

Adult & Community Education Newsletter



ACE Conference 2019: Kai Ana i te Mātauranga Let's Get Learning!

The focus of the conference this year was on helping to create responsive and accessible learning.

Keynote speakers

There were two keynote speakers, Professor Shirley Walters and the Hon Chris Hipkins.

Shirley Walters

Shirley Walters is professor emerita of Adult and Continuing Education at the University of Western Cape, South Africa, the founding Director of the Centre for Adult and Continuing Education and the Division for Lifelong Learning, and vice president for Africa on the Executive of the International Council for Adult Education.

In her keynote address, *The Drought is My Teacher*, Shirley talked about the devastating impact of the ongoing water shortage in South Africa, and the floods in Puerto Rico and southern East Africa. The people in these communities, across all social classes, are having to learn how to cope with trauma, and the life-threatening impacts of the climate crisis, including developing new ways of thinking and behaving.

A key aspect of the climate crises, Shirley said, is 'othering' – disregarding the rights of people of another culture and laying the groundwork for violence.

The elephant in the room is capitalism – promoting relentless economic growth to sustain consumer markets.

She concluded by suggesting ways that we can respond to the climate crisis: (i) Making deep adaptations – as educators we can help build resilience, relinquish problem behaviours and restore what might help us; (ii) Acknowledging that it is not 'life as usual',



come to terms with loss and embrace grieving as part of living; (iii) Promoting lifelong learning which will help create a new economic system and question outmoded behaviours and beliefs; (iv); Addressing fake news; (v) Resisting authoritarianism; (vi) Working together and building capacities in the short, medium and longer term; (vii) Promoting local indigenous knowledge and strategies.

See <https://www.aceaoteaoroa.org.nz/ace-conference-2019> to read the full text of this inspiring presentation.

Hon Chris Hipkins

The Minister told the conference that in many ways the ACE sector is a leader in education – our educators know that learning does not happen in a vacuum, and acknowledge that personal issues affect people's capability to learn.

We are, he said, in a time of rapid change. With a new industrial revolution impacting the nature of work, we need an education and training system that will help more people to adapt – to unlearn, re-learn and keep learning – in a more flexible and organic education system which has multiple entry and exit points.

The government's vision for the future of ACE is not to recreate the past: it will be learner-centred, rather than provider-centred. The Minister gave examples of people he had met who had used ACE, (from cake decorating to learning about Excel spreadsheets and welding) to rebuild their lives. These opportunities will remain important in the future where we can expect to see a growth in strategies like micro-credentials – as well as a regional hub approach to lifelong learning.

The Wellbeing Budget 2019 provided a \$2m increase in ACE funding. That is a beginning, the Minister said. They will be doing more.



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Ehara taku toa i te toa takitahi engari, takimano no aku tipuna
Not by the might of one but the might of many, from our ancestors to us.

Other plenary speakers

Colin McGregor

The Director of ACE Aotearoa noted that there are currently a number of positive developments, including: ACE Aotearoa's collaboration with the Ministry of Education on ACE policy; and the TEC budget increase of 1.8% which was announced in the Wellbeing Budget 2019. The future challenges remain funding, sustainability, capability and quality.

He also referred to an Environmental Scan of the sector which is currently being completed. All organisations will be receiving a copy in July this year. ACE Aotearoa plans to do a follow up in two year's time.

Panel of Peers

Five ACE practitioners responded to the question: What are some of the important community learning opportunities today? The following notes some of the key points made by these presenters.



Josiah Tualamali'i, from the Pacific Youth Leadership and Transformation Trust suggested three changes to which ACE can contribute: acquiring a deeper knowledge of mental health and addiction and giving this the same priority in our workplaces as physical safety – to do this we need good skills in active listening and empathy; making sure our decisions involve people of all ages and backgrounds; and supporting Pasifika leadership: there are many skilled and committed young people, along with kaumatua, who can contribute.



Hine Flood from Tairāwhiti REAP, Wairoa, said that while the deprivation index puts 80% of the Wairoa population in quintiles 4 & 5, tangata whenua would never consider themselves deprived. In fact this little rural town situated on the East Coast of the North Island believes





its greatest wealth is its people – 61% of whom are Māori: “We see this as putting us on a privileged platform for sustainable change. What we do know is that previous governments’ social policy has not served us well and we intend to change it up. We are working on a wellbeing and whānau voice approach #wellbeing #whanauvoice.”

Simon Templeton,

CEO Age Concern Canterbury, noted our rapidly ageing population and two challenges we face as a sector: the

need to train people to work respectfully with older people; and the need to help older people to upskill and stay actively engaged. Loneliness is a huge issue as people are living longer – and ACE can help to address this problem. Also many older people need to work for financial reasons and there may be a role for educators to work with employers to change attitudes about employing older people. The population over 65 years is not a homogeneous group. They have different needs.



Maree Hanford,

Learning Advisor for three Christchurch Prisons said that Corrections understands the importance of education. Many prisoners can neither read nor write. They often don’t respond to classroom learning, they need a different learning environment and teaching practices. She said that prisons need more volunteers to help with the education programmes. Training is important and provided. The ACE sector can also help with support for the prison tutors to upskill and develop innovative resources. As well as literacy and numeracy, prisoners can be taught life skills such as cooking, gardening and unit standards.

Nicola Sutton, CE of English Language Partners, noted opportunities for community providers to work together on key settlement issues for former refugees and migrants:



access to ESOL programmes for migrants on temporary work visas who will likely remain in New Zealand, raising awareness about barriers to settlement such as racism, exclusion and exploitation and then working to reduce these, and support for migrant communities to maintain their own cultural languages (a national languages policy would help). ACE providers should ensure the content of their ESOL programmes helps newcomers to learn language skills and vocabulary to raise problems and communicate effectively.

