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Adult & Community Education Newsletter



Hui Fono Whakatū – He Waka Eke Noa

By Ali Leota, Hui Fono Event Coordinator

After three years of disruptions, the 14th Hui Fono was finally able to take place from 2-3 Poutū-te-rangi (March). About 100 Māori and Pacific Adult and Community educators from each corner of Aotearoa descended on Whakatū – Te Tau Ihu.

For the very first time in Hui Fono's history, Whakatū Nelson was the home for this special kaupapa that enables access

to professional development for our Māori and Pacific people across the Adult and Community Education sector. This Hui Fono was jointly hosted by Whakatū Marae and the Nelson Tasman Pasifika Community Trust.

The theme for Hui Fono 2023 was *He Waka Eke Noa Weaving Cultural Practices in ACE*. This theme reflects Hui Fono's absence over the past few years, and

recent events like the Nelson flooding and Cyclone Gabrielle which have highlighted the importance of improving wellbeing in communities, no matter what the challenge.

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Whakataukī

Ka pū te ruha, ka hao te rangatahi.

As an old net withers a new one is made.

Ka pu te ruha, ka hao te rangatahi.

Put the old net aside and bring forward the new net.

felt at Hui Fono Whakatū. We were all fully immersed in a kaupapa that many Māori and Pacific across Adult and Community Education hold so close to their hearts.

The pōwhiri set the tone for what was to be an emotional two-days as goosebumps quickly filled the wharenuī. We witnessed with pride and joy both Māori and Pacific sitting side-by-side on the paepae as each kaikōrero beautifully crafted te reo Māori, gagana Sāmoa, and lea faka-Tonga languages in such a humbling yet honourable way – a moment many will cherish for an exceptionally long time.

He Waka Eke Noa was realised through the immersion of everyone in an action-packed two days of shared cultural knowledge and practices; space for wānanga and talanoa and gaining inspiration from amazing Māori and Pacific leaders.

The opening speaker, Children's Commissioner Judge Frances Eivers (Ngāti Maniapoto, Waikato), built on the

mauri experienced during the pōwhiri. She highlighted the importance of connection and the significance of our mokopuna as part of our growing Māori and Pacific communities. Judge Eivers at the same time indicated the relevance of He Waka Eke Noa and the essential work of our Hui Fono whānau to embrace our cultural identities in any given situation.

Hui Fono deepened the learning experience of participants through the Ako Learning Exchange workshops. These learning spaces celebrate cultural knowledge and reaffirm cultural practices as a platform for learning and teaching. This year we were lucky to have several amazing Māori and Pacific educators who elevate the mana of their culture through educational practices.

Raniera Petersen shared the underpinnings of mau rākau as he guided our Hui Fono whānau through the whakapapa of Te Whare Tū Taua o Aotearoa. He shared the value mau rākau holds in connecting people to tikanga,



Vini Samoa, Alilia Parker, Lio Afamilion – Whakatū Marae Kaikaranga or Pōwhiri



Founding Members – Sandy Morrison, Pauline Winter, Bronwyn Yates



Analiene Robertson ACE Aotearoa Director and Judge Francis Eivers Children's Commissioner



Weaving Pasifika Culture – Nelson Pasifika Community Trust



Sauileone Sonny Alesana



Raniera Petersen



Mau Rākau – Raniera Petersen

mātauranga and Te Reo Māori and how it helps them navigate both Te Ao Māori and mainstream worlds fluidly. More importantly, our Hui Fono whānau were able to apply the whakaaro and mātauranga as Raniera guided each rūpu through movements whilst championing te ao Māori.

The Nelson Tasman Pasifika Community Trust demonstrated the weaving of Pacific culture into the fabric of their region through talanoa and ula making. The team shared their unique journey from humble beginnings to where they stand today and pearls of wisdom which participants can apply in their own communities.

Aiono Manu Fa'aea's Ako Learning Exchange workshop explored how we as a Hui Fono whānau can critically reflect on vā (relational space) from a community perspective. Aiono's session enabled each person to share a part of themselves to embrace and activate their own account of vā. Through Aiono's guidance she empowered everyone to see vā as a

foundation to support the aspirations of the communities we all love and support.

Lastly, in Peter Foaese and Melissa Lama's Active Citizenship workshop, the Hui Fono whānau were reminded of the importance of their role as part of the wider community. Both Peter and Melissa navigated the concept of citizenship at an individual level, community setting, nationally and through a global lens. Underpinning all the knowledge shared was just how vital our cultural values are, and how they can be woven to help shape our Māori and Pacific people being active citizens.

Sauileone (Sonny) Alesana was our final speaker, and he re-emphasised what Hui Fono is all about. His talanoa was a reminder for our Hui Fono whānau of the importance of *He Waka Eke Noa* – that together Māori and Pacific can collectively weave our cultural practices to navigate western structures. Sonny spoke truth to power on the importance of building relationships whilst maintaining our

Māori and Pacific identity no matter what environment we occupy.

The presence of Hui Fono founders Bronwyn Yates, Pauline Winter and Sandy Morrison elevated what was already a humbling two days. After some time away as Hui Fono whānau, their presence brought Hui Fono to a full circle. Through the faikava circle they revealed how important Hui Fono is in removing all barriers for Māori and Pacific educators, giving the opportunity to develop and upskill in an environment that allows them to be themselves.

From the moment we set foot on the marae ātea during the pōwhiri to the closing karakia at whakakapi the laughs, tears, learnings, teachings, and memories shared will be cherished. These make an ever-lasting impact in the roles each person has in the community they serve. More importantly Hui Fono 2023 was a chance for our Māori and Pacific educators from Adult and Community Education to be reunited as a Hui Fono whānau once again.



Bronwyn Yates and Teena Lawrence

About Hui Fono

By Analiese Robertson, Director, ACE Aotearoa

Hui Fono, the Māori and Pacific professional development event, was established in 2008 by a Tertiary Education Commission working group that was tasked with shaping professional development across all areas of the ACE sector.

As a result of that work, what became apparent was the paucity of Māori and Pacific providers that were being funded by the TEC. It highlighted the lack of access for these providers to professional development opportunities. They discussed whether existing offerings were sufficient to be of value to Māori and Pacific.

The answer was No. So they decided it was time for a unique space for Māori and Pacific to share good practice in an indigenous way.

