consultation.

The new TES has been published alongside the Government's Statement of National Education and Learning Priorities (NELP).

### The TES has 5 objectives and 8 priorities.

**Objective 1: Learners at the centre** – Learners with their whānau are at the centre of education.

**Objective 2: Barrier-free access** – Great education opportunities and outcomes are within reach for every learner.

**Objective 3: Quality teaching and leadership** – Quality teaching and leadership make the difference for learners and their whānau.

**Objective 4: Future of learning and work** – Learning that is relevant to the lives of New Zealanders today and throughout their lives.

**Objective 5: World-class inclusive public education** – New Zealand education is trusted and sustainable.

The priorities are:

**Priority 1:** Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

**Priority 2:** Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures

**Priority 3:** Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

**Priority 4:** Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.

**Priority 5:** Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.

**Priority 6:** Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.

**Priority 7:** Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work.

**Priority 8:** Enhance the contribution of research and mātauranga Māori in addressing local and global challenges.

We were particularly pleased to see the role of Adult and Community Education listed under Barrier Free Access in the section on why these priorities are important (NELP-TES-2020-Why-priorities-are-important.pdf (education.govt.nz) where the comment is “The ACE sector has a valuable role to play in supporting development of foundation skills for adult learners/ākonga”.

ACE Aotearoa was very pleased to receive the strategy. We think that the ACE sector is ahead of the game in terms of both the objectives and priorities of the strategy.

You can read the TES at: <https://www.education.govt.nz/our-work/overall-strategies-and-policies/the-statement-of-national-education-and-learning-priorities-nelp-and-the-tertiary-education-strategy-tes/>

## Noticeboard

### Hui Fono

Due to the Covid situation, Hui Fono 2021 has been moved to 15 – 18 February 2022. Those registered for this year's event will receive priority places in 2022. This year we will be offering a selection of the Ako (learning exchange) sessions, as regional workshops.

For any enquiries please email us at: [huifono@aceaotearoa.org.nz](mailto:huifono@aceaotearoa.org.nz)

### PD videos on You Tube

**Wellington, June 15 – 16 June 2021**

Check out our YouTube channel featuring videos with highlights from our Hui Fono, some of the professional development workshops and ACE provider grant projects delivered in 2020.

<https://www.youtube.com/channel/UCQNMYYwSzkE6NZzEgv4SWPmg>

### ACE Conference 2021

**Wellington, June 15 – 16 June 2021**

The ACE Conference will be held in Te Whanganui-a-Tara (Wellington) at Te Wharewaka o Pōneke. The theme is **Kei te Pohewa Anotia – Re-imagining ACE**

Register online: [www.aceaotearoa.org.nz/events/ace-conference](http://www.aceaotearoa.org.nz/events/ace-conference)

### ACE Aotearoa Annual Awards

Nominations are open for our 2021 Awards which acknowledge excellence in our sector.

See our website: [www.aceaotearoa.org.nz/events/ace-aotearoa-annual-awards](http://www.aceaotearoa.org.nz/events/ace-aotearoa-annual-awards)

for more information.

Nominations close

31 March.

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