Site visits

On Wednesday afternoon conference participants were able to choose to visit one of the following ACE providers: Te Pā o Rākahautū; Tūranga Central Library; Avebury House & Richmond Community Garden; Hagley College; and Risingholme Community Centre. In a plenary following the visits groups reported back on what they had learned.

Defining the future

The final session gave people the opportunity to reflect on what they had learned, and what they might do differently – or try – in the future.

ACE Awards 2019

Community Programme of the year Tangata Tiriti: Multicultural Learning and Support Services (MCLaSS) Tikanga Programme



Multicultural Learning and Support Services (MCLaSS) has been providing English language classes for adults for over 22 years.

In 2017 MCLaSS began to develop a tikanga Māori programme in partnership with Change Makers Refugee Forum and Red Cross. More than 300 people participated representing at least 15 different cultural and language groups.

Project achievements included: the development of a tikanga Māori curriculum; the increased knowledge, confidence and curiosity of the 300 participants through three marae visits; and professional development for staff and board members on tikanga Māori, Te Tiriti and te reo.

The three organisations are now working more closely together. A group of champions is carrying on with the work of embedding tikanga Māori.

Community Based Programme of the year Tangata Whenua: Te Puawai o Te Kākano



Te Puawai o Te Kākano is a learning whānau, based on tikanga Māori. The programme was first established to recognise the cultural values, practices and life experiences that Māori women have as adults, women and young mothers. It has evolved over the last 10 years to now encompass all learners.

Every learner completes a pathway plan. For many of the learners this involves completing

unit standards through Te Kura – The Correspondence School. In 2018 students at Te Puawai o Te Kākano whānau gained 337 credits.

Tutors plan all learning around people's family and work commitments, their individual needs and their learning styles. A lot of the sessions are on marae, noho style at weekends. Vans, kai, pick-ups, fundraising and whānau are all organised for these weekend getaways. At Te Puawai o Te Kākano learners are talking, sharing, engaging, laughing and showing up for their learning. *[See following article]*



Member of the Year Tangata Whenua:

Hine Flood

Hine could be seen as an elder statesperson in ACE. Over 25 years she has held roles and responsibilities

in governance, management, policy development, training and administration.

Her roles have included being a member of both the Tairāwhiti REAP Board, the board of REPANZ, and the ACE Aotearoa Board. She has managed the Tairāwhiti REAP programme which has included a number of innovative programmes including a highly successful active citizenship programme in Wairoa which considerably increased the number of people participating in the 2013 Wairoa local government elections.

One of Hine's great talents is working and moving out amongst the rural communities. Her ability to galvanise people and communities to focus on education has a huge effect on adult learners in and around the community.



Member of the Year Tangata Tiriti: Judith Havill

Judith's service to the ACE sector and the wider community over the last thirty years has been outstanding. As the sole coordinator

of the adult education programme at Tawa College she not only runs an innovative and interesting programme that reaches thousands of learners in her local community every year but has also been heavily involved in the national ACE in Schools sector as both president and long-time treasurer of CLASS).

Over the years, she has represented CLASS on the Strategic Alliance, been a member of

the PPTA team on several rounds of the ACE in Schools' Collective Agreement negotiations and has single-handedly on several occasions organised the annual CLASS conference in Wellington, as well as numerous Festival of Learning Ahurei Ākonga events in her local community.



Educator of the year Tangata Whenua: Maungarongo Te Kawa

Maungarongo Te Kawa (Ngāti Porou) is an artist, storyteller, quilter and fashion designer. His

whakapapa quilts workshops are based on the traditional concepts of te whare pora (the creative zone), waipunarangi (the source of creativity) and hine te iwaiwa, (the energy of nature). Through the making of quilts, Maungarongo seeks to help people connect with their heritage and discover empowerment by telling their own stories, especially in a new and tactile way.

Maungarongo is very passionate about learners finding their place in the world. He works with the group to explore their own stories and represent these stories in a tangible way that then can be used by the learner to share their story with a wider audience. The quilts that are created then become a whānau learning resource.



Educator of the year Tangata Tiriti: Margaret Chittenden

Margaret Chittenden taught the Afghan Tampa refugees when they first arrived in New Zealand in 2003. This led to her

becoming Director of Selwyn College's REAF (Refugee Education for Adults and Families) programme. Hundreds of adult refugees have attended this programme, which has won awards and is well regarded nationally and internationally. The adults who attend, both gain in confidence and, importantly, support their own children's education.

Margaret loves the students – their welfare is her priority. She has been an outstanding teacher, administrator, manager and mentor. She has a team of volunteers who all want to assist her. The students at the REAF programme all go on to more fulfilling lives in Aotearoa.

Our moemoea: Te Puāwaitanga o te Kākano

By Ruby Roache

*Ko te pae tawhiti kimihia kia mau,
Ko te pae tata whakamaua kia tina.
As you seek the distant horizons,
Hold fast to that which you treasure.*

Nestled in the small rural town of Ōpōtiki our dream (moemoea) first came to fruition in 2005: a moemoea that acknowledged mana wahine and valued their role in society as te whare tangata, and key contributors to the lives of their families, children and community. A moemoea to inspire, and restore the wairua of women.

Through the collective effort of myself (kaiako), Faithe Hanrahan (ACE), Polly Green (administration) and the Ōpōtiki Māori Woman's Welfare League, we gave the moemoea life. Today the collective has grown to include preschools (te pa harakeke), Quota Club, Country Women's Institute, and HIPPY.

The name of our wharekura (classroom) and program is Te Puāwaitanga o te Kākano (TPOK). It is a name that was chosen by our students, capturing the perception of these women whereby, metaphorically they are the seeds that fell from the tree of life and didn't initially germinate. Over time however, their seeds grew through nurturing and nourishment within the realm of whakawhanaungatanga and education.