The first event was hosted by Literacy Aotearoa in 2008. By design, the programme was founded on whakapapa, allowing participants to connect across Te Moana nui a Kiwa, and provided an authentic, indigenous experience.

It was intentionally designed to create an experience for Māori and Pacific to identify what was important, hear aspirations, and talk openly about issues affecting practitioners, their learners and learning communities.

The first Hui Fono organised by ACE Aotearoa was held in Ōtautahi in 2008. It has been an annual event ever since.

Over the years Hui Fono has hosted political speakers and panellists who have been asked to share their policies for Māori and Pacific education – identifying issues and motivating action to address disparities.

Hui Fono is about enhancing skills and knowledge in a way that leads to transformative teaching and learning practices.

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The words *Hui Fono*, bring together two agreed ancestral terms: Hui – representing te ao Māori, tangata whenua; and Fono – representing Pacific people, tangata o te moana nui a kiwa.

The purpose of Hui Fono is to reconceptualise education, reclaim identity, reconnect relationships across te moana nui a kiva, and normalise Māori and Pacific pedagogies and knowledges in learning spaces. It has become a movement that is growing in strength.

This amazing kaupapa would not have been possible if it were not for the visionary legacy leaders at that time who were in positions of influence to direct and guide policy decisions. We honour the founding members, Bronwyn Yates, Pauline Winter, Sandy Morrison and Timote Vaoleti. And we thank the Tertiary Education Commission for their continued resourcing of this unique event.

There have been thousands of Māori and Pacific educators who have benefited from attending Hui Fono. It has supported successful career paths for some who are now in senior positions. It has created meaningful relationships in communities, connecting learners to learning, providers to researchers, community educators to academics, libraries to literacy providers, youth programmes to the Children's Commission, and advocacy groups to policy makers. As Professor Sandy Morrison said, "It can only sustain itself if others come on the waka to continue the journey".

Literacy Aotearoa and Tupu Aotearoa: a partnership getting results

In Paenga whāwhā (April) last year Literacy Aotearoa Christchurch started a contract with the Ministry for Pacific Peoples to deliver their Tupu Aotearoa programme in Christchurch.

Tupu Aotearoa is a programme that helps Pacific people aged 15 years and older access work or learning opportunities. There are 28 Tupu Aotearoa programmes delivered by community providers throughout the motu.

By the end of their first year of delivery Literacy Aotearoa Christchurch had helped more than 100 Pacific people living in Christchurch into employment and further education. All of them when they signed up were NEET – not in Employment, Education or Training.

very good, and I think that's because Aisi Tanielu-Loua, who is the Navigator for the programme, has a lot of contacts in the Pasifika community, and information about the value of the programme is really getting around.

"We work in client-focused ways. Under our contract with MPP if the person has a Level 2 qualification they don't need to be placed into a literacy and numeracy programme. However, we always assess their level of literacy and numeracy because we realise that while someone might have Level 2, they may have a goal of getting a Level 4 qualification and may need literacy and numeracy support. About 20 percent of those engaged have gone into a literacy and numeracy programme."

client is in the course. For employment we provide pastoral support for 6 to 12 months post placement in employment. We make sure that no one slips out of their course or employment because they are not looked after.

"Our Tupu Aotearoa Navigator, Aisi Tanielu-Loua, is Samoan and has huge networks. We also have a Tongan navigator, one of our tutors is Cook Island, so we are building our capability across the Pasifika community."

Aisi has already held three provider hui, bringing together all the local organisations working with Pasifika – not just education, but health, language, housing and culture. "Everyone understands the importance of helping Pasifika people into employment



It is fantastic to have everyone in the same room, with the same kaupapa – looking for ways to collaborate and to support Pasifika.

Manogi Tavelia, the Priorities Engagement Facilitator/Tupu Aotearoa Project Manager says that Tupu Aotearoa is an excellent fit with the ACE programmes now offered by Literacy Aotearoa.

"We rejuvenated our ACE programmes last year as a way of meeting more of the needs of our learners. We offer a variety of programmes including driver licence, computer and digital literacy programmes, financial literacy, and job ready programmes. These ACE programmes are flexible and can be adapted so that they support the goals identified by our learners.

"The take-up of Tupu Aotearoa has been

Mark Doyle, the Cluster Manager of five Literacy Aotearoa sites (plus two satellites) in Te Waka a Māui, says that another of the strengths that Literacy Aotearoa staff bring to the Tupu Aotearoa programme is the fact that they are well connected to other education providers and they have excellent local Pasifika networks.

"When we are pathwaying people into education we know what's available. We have good contacts with people at Ara, universities and other training providers, so we can help our learners get into the right course. It also helps with our ongoing pastoral support which we provide while the

and further education," says Mark, "so they are keen to work with us. It is fantastic to have everyone in same room, with the same kaupapa – looking for ways to collaborate and to support Pasifika."

When she started Aisi visited every Pacific community provider in the city and invited them to a fono. She had about 25 organisations to reach. That included someone from both the universities and the polytechnic as well as MSD and the Ministry of Education.

"They loved it," she says. "We started with whanaungatanga, and they loved the opportunity to share with others what

they do, what they offer and how they can collaborate. They may have someone who needs help with their health goals, or getting a first home, or who needs a driver licence, or financial literacy support. The fono connected them to the services, programmes and courses in the wider Pacific community. They could now confidently refer someone on. I had people say to me that this kind of fono was well overdue."

Initially most of those coming into the Tupu programme were women between the ages of 25-35, who were trying to re-enter the workforce, and often wanting to get a better job than they had previously. At the end of last year Literacy Aotearoa Christchurch had a lot of school-leaver referrals. These young people, says Aisi, "were wanting to go into further education but need a little more support in finding the right direction. Some needed basic skills and more confidence before they can even start thinking of work."

Malua Levi is one of the tutors. "Our skills assessment when they join the programme gives us a good idea of what skills they may already have and what they may need to get to their goal. They all set goals, some for the first four weeks and some longer term. We look at their learning capabilities. Everyone is different. We work to their pace and level. The biggest challenge for most is language and computer skills so we set up a beginner level of learning. Some of the work is in groups, at other times it is one-to-one.

"I really enjoy working with them and witnessing their excitement when they achieve every little goal."

Malua is currently tutoring the driver licence programmes, restricted and full. He is Samoan, and at the moment most of the learners are Samoan so he has the language – and also the background to get alongside those he is teaching:

"I was into sports at school, and I didn't think academics was important. I realised that after school and I had to work hard and do polytechnic courses and short courses in things like computer skills. Most of the people who come to us have never touched a computer."

Each person is given all the support they need to successfully transition out of the programme. "Sometimes they have to wait months before they can start a new course," says Aisi, "So we find them programmes that they can do that will give them useful skills, like the digital and computer programmes or intensive literacy and numeracy in preparation of them moving towards a higher qualification-based course. Maintaining our relationship with them is important. I phone them regularly and check where they are at, or have a coffee and a chat, and help sort out any issues they are facing. You can see changes happening. Sometimes I'm just a sounding board. I also keep in touch, for at least six months or up to 12 months, with those who go straight into employment.

"Tupu Aotearoa is the best programme for Pasifika people, says Aisi. "It is a great initiative to help our people thrive and get the success they always wanted. When they finish, nothing is pulling them back."

Launching a new programme in Timaru

In Poutū te rangi (March) this year Literacy Aotearoa launched their Tupu Aotearoa programme in Timaru.

Manogi says that the introduction of the Tupu Aotearoa services for Pasifika was marked by a few 'firsts'. "It was a first for Literacy Aotearoa Timaru to launch a programme that is focused solely on Pasifika; it was the first engagement with Pasifika communities by the new Tumuaiki (CE) of Literacy Aotearoa, Claire McGowan; and it was a first for the new Navigator, Bale Serulaqeti Seniloli. She was only in the job a month before the launch, and she hit the ground running, connecting Pasifika communities and leaders and other stakeholders which led to a fantastic turn out and support for the launch."

There was representation from a wide range of stakeholders including from Fiji, Samoa, Cook Islands, Tonga, Tuvalu, Tokelau, Kiribati and Niue, employment agencies, employers, secondary schools, ARA Institute of Technology, Multicultural Aoraki, Ministry for Pacific Peoples, MSD, Timaru Herald, churches and faith communities.

Manogi says that Literacy Aotearoa recognizes that they have a growing Pasifika community in Te Waipounamu or Te Waka a Māui, "We are thrilled to be part of their journey."



At the Timaru launch.

Mad Ave: embedding tikanga and mātauranga Māori for transformation and wellbeing

Mad Ave is a whānau development organisation based in Glen Innes. It is named after Madeleine Avenue, an iconic street in that East Auckland suburb.

They call their development approach He Whaingā Mahara, which is based in the three baskets of knowledge: Tika – integrity and order; Pono – authenticity and clarity; and Aroha – compassion and care.

The trust was established around 15 years ago by the whānau of Janette aka Skippy Patuwai.

Skippy had recently retired as a social worker and wanted to support her community using a more localised way of support, so her whānau set up a community trust. Sadly Mrs Patuwai died, and it was left to her children to bring Mad Ave into being.

Tamati Patuwai who is one of Skippy's sons says that wairua or spirituality is at the heart of everything they do "because it is intrinsic to our indigenous world view."

"Our ancestors are right here with us. Their mana, their practices that bore fruit and creativity is what we focus on. Spirituality is often side-lined to religious spaces and is not seen as a mainstream function of community development. But it is our ancestral wisdom that helps people grow – not in a way that is self-centred, but community-centred. Everything is related and although it is complex, for us it just makes sense. We sit in an ecology of beings, the mountains, the rivers and the trees, as well as with our elders and children. If we don't have wairua and aroha for our environment, our people, and also for our-selves, we are like a waka without a rudder. We might have some great ideas to help our communities but if we don't have that spiritual lens, then the fuel of that initiative will run out in time."

Mad Ave has been intentionally kept small so they are not tied down by top-heavy, long-term contracts but remain agile and able to respond to issues as they arise. They know their community well. Glen Innes and Panmure have a population of around 17,000 and a relatively significant proportion of those people are Māori and Pasifika. Tamati's whānau have long lived in this community. They are connected, and they know how to listen. So quick were they to get the required outcomes in one short Ministry of Education contract, that staff were sent to find out how it was done. "We have a deep

understanding of these people," says Tamati, "we come from the same place, we have the same history. We know them and they know us. We trust they know what they want and need, and they know how to do it. Trust is pivotal. All we try to do is to provide the environment for them to do the work. Trust clears the space of any barriers."

At the moment Mad Ave has several main projects: T.A.O, a rangatahi leadership programme; Mad Ave Whānau, working with whānau and local ECE providers supporting pathways into early childhood learning; Mana Wahine, a women's empowerment platform; the Omaru Restorative Action Programme, working with the community to connect to their environment and local river; and Home Fires, a community-led research project supporting whānau whose homes are being lost as state housing initiatives take away old homes and build new ones. The emphasis is to bring a community led voice to the property decision-making table.



This article focuses on the rangatahi leadership programme.

Although Mad Ave is not a youth organisation, it engages a lot with young people. They employ them as project leads and researchers so that they can get in amongst the issues. They support learning by doing, and self-care. Their leadership programme is about the mental, emotional and spiritual wellbeing of rangatahi. Unfortunately suicide is a major concern.

"We know that our youth are inundated with life stresses and are not getting enough self-care support and focus in their lives," says Tamati. "So in our leadership training we actually attempt to flip the idea of what leadership might be."

"The tendency is to think of a leader as someone who is at the front, making a lot of good noises, so therefore we are attracted to what they say and we follow them. Which is great. But we encourage the rangatahi to think broadly and to see themselves as already being leaders wherever they are positioned. With the right guides in

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place anything you want to do and how you want to go about it, can be full of leadership qualities.

"We asked a young Māori woman what leadership meant to her. She told us that it is being able to provide kai for my whānau for when they hui on my marae. Wo! That is leadership. Providing for your people is leadership. You may be behind the scenes, and not even seen but you are serving, which for us is absolutely leadership. In fact some of the most powerful leaders for us are incredibly humble and don't want notoriety in any way. They just get it done.

"We sprinkle these ideas throughout the wānanga with the youth, so that we can normalise what it means to be a spiritual person, to be a functioning part of a family, to be a citizen. We guide them to understanding these things.