The waiata He kakano ahau became like their national anthem. The words resonated with them and the different challenges faced throughout their lives – 'my pride I will show, that you may know who I am, I am a warrior a survivor, He moerehu ahau'. When singing their waiata, taura sang with pride, integrity, emotion and passion that stirred the heart.

The first delivery site of the programme, the Ōpōtiki Community Activities Office, was located within the grounds of the decile 1 Ōpōtiki College. At that time there was a strong relationship with the Ōpōtiki principal and staff. We were a community of educators dedicated to supporting adult learners re-engaging in education. ACE had 100 NCEA unit standards ranging from Level 1 to Level 3.

In the beginning, the mana wahine program was delivered prior to developing an educational pathway. We felt it was essential to assist the healing of the past for our wahine in order to help them continue into their future. I will never forget the comment a young woman gave when I asked her – what do you see your role as a woman to be? She looked at me and said, "His punching bag".

The wharekura implemented tikanga me ona kawa which ensured a safe space for all. We developed responsive, reciprocal relationships built on trust and respect for each other and without any judgement. Wahine attended with their babies and when a mum was busy, other students stepped in and helped care for the tamariki. I often taught with a baby in a front pack, and enjoyed every moment. TPOK was an environment of learning that created an atmosphere that supported the social, cultural and holistic wellbeing of taurua.

The Ōpōtiki Māori Woman's Welfare League purchased our first 10 laptops and continued to support those who choose the pathway into university by providing scholarships in the second year of study. Korowai were also available for those in need on graduation days.

As our individual seeds grew, so too did our student numbers. We soon became an education service delivered on a daily basis from 9 a.m. to 3 p.m., and also offered night classes to numerous whānau whanui (extended families). The subject matter delivered incorporated a myriad of topics ranging from horticulture, study support, tukutuku panels, korowai making etc. We became a hive of industry which met the needs of our community and supported their re-engagement into embedded literacy and numeracy education. Two classes were formed which led to both Faithe Hanrahan and Polly Green becoming part-time tutors to assist in our growth. Men and women of all ages now attended with different needs and aspirations for the future. We have grown into a team dedicated to the service of our people.

"He aha te mea nui he tangata he tangata".

In terms of outcomes, many of our students have now graduated from university, polytechnics and other tertiary providers. They have gone on to gain employment within government departments, teaching (preschool, primary and secondary), and social services. They have become, hairdressers, horticulture managers, and even gone on to own their own businesses, and start apprenticeships.

Of course, as with any programme, we have had students drop out. However, we have always made it clear to all our students that the door of education would never be shut, and so have also seen many return over the years.

As a qualified teacher I took on the role of kaiako, sharing my knowledge while I also learnt from my students. This led to me writing a new curriculum for our adult education. My primary objective was to personally develop a framework surrounding how



Ruby and Dylan Franklan. He returned after two years and gained his learner licence.



Whakamutunga performance and celebration at Roimata Marae – these students passed.



Celebrating the Opotiki Festival of Adult Learning Ahurei Ākongā 2018

I delivered to taura. This incorporated four holistic modes of tangata development: the physical, mental, spiritual and emotional.

The environment in which I stood became my classroom. I taught out of the boot of my car, in a whare kura, whare kai, wharenuī, on the shores of the beach within the bush (ngahere) and many other significant learning spaces. Therefore, learning was achieved within a contextually relevant space: the ergonomics/mauri and ahurutanga supported the sharing of knowledge. Taura experienced learning that was aesthetically attractive from a dimension more conducive to their approach to learning, different from the spaces in which they had previously failed.

More recently Te Puāwaitanga o te Kākano became engulfed in political turbulent seas of change. Whakatane High School and East Bay REAP came to our aid to ensure service delivery could continue, and we moved to our current location at the Heartlands Office.

Over the past three years I have observed a large influx of rangatahi. They are younger, browner, very street savvy and are lost in terms of their value in society. These rangatahi have worked beside senior students transferring to higher education, continuing the enactment of the tuakana/teina concept of learning. Planning programs to meet identified needs became essential, mana aōturoa was the starting point to individual learning styles, and pathways. We developed our own andragogy that met the diverse learning experiences of participants.

Relationships with the learning community, marae and businesses were fostered to enable rangatahi aged between 16-19 years to re-engage in learning, noho marae projects, local history and work experience: Te Aho Kura Pounamu (Whaimutu Marino), Te Wānanga o Aotearoa (Piripi Christie, Rotorua Campus), Powhenua Trust (Horticulture), Project Based Community Learning, Marae Otūwhare, Opape, Roimata, met needs of tactile learning. Self-identity, genealogy, work experience, became embedded within unit standards and achievement standards. Students graduated from Te Wānanga o Aotearoa gaining passes in Kawai Raupapa Level 3 and Seniors Graduated NCALE Level 5.

Rangatahi spoke at a national level and shared their educational journey identifying how their social and cultural environment have impacted on their learning.

Over the past 14 years Te Puāwaitanga o te Kākano has become a programme that is organic and unique in terms of its conceptualization: it has grown from the seed that is born of greatness. Students have maximized their cultural capital within the hegemonic society they co-habit and the collective has been of service to the community, their whānau their people.

Whaia te pai tawhiti,
Tae noa ki te rama moa.

*Pursue that which is beyond the horizon,
For there lies the infinite light.*



Para Kore: educating for zero waste

Whakapapa to Ranginui and Papatūānuku, and values of kaitiakitanga, have inspired over 218,500 people from 179 marae and 181 organisations, such as kōhanga reo, schools and community organisations, to join the Para Kore movement and work towards zero waste.

Together, over the last ten years, they have stopped over 294 tonnes of rubbish going to a landfill.

In the process all the people who have taken part in Para Kore wānanga, have taken the values, information, behaviour and skills back to their own communities, back to their whānau: more knowledge gained; more waste diverted.