"We share with them that when our ancestors talked about tino rangatiratanga they were declaring that we must work to be the fullest and most capable human beings that we can be. That we become ambassadors. That's what citizenship really is. Someone giving as well as receiving, and who is deeply engaged in their community in some way. We want to free up the sense of who we can become. Not passive recipients of care, but active, accountable contributors to our own wellbeing. This alone is tino rangatiratanga, and for us in today's world, revolutionary."

The leadership programme supports about 50 rangatahi over a year. They meet monthly, and all are supported to develop their own life vision which is filled with what they want to be doing. They set up vision pathways and timelines. A big part of this is to deal effectively with the barriers and stuck spots. Many have breakdowns in their closest relationships with their parents, siblings and close circles. They are provided with the tools to restore those relationships. During the programme they learn personal life skills that build towards educational and employment goals. If a young girl wants

to be a designer, they put her in touch with the right tertiary institution, or if someone wants to go into hospitality, they help make that happen. They wrap around the support mechanisms and specialists that bring those future goals closer to reality.

The whole approach is youth-centric and rangatiratanga focussed.

"When we work with young people," says Tamati, "we work within their youth culture. They are always teaching us about their own vision and desires and as much as possible we try to deliver the programme in ways that are relatable and relevant. This is why a good chunk of how we deliver our T.A.O project is in a blended format, with live training and wānanga as well as online features. Culture, art and creativity is a big part of what we do and how we do it."

A few years ago Professor Ella Henry from AUT helped deliver, a Mad Ave leadership programme for young Māori women. She is a long-term friend and supporter of Mad Ave. We asked her how the organisation is using tikanga and mātauranga Māori for transformation and wellbeing. She told us a story.

"I was invited to a pōwhiri for a street which had experienced devastating changes, where people had to leave old family homes and move into better houses where there were people they did not know. Everyone was welcomed onto the street, onto the whenua in a very Māori way. People all came out of their houses. Often it can take years to get to know your neighbours, but the tikanga of shared food, shared stories of origins, telling people who you are was one of the most beautiful examples of a pōwhiri that I have ever seen. They brought pōwhiri into a contemporary setting – not a big formal initiative. It was confirmation of the extraordinary strategic thinking of Mad Ave. I have a very high regard for their work. I just love what they do."

Te Matarau Education Trust's cultural capability and leadership wānanga

A 2022 ACE Aotearoa Professional Development grant to Te Matarau Education Trust is a good example of how a very small investment can produce some life-changing results.

Te Matarau Education Trust is a collective of hapū and iwi who work together to support Māori and Pasifika Trades Training in Tai Tokerau. They work in collaboration with tertiary providers and other partners such as Skills ITO, Service ITO, BCITO and the Primary ITO. Each year Te Matarau Education Trust helps connect Māori and Pasifika learners in Northland with fees-free trades training. The scheme is a part of the Government's Māori and Pasifika Trades Training initiative and has been operating in the Far North since 2013. The aim is to enable more Māori and Pasifika learners and jobseekers to obtain practical qualifications, trades, apprenticeships and employment.

The core business of Te Matarau Education Trust is to provide manaakitanga for akonga registered in a trade with Te Pukenga and meets the funding criteria of MPTT. Each akonga is supported by a Te Matarau kaimahi/mentor who works alongside akonga to reduce barriers to learning and helps them into their chosen higher learning or employment.

Georgina Curtis-Connelly is the General Manager of Te Matarau Education Trust which is based in the Future Trades Te Pukenga building in Whangarei. She explains what they used the PD grant for, and why it was so valuable.

"With the support of the PD grant, we were able to deliver two wānanga at the Treaty grounds at Waitangi for our akonga, and Te Pukenga tutors. We kept our groupings small for the purpose of building whanaungatanga, so we had just 12 in each event. It was a good number to start with.

"Our wānanga were based on cultural practices and how these practices can be interwoven into the teaching practices and thought processes of akonga. We talked about three principles of Te Tiriti o Waitangi – rangatiratanga, (your worth), kaitiakitanga (being responsible) and oritetanga, (equal rights), Akonga learned how they can apply these to their lives, learning, mahi and future. It shifted their thinking.

"In terms of rangatiratanga we shared creative ways to take ownership and responsibility for their learning. We talked about pathwaying into higher learning, how qualifying in the preferred trade can also lead them into higher skilled roles such as managing and overseeing a project. We all can step into leadership roles if we aim high enough."

"Kaitiakitanga is normally considered to be around guardianship and protection of natural resources. This was also discussed in the sense of our environmental footprint. We talked about, is it big or small? Are we user friendly with products in the construction sense of how we dispose of products or what we are using? Yes, it is all of those things, but it is also about their guardianship over their own learning and recognising the important roles of community or whānau support. This also became an opportunity for tutors to give feedback and join in the korero. Many of the young we mahi with



are disconnected from whānau and their whenua. We become their whānau during this journey."

"Whakawhanaungatanga is a way in which we connect to one another (hono) but it is also about pepeha (ko wai au – who am I). It establishes where we fit. Akonga established whānau ties and reconnected that day. They got a sense of belonging. You could see that by being there they were beginning to feel more comfortable in their own skin. They stood with confidence, presenting back their whakaaro to their peers. Leadership attributes in each one was encouraged and affirmed as each led their presentations and feedback of key learnings to the roopu. They were mana-enhanced to see their place in future trades development from a kaupapa Māori perspective. They were empowered with new cultural learning tools. It accelerated their enthusiasm for learning and development. They loved it."

Georgina says that with more women entering the trades training sectors, oritetanga is even more relevant. Employers need to look at their work environment and make sure that it supports and invites women into their work force.

"I think the whole experience of visiting the Te Tiriti grounds and seeing all the historical and educational resources available such as history films, stirred some thought-provoking changes on ko wai au (who am I). It made them want to be reconnected. We use Te Whare Tapa Wha, the four cornerstones of health: hinengaro, whānau, wairua and tinana (mental clarity, family, spirit, body). Through this much appreciated funding, we delivered on all these cornerstones."