Para Kore (which means zero waste) had its beginnings over ten years ago when, in late 2008 Gannin Ormsby from Waikato Regional Council arranged a series of meetings with Māori working in the waste industry to discuss waste minimisation and resource recovery on marae in the Waikato region. The Raglan organisation Xtreme Waste was a part of these hui and they were asked to apply to the Sustainable Management Fund to get the marae recycling project underway. A year later, in 2010, Para Kore Marae Incorporated was registered.

Jacqui Forbes worked for Xtreme Waste in Raglan for 11 years and for six of those years she worked part-time for Para Kore. Since 2016 Jacqui has been working full-time as General Manager of Para Kore. Their vision is: Riro Taonga Mai, Hoki Taonga Atu – we receive taonga from Papatūānuku, we reciprocate and return taonga to her. Their mission: that all marae will be working towards zero waste by 2025.



Jacqui:

“Para Kore is a waste minimisation education programme delivered from a Māori perspective. The Para Kore programme is delivered to marae and Māori organisations and non-Māori organisations too. We respond to all invitations.

“Basically we are working to make principles of reducing waste the social norm within Māori communities. We know that 75 percent of waste is either recyclable or compostable. Our target is 50 percent.

“We have five national employees, 17 regional advisors and five part-time contractors – about 27 in total.

“The first step is a presentation about the programme and if the group is interested they sign up to a relationship agreement which outlines what we commit to and what they are committing to. We know that pledging is one of the main success factors for behaviour change.

“When they sign up they also agree to provide data on their waste and recycling as well as invite us back for wānanga on how to reduce waste.

“After that we set them up with recycling bins, and if they are going to use them, with compost bins and worm farms. We give them signage, and explain as necessary what is and isn't recyclable and how to recycle.

“We teach everyone that in the natural world everything is part of an endless cycle. Everything that we use and then throw away into the recycling bin, comes from the natural world – from five natural resources or elements: plastic is made from oil, steel from iron ore, glass from silica sand, aluminium from bauxite and cardboard and paper from trees. We talk about our creation story and how we are related to the natural world. We don't stand above it. We are not here to dominate. The Māori world view is that – I am the mountain and the mountain is me, I am the river and the river is me, I am you and you are me. We are all interconnected and because our rubbish is made from natural and mostly non-renewable resources it's precious.

“People love how we use tikanga and te reo Māori to think about resource extraction and disposal and how it impacts our natural world. The feedback we get is that when they understand why it is important, they become motivated. They can't unlearn what they have learned. They take it with them into their daily lives.

“The wānanga can take up to a full day, or if they are scheduled into a meeting, and they will be much shorter.

“But while recycling is important, what excites us at Para Kore is

eliminating waste and eliminating recycling in the first place. Any system that generates solid waste destined for landfill we see as a faulty, poorly designed system. We encourage a closed loop system where no waste is generated in the first place.

“Not using single use plastic like glad wrap is a good start: using a table cloth, a plate over a bowl, or bowls with lids to cover food are alternatives.

“Some marae, when they see the type of plastic waste they are dealing will ban certain items like plastic drink bottles. Plastic never breaks down. It can't be absorbed by Papatūānuku or Tangaroa. It is never absorbed, it just breaks down into smaller and smaller pieces.

“Energy and focus must be aimed at all parts of the waste hierarchy at this stage (reduce, reuse, recycle and compost) until the focus eventually shifts predominantly to the top of the cliff, where waste is designed out of the system so there is nothing at the bottom of the cliff to deal with.

“As an organisations we write submissions and are part of raising awareness campaigns, telling people – you can make a difference – everyone has the power to change the world, each day we spend money we are voting for the world we want.

“We encourage people to make choices: buy local; buy unpackaged food; and make phone calls to local businesses and companies about their waste generation or packaging choices. This can make a difference. We have seen companies change packaging as a result of customer feedback. People often underestimate the power that a phone call can make to companies and to council staff: Council staff and councillors do listen. I learned that at Xtreme Waste. In my experience people can have a massive impact by making a phone call.

“Right now we are reviewing our strategic plan. Our aim is that at least half of our income will be self-generated through providing waste minimisation consultancy to the corporate world.

“As a human being, whatever story you subscribe to, they all take us back to the natural world, we didn't come from Mars or Jupiter. Planet Earth is our home, where we belong, and all the species on this planet are a part of our family. As a species we need to grow up and start behaving with respect towards our family.

“Gardening aligns perfectly with Para Kore, we encourage gardening as a means to reduce packaging and reliance on industrialised food systems.”





Tolaga Bay Inn: mothership for education and community development

In 2011 Lily and her siblings brought their ageing mother, Ngairima Crawford, back home to Tolaga Bay.

When she was a child Ngairima's own mother had died of TB and Ngairima was sent to an orphanage Heni Materoa before being looked after by whānau. Then, as a young woman she had run away to Wellington, married a German seaman who jumped ship, had six children, and brought them up in Christchurch on her own.

Lily tells the story of how her mother's life experiences, and her own, drove her to return to her homelands and work with her community to help create economic and social development in a small town on the East Coast.

Buying the Inn

"Our mother taught us about our Māori culture and whakapapa ties to the East Coast. We always felt a longing to return to our homelands and connect with our marae and whānau.

"After leaving school at 17 I got involved in the wrong side of life. I knew I had to make changes, or I would end up in serious trouble. So I got a first aid certificate and did what a friend had done, became a nanny in London...

"It wasn't for me! It was the only job I have ever been sacked from. So I went to a recruitment agency and worked all over London in bars, factories and offices, gaining lots of different skills, until eventually I became the managing director of the recruitment agency.

"Many years later I returned to Tolaga Bay. My youngest brother Kamil and Rico Gear purchased the Tolaga Bay Inn in Oct 2011. It was my job to oversee the daily operations running the café, bar and accommodation. It did not take long to realise that trading alone, would never enable our vision of restoring and preserving the inn and not to do so was not an option. She is part of our history. It is time we gave back but this time as the mothership for our community – to regenerate employment opportunities through self-employment.