Amy Thompson, who is a tutor at NorthTec's Food and Beverage course in Kaitia, says that the support Te Matarau provides for her Māori and Pasifika students means that they can now succeed, whereas before, often because of difficulties such as bad living conditions they have failed. Success means that they can now get a student loan. "Te Matarau pays for them, rather than punishing them for their past, so they can study. The wānanga at Waitangi was amazing for them. It opened their eyes. Most of them, although they live up here, had never been to Waitangi. They got to see and learn things that shape who they are. It was really important for them to get that information. The whanaungatanga sessions started them thinking, who am I and where am I from? It builds their confidence."



Kainga Pasifika: providing 'tools for wellbeing and potential'

There's a new Pasifika NGO in Hawkes Bay – Kainga Pasifika Services. It was established in 2021 with the support of the Ministry for Social Development and is the first and only Pasifika NGO for the 12,000 or so Pasifika people living from Wairoa down to Central Hawkes Bay.

The two founders of Kainga Pasifika Services, Tevita Faka'osi and Malcom Byford both worked for DOVE Hawkes Bay, a family violence prevention organisation. They could see that this mainstream programme was not meeting the needs of Pasifika, so Tevita developed a new model that would help Pasifika people learn how to have safe and healthy relationships.

As well as this Safe and Healthy programme, Kainga Pasifika is now funded to provide Whānau Ora, and it has a driver licensing programme and a Community Connector service, connecting Pacific people and Pacific agencies, and helping non-Pacific services get Pacific people to the right service.

Tevita's new model for teaching safe and healthy relationships, which is designed for both victims and offenders, works on breaking the cycle of family violence by getting people to re-think some of the messages they have taken on board from their culture and spirituality.

"The programme challenges what is healthy in our culture, spirituality and our relationships," says Tevita. "Some of our old beliefs have to change, and we have to teach new and healthy beliefs. When I was working at DOVE at first it was hard for me to understand what family violence is all about. Pacific people are not violent people. For us hitting children, for example, was a way of teaching children. We didn't realise that in the long term we were traumatising them. We need to teach new and healthy beliefs, and sometimes we don't know how to do that. It's hard to change beliefs. We need to have the tools to change them.

"Our programme is aimed at connecting Pacific people together

through the Safe and Healthy programme, so we are all on the same page. We are working on establishing a church minister's group, so we are connected and can come together with the leaders in our communities."

The Safe and Healthy programmes are provided for individuals, couples, and groups, which can be men's, women's, or a group of couples.

Some people choose to come, others are referred. Since it began over 60 people have completed the programme. Currently Tevita is working with another 35.

"One of the strengths of the model," says Malcolm, who is the organisation's Business Leader, "is that it is based on Tevita's own journey. Tevita has found a way of teaching people how to change their controlling behaviours."

Having such an experienced manager as Malcolm is also a strength. He has been responsible for setting up Kainga Pasifika Services and getting its Level 2 Accreditation, which meant that it can get government contracts such as Whānau Resilience and Whānau Ora.

Vineta Teleke is one of the two whānau ora navigators, each of whom is working with about 40 families at any one time. "And there's a waiting list," she says. "The biggest issues are financial hardship so we either refer them to budget advisors, or we have one-to-one and group sessions on financial management. Housing is another big issue and again, depending on their need, we help them get in touch with organisations like Kainga Ora.

"Our community needs a lot of education. We try and provide as much as we can for our clients on things like healthy homes or how to save power, but we often refer people on to the right agency. Sometimes we ask these agencies to run workshops for our clients. We do a lot of advocating for our clients."

The driver licensing programme came out of another of Tevita's

own experiences. He used to help people from the Pacific to come and work in the horticultural sector. These RSE workers usually didn't have a driver licence, which made it very difficult for them, so he got the required qualification and taught his workers how to drive. Now, at Kāinga Pasifika Services, his wife Ave along with instructor, Malia Onesi, run the driver licence programme. This ongoing service has already helped over 300 people to get their licence and to drive safely.

Malcom can see the very real benefits of having a Pasifika tutor for the programme.

"There is a huge component of education with the driver licensing. They learn to understand some of the nuances of the English language. Ave and Malia are able to explain words better so they can discuss what it means in their own language. A lot of people who learned to drive in the Islands have really bad habits, so a lot of our teaching is undoing those habits, like driving with one hand on the wheel, or never looking in the rear vision mirror. The programme makes a huge difference and it gives them confidence. Our success rate is close to 100 percent."

Promoting 'the wellbeing and potential of all Pasifika people in Hawkes Bay', which is the organisation's vision, is a big job for this fledgling organisation. "We had nothing here before," says Tevita, "It's just a start. Our role at the moment is really as a hub so that people can come in here and get the right information. If we can't help, we refer them."

While still building their own capacity, there was no holding back Kainga Pasifika Services when it came to the lockdowns. During that time they helped over 1500 Pasifika families with food and facilitating access to vaccines. Then with cyclone Gabrielle, they've been at work again. "We helped over 1000 RSE workers," says Tevita. "We helped them find temporary accommodation on marae, and community halls, then we brought in mattresses, clothing and food. Having the networks and relationships made the job possible.

Malcom says that lack of statistical data on Pasifika has been one of the barriers to the provision of appropriate services, so this year they worked hard on making sure Pasifika families understand why filling in their census form is important.

Kainga Pasifika Services is in the process of refurbishing its base, the Aubert Centre. Plans have been drawn up and once it has been costed, they will be seeking funding. This will give this developing organisation more space so they can gradually increase their staff and services through collaboration and building even stronger networks. "When we all work together," says Tevita, "there are always great outcomes for our people."



Dunedin WEA is back



Many WEA struggled to survive when the government cut their funding in 1991. The Otago WEA continued for quite some time, then closed its doors. Now they're back – this time as the Dunedin WEA.

Mary Geary, the President, remembers how they got started again.

"After meeting at the Dunedin Art Show in November 2020, a group of us formed a committee and established ourselves as Dunedin Workers' Educational Association Te Wāhi Ākoranga o Ōtepoti Incorporated. We (Ron Esplin, Sue Cheer, Nancy McLennan-Hughes, Nick Orbell, Lesley du Mez and I) were all wondering how it would go and whether there was an appetite in Dunedin for adult education classes. An enthusiastic group of supporters encouraged us to give it a go with their \$1.00 membership fee (the fee has now been dropped altogether) and we took the plunge and started offering classes in drawing, watercolour, art journaling and patchwork and quilting at the South Dunedin Community Network rooms, guided by Lesley du Mez who is the Manager of Southland Education, Invercargill's WEA."