"So we put the building into a trust making it a community asset, and decided that we would use it for other things including accommodation, a café, an information centre and a training hub.

"We want to create opportunities in our community. We are sick of poverty. Sick of having our teeth falling out because we can't afford a dentist. Sick of having to pay for tangi by borrowing. We all

have skills but there are no jobs, except seasonal work and forestry and forestry is literally killing us.

"We knew if we wanted to change things we couldn't do it on our own, so we set out to find collaborative partnerships.

Classes

"The first was with the Eastern Institute of Technology (EIT). Since we first partnered with them in 2016 we have run several in-house courses: a café course; a marae cookery course and a plastering course. We are not just the venue, we help them find people who might be interested in their courses. When you are running the local inn, you get to know all the locals and who might be interested and you can spread the word. One person who had been on the food and beverage course has now taken over the lease of the café in the inn, and several others have gone onto other jobs.

"Then late in May this year we had a hui with EIT. People from the community came along and others who couldn't come sent in their ideas about the courses they would like in the future.

"We also have a partnership with Digital Wings and the 20/20 Trust. They have provided us with 10 computers and we have set up our technology hub for teaching social media, online business and general computer training. We have aligned with Huitrangiora Digitech, a local group which has created a Code Club for our rangatahi [see article on page 10]. If you are trained in coding you can do web design, create games – it is where the money is. If you are a good coder you can earn \$100,000 plus. Coding is the brains behind everything. And it's fun.

"We would like to deliver further online training opportunities including Banqer, which teaches rangatahi financial literacy.

"We also have many kaumatua who want to develop their technology skills so we are planning to run a programme for them.

"At the moment all of our classes are part time, but we allow people access between 10am and 3pm Monday to Friday so they can use the technology hub.

Innovation hub

"The other big thing that has happened this year is we have established our Tolaga Bay Innovation Hub: in January this year the MSD came and

ran their two week Pop Up Business School. We had 37 participants.

“As a result the Ministry agreed to support five business plans. They are for: a native plants nursery; a virtual marae; tourism (fishing and crayfish tours); a natural lip balm made from kawakawa; and a vegetable and fruit truck providing home deliveries.

“Each business will get a small start-up fund, mentoring, accounting support, and weekly workshops – support for 12 months so the businesses can reach their milestones. We know that a lot of start-ups fail because they don’t get the support. This won’t happen here. We will all be working together, sharing skills and resources, and we will be bringing in specialist professional support as needed.

Looking ahead

“At the moment we are employing a consultancy to help us draft a work plan so we have a timeline for the further development of our programmes, income generation, and restoration.

“We also expect to be running cottage courses, teaching things like cooking – how to smoke fish or make Māori bread; arts and crafts – making things that can be sold at markets. We also want to display local art at the inn, promoting our local artists and helping them sell their work.

“The goal is that our people can stay on their homelands, develop more skills and earn a decent income.”



Whanganui Prison Programme

By Mel Shaw, Manager Community Education Whanganui

Since we started with our full programme in 2018, Community Education Whanganui has worked with over 120 learners from both low and high-security units in the Whanganui Prison.

We began with a programme we called Future Directions, a course offering job-skills, employment law, interview skills and cv development. With funding from various sources we have been able to extend our literacy and numeracy programme to include art and hobby-based classes – the same kind of classes that we offer to our community: self-directed learning support, guitar lessons, sketching and drawing, art classes, creative writing, raranga and te reo for beginners.

Our classes are available in all units, including the remand units and high-security.

All learners provide evaluations of their tutors and classes upon completion of programmes so the classes evolved in response to feedback. It has always been our desire to provide learning opportunities that directly benefit inmates – classes that inspire and create flow-on effects such as sharing their new skills with others in the units, or taking their skills home to teach their whānau.

We have had extremely positive feedback from every learner we have

engaged and Corrections staff tell us that they have witnessed learners teaching each other, working together in harmony regardless of any affiliations they may have on the outside, forming meaningful and positive relationships, making things in classes and sending them to whānau, and engaging with their tutors and Corrections staff in respectful and positive ways.

We have enjoyed many successes along the way. Kate Smith’s creative writing group has recently self-published their work, with one learner submitting a short story in a writing competition. Margaret Beauchamp has lifted her learners at least two steps on the national literacy/numeracy progressions tool. We have pathwayed learners to further education at Te Wānanga, and ensured all Future Directions graduates have an editable cv, cover letter and pre-employment skills with which to engage in employment upon release.

Our raranga group provides learners with a link to Māori heritage and taonga, with the tutor, local weaver Juanita Davis, embedding te reo and tikanga into her classes. This significant and meaningful learning evolved into the tutor teaching the men to make their own korowai. We had a very moving ceremony and graduation for this group. Each man stood proudly

in front of the Whanganui Mayor, Hamish McDouall, the prison director Reti Pearse, the photographer and press and other community members, and spoke about their whakapapa and each individual’s story woven into their work. These men are still weaving together, independently of their tutor, who is now sharing her knowledge and facilitating other raranga groups within the prison.

It is our hope we can continue to run these classes for our learners at the prison. We are currently developing a new programme based around effective communication, providing tools for our men to express themselves appropriately, ask questions, listen well and be present and informed.

Delivering meaningful and positive learning experiences, and in turn establishing positive relationships and pro-social supports (alongside the support Corrections and their contracted providers offer) assists greatly with the re-integrative process once our learners are released.

As many of our learners will be released here, it is our hope they have been sufficiently engaged and inspired to continue their learning journeys with us, or we can pathway them into further education or employment with support.



Huiterangiora Digitech: an indigenous digital community on the East Coast #haramaitetoki

By Rawinia Tiari Olsen Kingi

Huiterangiora Digitech is a digital community focused on indigenous education and economic development based in Ūawa, Tolaga Bay on the East Coast. We are a group started by four whānau who are harnessing the power of the digital world to build sustainable opportunities and create a ladder to grow and support others. We aspire to being the creators of digital applications, rather than just being the users.

Our objectives are to:

- create opportunities to learn and grow digital thinking and technologies
- develop tools and resources in te reo Māori, to support digital environments i te reo
- build strategic partnerships to increase access to digital technology (physical access or learning and development) and
- unlock the potential of rangatahi to prepare them to lead in the digital world.

Our ultimate goal is to build economic prosperity for our whānau here in Te Tairāwhiti.

Our Huiterangiora Digitech pou that guide our actions are:

- Te reo Māori – naturalising spaces for te reo Māori to be celebrated in the community. All of our lessons are delivered in te reo Māori to both Kura Kaupapa Māori and mainstream students.
- Te Ira Tangata – Strengthening pathways for young women to thrive in the digital world for their own economic empowerment. This year we have been a part of the Technovation Challenge that encourages girls from all over the world to learn and apply the skills needed to solve real-world problems through technology.
- Te Taiao – Māori have an intrinsic relationship to our natural environment coded within our mōteatea, our pūrakau and visualised in our carved meeting houses. Huiterangiora Digitech

infuses our indigenous knowledge with technology to inform and improve our practices and our future digital creations.

Karapu Tuhiwaehe – Code Club

We started in 2018. It was my son, Te Rū, who was eight at the time, who told me that he wanted to learn how to code. So, with the help of Code Club NZ resources, in particular the Scratch programme, (which is a visual programming language that allows the user to create animations and games), our four families got together and began voluntarily teaching and learning alongside our own tamariki and those of the community. Scratch in te reo Māori is currently in development and we look forward to using this so our tamariki, who are in kura kaupapa Māori, will not be at a disadvantage.

Currently we have around 30 tamariki aged between 8 and 17 years old taking part in the weekly programmes that we provide at the Tolaga Bay Innovation Hub in Ūawa and Hatea ā Rangi School in Tokomaru Bay. To date we have run two school holiday programmes the first one in Term 3, 2018 in Tokomaru Bay and the second one in Term 1, 2019.

We use digital strategies, both plugged and unplugged, and also a games strategy. We are developing inquisitive thinking and computational thinking. After trialling different delivery methods, we merged with the weekly Ūawa chess club so that our tamariki could learn complementary unplugged skills to the ‘plugged’ digital technology.

In late 2018, we were funded by the MBIE Curious Minds Fund (under the umbrella of the Tolaga Bay Inn Charitable Trust) to deliver weekly programmes in Ūawa and Tokomaru Bay and three one week holiday programmes during 2019. This funding has allowed us to employ Kirialana Wilson-Karini to run the programme

and buy a couple of refurbished laptops to use during club.

One of the many projects that we are exploring this year with Kirialana's support, is the electric garden. This involves putting a wireless sensor into the soil to measure soil moisture levels, soil temperature, air temperature, air humidity and light levels. The data is collected through an online portal that our tamariki will access, interpret and use. This tool connects technology to our indigenous gardening knowledge and practices around the growing of kūmara.

Supporting teams of our kohine in Technovation

Technovation is a global entrepreneurship and technology challenge for girls aged 10-18 aimed at inspiring more girls into business and technology related industries. The under representation of wāhine in these critical areas requires a massive shift. This year we had 11 kohine, who live in Ūawa take part in Technovation Tairāwhiti, the first for our region. It involved driving them the 55 kms to Gisborne every week.

On May 26, 2019, after months of working through the process (figuring out a community problem to solve, undertaking the market research, exploring what an app-based solution might look like, coding up a prototype app solution, working up a business model, and making a four minute pitch video), two of our three Huiterrangiora Digitech teams pitched their ideas to a live audience of about 60 people and answered questions from judges. They came away with two of the prizes.

In conclusion, we haven't yet cracked the code #haramaitetoki. Our wifi connection drops off often, our refurbished laptops don't always respond, and our tamariki are learning a new language, while speaking one and writing another. What we do know is that this is all part of our own debugging process. As adults we are learning alongside our tamariki and are often only one step ahead. We will keep on keeping on because we know the future of work is digital and we want our rangatahi at the forefront of it, leading the way, harnessing their digital knowledge and skills to work and prosper from their home base, Te Tairāwhiti.

Get in touch, we would love to hear from you. Like and share our Facebook page – Huiterrangiora Digitech to see what we are getting up to.

Nā mātou Te Kahui o Huiterrangiora Digitech.

During the writing of this article we received the greatest koha. Spark Foundation donated 20 laptops to our kaupapa and Microsoft donated OS and Office licences for these laptops. We are so pleased for our tamariki. All of this was made possible by Michael Trengrove of Code Club Aotearoa. Michael thank you for the support you have given us in the little time we have known you. Spark and Microsoft this is the greatest investment you could make in the lives of our tamariki, rangatahi. E kore te puna o mihi e mimiti.



Kapiti's Shed Project: opportunities and inclusion

Since 2014 the Shed Project has been providing training and employment opportunities for local disabled and disadvantaged people as well as providing services for the wider community.

Each week over 80 differently-abled people take part in Shed activities. No distinctions are made. Everyone is seen to have their own unique abilities.

Denis Wood, who is the Shed's founder is a 64 year old ex-builder who, with his wife Catherine once fostered Genevieve, a 6-year old girl with a disability. They found that her school education at Kimi Ora was great, but when it came to moving into the workforce the opportunities were poor. So many years later Denis decided to provide a place for marginalised people where they could learn to reach their potential, earn some money, perhaps get a job – and have some fun.