Lesley du Mez did the work needed to establish an incorporated society and helped them get bank accounts and funding. First supporters were the Dunedin City Council with Creative Communities and Arts Grants funding. COGS also supported the programme with operational grants

along with grants from Lotteries and the Otago Community Trust. That meant they could employ Nicola Pye as the coordinator for 10 hours a week. With rooms in the South Dunedin Community Network, they had spaces for their classes for a koha. "All the classes were full for the first two years," says Lesley, "It was just amazing really. Our funders gave us everything we asked for."

They set the organisation up online and marketed it online, using social media. In response to people's suggestions and tutors who came forward they soon added Learn to Knit, Te Reo Māori, Raranga – and Greg Parsons, a young WEA supporter offered a course called Elemental Web, for people wishing to design a website.

Because the Community Network rooms are in South Dunedin, they wanted all the classes to be financially accessible, so fees were kept to a minimum and they offered a 50 percent discount for community card holders.

"When people enrol, they start off learning to do something," says Lesley, "but it is much more than that. They become engaged in the community and make friendships. There are a lot of lonely people out there. Social cohesion is what it is all about. Dunedin used to have three strong school ACE programmes and they all closed down because of funding cuts. Massive programmes have gone. The WEA is starting to fill the gap."

Nancy McLennan-Hughes is the

Secretary for the new governance committee and says that the support of Southland WEA, in particular, Director Lesley du Mez, has been invaluable and a driving force, "She has been very influential. She has gathered us together and shown us the way forward, the process to go through. How to progress in stages.

Nancy is, herself, an example of the power of ACE. "Night classes started me off as a working artist. I went to night classes at a high school and then I went on to a polytechnic where I completed a degree at the School of Arts. I graduated in 2019. The night classes were pivotal. Polytechnic courses are wonderful but can be expensive for the wider community.

"At night classes you can learn skills in things like cooking, te reo, gardening, computer skills. These classes are often very important for those who are working and want something different. They can be a way to relax, a way to meet people. For many it becomes the big thing in their week. In my class, by the end of week six, I find that we have turned into a tight little group, talking about our families and things like what we've been watching on tv. It's lovely to be part of that."

Lesley has remained the Treasurer since DWEA's inception but will soon pass the job on to Nicola Pye.

The Dunedin WEA is of course a member of the Federation of WEA and their establishment has bumped the national

Our people



"When people enrol, they start off learning to do something," says Lesley, "but it is much more than that. They become engaged in the community and make friendships."

number of WEA up to eight. They are all different, but they support each other. Recently the Canterbury WEA, which had been the recipient of a bequest, gave all the other WEA \$10,000. This was a huge boost for DWEA, which started with literally no money.

Federation President Jim Sullivan says that he is a big fan of WEA, because they provide opportunities for lifelong learning – and their courses are affordable and accessible to people on lower incomes. He also likes their kaupapa. "We have a strong focus on social and environmental justice, so we take a progressive view and support things that are good for people and good for the planet. We are so proud of what Lesley and the Dunedin people have achieved. They have created something that is again part of the establishment in Dunedin."

Peter McNeur, Director, REAP Wairarapa resigns

Peter McNeur was actively involved in ACE at a national level for over twenty years. He was a member and chair of the National Resource Centre for Adult and Community Learning between 1996 and 2003 and he was instrumental in ensuring that 192 Tinakori Road was gifted, by the Resource Centre, to ACE Aotearoa. At that time he was one of an important small group of people who helped to set a new direction for ACE. Peter was a member of the ACE Aotearoa Executive from 2003-2005 and 2009-2010, when he helped the organisation through a difficult time. He was a member of the Ministry of Education Charters and Profiles Development Group, the NZQA ACE Quality Assurance Working Group, the Tertiary Education ACE Professional Development Working Party and a foundation member of ACE Aotearoa Professional Development Steering Group (of which he was chair for a term), chair of the ACE Sector Strategic Alliance, and a leading contributor to the development of the ACE Sector Outcomes Tool.

Peter was ACE Aotearoa Member of the Year Tangata Tiriti in 2015.

Janine Devenport, the Chair of the REAP Wairarapa Board, says that over the 30 years that Peter was Director he spent countless hours supporting the people of our community to be successful. "This has been from early childhood right through to seniors. Peter has always maintained our vision of not being 'fixers' but rather supporting people to do it for themselves. He will be greatly missed but has left a legacy that we will honour."



Peter McNeur

Darren Kerr appointed as the new CEO of REAP Wairarapa

With over 20 years of experience in education, Darren has proven to be a strategic leader and educator. For the past 12 years has been Principal of Whareama School, as well as being on a number of committees throughout the Wairarapa for a variety of sports. He is a current Board Member for The Life Education Trust.

Darren will work alongside current REAP Director Peter McNeur until he starts his new position on the 24th of April.



Darren Kerr

He Maimai Aroha, He Maumahara Serenah has passed away

Serenah died in December last year. Literacy Aotearoa provided us with this tribute:

Serenah's contribution is recognised in the disciplines of adult literacy, financial capability, social development and iwi Māori. She was a long-time supporter and advisor in lifting capability and educational outcomes for Māori and Pasifika in community education. She provided input through provider experiences that helped inform the ACE professional tools such as the ACE Learner Outcomes Tool, Teaching Standards, Learner Pathways, and Quality Assurance.

Serenah was a governance member and Chair of Te Koruru, the governance body for Literacy Aotearoa, a regular attendee and active participant at the ACE Hui Fono and ACE Conference, and ACE professional development workshops where she demonstrated her commitment to lifelong learning.

Through her organisation and as Manager of The Learning Centre, Whānau Family Support Services Trust, she worked tirelessly in her Lower Hutt community. One of her greatest skills was in needs analysis, seeing a learning gap and finding a way to fill it. She set up a support group for grandparents caring for children whose parents were affected by methamphetamine using education as the vehicle to help deal with the situation family members were facing. More recently, it was not surprising to see Serenah out in the community delivering food to families affected by the Covid-19 lockdown, and always with an element of education embedded to ensure whānau were taking lessons from being home and continuing their learning contextualised in the "bubble" classroom.

Serenah was ACE Aotearoa Tangata Whenua Member of the Year in 2020.