He also decided that if people with a disability are to get a fair deal in the wider community, then the two communities need to come together more.

So with the help of a seeding grant from the MSD's Think Differently Fund he got started then set up a business model which brings everyone into the same space. It is a model which also has financial advantages: the Shed is 95 percent self-sufficient. This is achieved through social enterprises providing services for the wider community; business contracts, partnerships and a stable number of about 10 volunteers of various abilities.

The income generating social enterprises involve either making a product that other businesses want, or that can be sold on places like Trade Me or their charity shop; or they provide training to young people from local schools or PTEs in construction NCEA Levels 1 and 2.

Denis does the NCEA training and the Trade Me and all the business spreadsheets are managed by volunteer Rob Cruickshank who has been with the Shed since it started. Denis calls him the IT nerd – work away from dealing with people is what Rob enjoys.

The products include boxes, ant traps, wooden shelves, furniture, coffins and pet homes.



Alongside these income generating activities the Shed runs a number of classes which are open to the community.

Patu, an exercise class where people can work out at their own level, is always popular. There's a computer suite where volunteers help people with basic digital literacy, and those who need to get better with reading and writing are ferried to and from their classes at Literacy Aotearoa. A volunteer takes a cooking class (the products are usually eaten for a shared lunch) and creativity is a big part of the programme. A percussion band regularly pulls in 40 participants and the art classes, run by Jan Thomson (who was one of the founders of Pablos) have brought success and recognition to several artists who have had their paintings exhibited and sold in Wellington.

The Shed also has collaborative arrangements with other organisations providing services for people with mental health issues or disabilities: Emerge Aotearoa offers classes for people with a disability – helping them navigate their way through the system and develop positive networks; and Atareira, a regional organisation promoting mental health recovery, uses the Shed as a place where their people can join in a structured activity, like art, cooking, Zumba, computer classes or the band. Shed users can earn some money bagging firewood for Hohepa.

In this big hive of activity, where it is possible to get stuck into work, dip into activities or just hang out in a positive environment, helping where you can – no one is recording 'outcomes'. But of course for those who have come to the Shed because they have been struggling with issues like mental health, the pressure-free time does rebuild their confidence and after a few months volunteering a number of people find they are ready to return to the paid workforce.

For those for whom mainstream employment is not a possibility, the Shed gives them meaningful work and a chance to earn a bit of money. At the workshop Friday is a guy's only day. They work together making stuff to sell and at 3.00pm they down tools and open a beer to mark the end of their working week. It's a Friday routine that's happening all over the country.

Not surprisingly the Shed Project has won numerous local awards and it continues to go from strength to strength. But there's a bit of a hiccup on the horizon: Denis, who works for about 100 hours a week at the Shed, and tries to pay himself \$200 for his contribution, would like to slow down. Not retire, he says, just slow down. Big shoes to fill.....

Polly Johns

"I've been here for two years. I had nothing to do so I started coming along and volunteering. I could be doing anything. Denis has some gardens here to grow vegetables for people and I help there and I've done some basic wood working, like sanding, whenever he needs a hand. At the moment one of the guys that comes here who is autistic needs to learn to go on the train to his literacy class so we go with him and come back - until he is familiar with it.

There are a few women here, there's a bunch of us who stick up for ourselves in the woodwork room!

The Shed has changed my life. I've grown to love the guys that come here. They are all delightful.

Erana Wiley

I got made redundant and I didn't have a job so I started coming here a year ago. I clean the toilets and the kitchen and I also sweep the floor. I like coming. I was a bit frightened at first but it is good for me. I like the atmosphere and the people. Denis has taught me a lot. He has taught me that the guys that come to the Shed are capable of doing things themselves. They are not reliant on other people doing things for them. And that is the same for me. I was hanging around the malls a lot, but I have grown out of that now.

I do art here with Jan who is the art director – and she taught me a lot as well. She has shown me that sometimes you just have to hold your tongue. Working with Jan in the art room has changed me in quite a number of ways. I have Williams Syndrome. It is a hard journey.



‘Live Stronger for Longer’: building community through fitness

The Live Stronger for Longer movement has been designed by ACC, the Ministry of Health, the Health Quality and Safety Commission and the wider health sector.

“Falling over isn’t part of the aging process,” says Marama Tauroa, ACC’s Injury Prevention Portfolio Manager/Falls. “Many falls are preventable provided older people do regular exercises that strengthen leg and core muscles and improve balance – it’s that simple.

“Getting older does increase the risk of a fall: After 65, we have a 1-in-3 chance and if you are over 80 that increases to a 1-in-2 chance. If you’ve had a fall in the past, you are also more likely to fall again in the future.”

The goal of the Live Stronger for Longer movement is that every person in New Zealand, 65 and over, should be able to attend an approved community group strength and balance class. An approved class meets the nine-clinical assessment criteria which means they are safe for older people.

There are currently over 800 local approved community strength and balance classes available across the country. Classes may also include dancing, exercise to music, circuit work and things like Tai Chi, Zumba or Langi Mai.

In Wellington the local Lead Agent, Sport Wellington, provides support and training for people who want to run a local community group strength and balance class. Sport Wellington train the volunteer ‘trainers’ and make sure that all the health and safety requirements are met.

NIGEL is an approved Live Stronger for Longer community group strength and balance class which has been going in Wellington’s suburb Ngaio for over a year:

Alyson Howell and Lionel Nunns were the co-founders.

Alyson:

“I became involved because I had recently retired and I wanted to do something in the community. I knew about the Live Stronger for Longer movement because I used to work for ACC so I got together with friend, Lionel who was also interested in setting up a community class.

“We knew that we couldn’t do it alone, we needed to gather a team around us. That came together quite easily through various contacts and there are now eight of us who have all been through the Sport Wellington training.