Serenah Nicholson

Tararua REAP: getting your ducks in a row

In the middle of last year, two Tararua REAP Budget Service Mentors, Rozanne Jensen and Julie Walker decided it was time to do something about the difficulties many people can get into after the death of a family member. Both women have had careers in banking, and both had recently completed a Money Mates course run by FinCap – which created a space for them to advance their thinking.

They went to Grey Power and pitched the idea of running workshops for people in their community who needed to 'get their ducks in a row' before the inevitable happens. It was received with enthusiasm.

"When they were chatting after we had finished," says Rozanne, "it was clear that many in the room, even though they were over 60, didn't have a will and had never thought of having power of attorney. The idea of attending a course and learning about what they should be doing hit the mark. Most of them who were in the room attended our first course in August last year."

The free course was run for two hours a week for five weeks.

The first session was about having an Advanced Care Plan and how that could be organised. Advance care planning is the process of discussing and choosing future health care and medical treatment options. It is about people making decisions about their medical treatment including future consent to, refusal or withdrawing of treatment, and substitute decision-making.

"We had a nurse who works at Palmerston North hospital where she helps patients write their plan come in and do a session," says Rozanne, "so people can think about what they want and have a proper plan ready in case they need it."

The second session was about legal matters. A lawyer and a legal executive came in and talked about power of attorney, probate, wills and other legal matters. Because of Rozanne and Julie's banking experience they knew about the very real difficulties people could get into, for example if the remaining spouse didn't have their partner's personal banking details.

A session with a funeral director was next, so people were able to learn about different kinds of things to consider, including options around embalming, burial versus cremation, funeral service, caskets and things like pre-payment – all things that can be done to take some of the stress away from grieving family members.



Someone from the MSD comes in for session four to talk about eligibility for a funeral grant, and what happens to a remaining spouse's superannuation. And the final session was on life insurances and issues like, for example, the benefits of a joint life policy.

All the speakers give their time voluntarily – so REAP makes sure they are given a gift.

"There's a lot of demand for the course," says Roxanne. "We ran two last year, and this year we ran one in March, which was full, and have others scheduled for each term. Word of mouth is bringing in the new enrolments. As well, a local iwi has asked us to come and run a course for them at their offices in Dannevirke where their kaumatua meet weekly. And we have also been approached by the Women's Institute, to give them a talk about the programme. If they are unable to come to our scheduled courses, we will run a programme specifically for them."

So far, a core of about 16 people have attended each programme, with others dipping in and out as they chose which session is most relevant for them. The most popular sessions, says Rozanne, are those on legal issues and funerals. "But most are interested in them all."

Julie says that she felt the impact was huge. "A lot of it was new information, such as what happens if you don't have a will.

There are so many legal implications of that. And less obvious things like the fact that if you are signatory to an account, that ends when a person dies. People brought their own experiences into the room so the group could see the importance of having everything in place to make it easier for a grieving family.

"I think, as course facilitators, if we helped each participant get one new thing in place we have succeeded."

Claire Chapman, Tararua REAP's General Manager says she loves leading a team that is immersed in the local district and has eyes wide open to things that feel 'not quite right'. "Loads of conversations are held with the aim of finding a solution to as much as we can. This *Are Your Ducks in a Row* programme has really hit the mark.

Claire believes another aspect of the success of the programme is the informal, but professional manner of delivery. "It's a heavy topic, and facilitators aim to make it light-hearted. There is lots of laughter and also lots of tears as real and raw scenarios are shared with many people opening up and showing their emotions. The interactive style allows the organisers and presenters to make sure they are delivering appropriate, culturally sensitive, and helpful information.

"Each session finishes with afternoon tea which gives the group time to continue valuable discussions and form friendships. This has proven especially helpful for those new to the area. Karakia and karakia kai prior to eating is a new cultural experience for many and leads to interest in other existing programmes where they can continue their life-long journey of learning."

Trina and Pete Mokrzecki both attended one of the courses. "It was absolutely awesome," says Trina. "There was no such thing as a silly question. We went to all of the sessions and we learned more than we expected. The most important thing I learned was the benefit of having a joint account, so as soon as that session finished we went down to the bank and I became a joint signatory. I tell everybody about it. I wish more people would go. It would save a lot of heart ache down the line."

International: Aontas and the Inclusive Recovery and Transformation: Adult Learning Post-Covid-19 (2022-2023)

AONTAS is the National Coordinator for the European Agenda for Adult Learning (EAAL) in Ireland. The EAAL seeks to strengthen the place of adult learning in the participating countries across Europe.

In 2014 AONTAS was nominated by the Irish Department of Education and Skills to become the National Coordinator for implementing the EAAL. This means that AONTAS facilitates cooperation with the other EU Member States and the European Commission in implementing the adult-learning agenda in Ireland.

This EAAL project, "Inclusive Recovery and Transformation: Adult Learning Post-Covid-19 (2022-2023)", began in January 2022. The project is funded by the Erasmus+ programme of the European Union and co-financed by Ireland's Department of Further and Higher Education, Research Innovation and Science through SOLAS, the Further Education and Training Authority.

Through research, engagement with our members, and support from our adult learners, AONTAS has been capturing the impact of the pandemic on education in Ireland. A long-term commitment is needed to address the fallout from the COVID-19 pandemic on those most educationally disadvantaged across the tertiary education system.

The main aim of the project is to tackle educational inequalities widened by the Covid-19 pandemic.

The main aim of the project is to tackle educational inequalities widened by the Covid-19 pandemic. The project will involve learner-centred assessments and activities, effective stakeholder engagement, capacity building and well-being programmes, a community of practice for educators, and the development of policy submissions. It will support the implementation of Irish and European adult learning policy, promote and enable lifelong learning, and support marginalised and vulnerable learners.

The project activities have been developed based on the Recommendation of Upskilling Pathways and the 2020 European Skills Agenda. They include:

- A Project Advisory Group, including 25 stakeholders, providing governance
- One Step Up – an information and referral service providing learners with information on learning opportunities. There is a website; a freephone helpline; a messaging service; an information booklet; promotional materials; national campaigns; and outreach activities (fairs, exhibitions, events)

- Recognition of Prior Learning: Given the success of the Recognition of Prior Learning Research, the case study, and the Level 7 course funded by the previous EAAL project, AONTAS will develop and implement a Community of Practice Group for adult education practitioners who complete the course and support them in building coalitions between themselves.
- Learners as Leaders: Learners as Leaders is a learner-centred flexible programme that brings adult learners together from across Ireland, empowering them to share their stories, build their capacity and become advocates for the sector and their communities.
- Capacity Building for Practitioners including: Management and creativity-oriented workshops for practitioners highlighting the importance of learner-centred design; Well-being workshops highlighting the importance of keeping the physical and mental well-being; and Blog posts about practitioner stories
- National coordinator Network Meetings: The National Coordinators from across Europe collaborate through meetings and peer learning activities. There is huge value in this mechanism as Coordinators build relationships, share best practices, identify and discuss challenges, and continue to build the adult learning sector.
- Hosting Study Visits: Supporting transnational cooperation with Ministries, National Coordinators and other education bodies.
- Adult Education Summit: AONTAS will host a Summit as a closing event for the current EAAL project by 2023. AONTAS will bring stakeholders from across the adult learning sector in Ireland and invite representatives from National Coordinators and the European Commission to recognise the achievements of the EU Agenda.
- Communications and Dissemination: AONTAS promotes adult learning by communicating the transformative impact it has on learners by sharing personal stories, blogs, research, podcasts and using social and print media. Utilising a multi-channel approach, the EAAL project runs two national campaigns per year, disseminates activities, and offers information and support directing learners to relevant services, including One Step Up. In addition, AONTAS staff present at conferences and events, bringing learners to share their experience and help build understanding for the capacity building of the sector in Ireland and Europe.

AONTAS has always placed sustainability at the heart of EAAL projects. This means building on successful activities and ensuring that the impact of the project continues into the future. This project builds upon the previous EAAL projects and is complemented by other national and international projects from AONTAS.

Noticeboard

ACE Conference: Ka pū ka hao Tāmaki Makaurau (Auckland)

14–15 June, 2023

Ka pū ka hao comes from the whakatauki “Ka pū te ruha, ka hao te rangatahi” (as an old net withers, a new one is made). It acknowledges the importance of wisdom, leadership and guidance as well as the important energy and strength of youth coming through and leading in a different way.

ACE is a leading sector in tertiary education. It consistently demonstrates innovative practice and a commitment to learner-centred teaching and learning. Like all sectors ACE must be proactive in succession planning and capability building, and reflect on how it provides leadership opportunities and pathways for everyone.

Our 2023 ACE conference will address the urgency of succession planning on the back of retiring legacy leaders with the intention of encouraging action around increasing youth participation and seeing ACE as a valid career pathway. We will examine leadership in a variety of contexts – in te ao Māori and Pacific, as tumuaki of an organisation, as a Board member and ACE practitioner.

Please go to the ACE Aotearoa website to register.

Travel Subsidies are open. To make the ACE Conference accessible, we offer funding for travel with priority given to those with limited or no professional development budget. Subsidy applications close April 30.

ACE News

ACE Sector Steering Group update

The ASSG met 23 March, confirming Bronwyn Yates as the new independent Chair.

The commissioned research on the ACE social return on investment is near completion. There are four ACE providers participating, Canterbury WEA, Eastbay REAP, Te Ataurangi Trust, and Wellington High School Community Education. The final report is expected end of April and will be presented at the ACE Conference, and made available on the ACE Aotearoa website.

The Ministry of Education presented their new tertiary education policy group restructure.

A briefing to the new Minister of Education is being prepared.

ACE Aotearoa Board

The Board met 29 March. Preparations are underway for a milestone celebration of the ACE history, marked by the date when ACE Aotearoa was registered as an Incorporated Society. It will be an opportunity to bring attention to ACE contribution to tertiary education and the nation, particularly our leadership as a Tiriti-led organisation and longevity of service (since 1963). The Board notes it is a significant year as the world is at the three year mark since Covid19, returning to more familiar routine whilst still dealing with ongoing impacts of the pandemic and now weather disruptions.

We look forward to the ACE Conference where the leadership theme is drawing high interest from across the sector.

Raising Standards – Using the ACE Teaching Standards Charmaine Tukua – Educator of the Year Tangata Whenua, 2022



Charmaine with her father
at the 2022 ACE Awards.

*Interviewed by ACE Teaching Standards Advisor
Jennifer Leahy, about her use of the ACE Teaching
Standards (TS).*

*Charmaine is Operations/Tutor – Kai-Whakarite/Kaiako Māori
Indigenous Studies, Te Puna Wānaka, Ara Institute of Canterbury.*

Designing and planning the best learning programme for her learners (TS 5) is a key focus for Charmaine in her mahi. She is continually seeking ways to upgrade her teaching (TS2). She does this by seeking out people with knowledge that she wants to learn from before she plans her teaching sessions (5.1). Sometimes, this is done by attending PD sessions or conferences or working collaboratively with others. Charmaine really loves filling up her kete of knowledge before she teaches others (TS 3.1). Ensuring that she has completed her learning first, enables Charmaine to put her learning into practice for her learners (TS 2.1).

Once Charmaine has gained the knowledge she needs, she then works to implement the best learning programme (TS 6). At the same time, Charmaine reflects on any feedback she receives from her learners as well as self-reflecting on her teaching (TS 7 and 7.1). Enacting TS 1, Charmaine is committed to her language and culture and works to include te ao Māori as well as te reo in all her teaching (TS 1.1).

Charmaine also talked about the importance of incorporating the values into her teaching. For Charmaine, establishing whanaungatanga means building relationships with her learners, colleagues and stakeholders. Once she has gained rapport, and it's reciprocal, Charmaine then moves to implementing rangatiratanga. For Charmaine, this means getting everything prepared and available for the learner so that they enjoy a positive learning experience and that learners feel that they are at the centre of everything, as “they are our purpose and reason”. The final value that Charmaine establishes is manaakitanga, although as she says, “you can't have one without the other – the values all overlap”. In addition, just as the learner is paramount to her as the kaiako, Charmaine has an expectation that the organisation will see kaiako as the centre of the organisation's world.

*For more information on the ACE
Teaching Standards – [https://
www.aceaotearoa.org.nz/
what-we-do-professional-
development/
ace-teaching-
standards](https://www.aceaotearoa.org.nz/what-we-do-professional-development/ace-teaching-standards)*