“We run one session a week, starting at 10.30 am and finishing about 11.20, followed by tea and biscuits, funded through a very genuine koha. The sessions are in our local church which doubles as a hall, so there are no rental costs.

“Before people start we give them a form to fill in, and encourage them to talk with their doctor if need be. We are not health professionals and we want people to make sure that the programme is the right thing for them to do.

“We get about 30 people on average, we could only safely take 40, so 30 is nice. To begin with we had more women than men, but male members are starting to go up.

“The exercise programme is divided into two halves. In the first we do warming up activities, then we move onto a bit more activity.

“None of the exercises are on the floor. People are either sitting on chairs or standing up. We always say, if it hurts don’t do it. And we say – ‘stand-up’ and if you’d rather sit down, that’s good: you know what you can do. We’re really strong on self-management.

“After they have been with us for a while, I can really see the difference in the physical ability.

“Sport Wellington is always in the background and we like that. They give us a few bits of equipment such as bands and weights. We could also talk with them about how to work with someone who has special needs. We make sure that everyone is welcome. There are always two people running the sessions. Lionel is always on the door, greeting people and he sends out a weekly email. I think they like our class because we are not gym bunnies dressed in lycra! When we started, we called the programme Ngaio Agile, but we thought we would have a bit of fun and call it NIGEL. We joke we are all Nigellers or doing our Nigeling, so we always start with a bit of a smile.

“We decided not to play music, you need a licence to do that, and that costs money, so we sometimes sing instead, using songs like row row row the boat. People break into parts and harmonise. It is absolutely gorgeous.

“And people tell us they are meeting old friends or making new friends. The social interaction at the end is phenomenal. Nan makes the morning tea and Kate helps with the dishes and there are always community notices, like Jenny needing jars for her marmalade, or Margaret, who is in our local repertory who lets us know about a play coming up, or Isobel who tells us about her choir performances. So, our programme is not just about physical fitness, it is about building community. And the vehicle is fitness.

For more information on Live Stronger for Longer go to www.livestronger.org.nz or contact preventfalls@acc.co.nz

Professional development supports Pasifika learning pathways

In March 2018 a collaborative network of five South Auckland Pasifika Early childhood Education (ECE) centres was awarded an ACE Aotearoa Professional Development grant to help the parents, caregivers and staff of the children to gain the knowledge and skills that would make them both better at managing their ECE centres and help them identify and move along their own individual learning pathways.

COMET Auckland has shown that Māori and Pasifika ECE centres provide great engagement places for Māori and Pasifika parents and caregivers, who can then be helped to engage in their own learning.

Fitu A-Young from Solve Education was the facilitator of the project.

Fitu:

“The overarching goal is to help create a culture of learning, especially among the adult learners. And we wanted to start with giving them the skills to run their centres effectively.

“For many years Pasifika ECEs have been struggling because they have not been able to meet the Ministry of Education regulations.

“The problem is that many of our parents and potential board members have a limited understanding of the purpose of ECE. They don’t understand what we are trying to do and why we are doing it. The result is that board members and parents are unable to contribute to policy and the decision making process. They don’t have the confidence to speak up and ask the right questions.

“We also know that participation and access to Pasifika ECE is vital for Pasifika success.

“So the programme we ran in 2018 involved workshops in four areas: curriculum and assessment; financial literacy/sustainability; cultural capability/intelligence/competence; and governance and management.

“After the workshops all the participants were helped to develop their own individual learning plan.

“Seventy-five parents and adult care givers attended the workshops. This represented 200 families with a potential reach of 400.

“We contracted a professional evaluator who focused on three key questions – broadly: the impact of the programme on the adult’s ability to make better choices in using and managing their finances and the financial management of their centre; what worked well in the design and delivery of the programme; and what might be done to support future development.

“We were pleased to find that the programme did in fact greatly increase our adults’ financial management skills, both in their own lives and in the management of their centres. ‘Fantastic’ was the way many rated the programme’s impact on their financial capability. They also learned essential governance skills.

“Of course, such is the size of the challenge, many of those who participated in the programme said they need more. The evaluation also pointed to ways that the programme needs to develop, including workshops that focus on children’s development and a workshop that focuses on how we learn how to learn. We could also see the value of training parents to be trainers in the ECE sector.

“With this successful pilot programme behind us we are planning for the next phase.

“We are starting with organising learning hubs for parents and caregivers who want to learn more about how to support their moko or tamariki in an early learning context. We are using the Ministry of Education’s Tapasā framework based around cultural competency. There is a lot of support for teachers using this framework, but not much for parents.

“Acquiring cultural competency is a huge

need for some of our second, third or even fourth generation New Zealand Pasifika families. Once they have consolidated their identity and know who they are, only then will many have the confidence to engage in education, to support their children, and to find their own learning pathway.

“This year we plan to access funding so that we can extend our programme to a further 10 ECE centres, including some in Wellington. Training parents as trainers will enable us to extend our reach.

“We are also focusing on helping our parents and caregivers recognise the excellent transferable skills that they do have. This will be through our mentoring programme.

“Ongoing support will of course be provided to the ECE centres that have signed up to our programme – so they can continue to build their capacity.

“Ultimately we hope to be able to deliver the professional development nationally.”

Tapasā– Cultural Competencies Framework for Teachers of Pacific Learners

Tapasā is a tool designed to help improve the way teachers and leaders engage with Pacific learners, and to an extent parents, families and their communities, to make the biggest difference in a child’s educational success.

Tapasā is a resource for all teachers of Pacific learners. It is designed to support teachers to become more culturally aware, confident and competent when engaging with Pacific learners and their parents, families and communities. It aims to contextualise quality teaching and planning within a Pacific learner setting by providing a Pacific lens to the Standards for the Teaching Profession and the Code of Professional Responsibility.

Send in your news

We want your contributions and ideas for articles.

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

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

International: UK Visit 2019

By Colin McGregor, Director, ACE Aotearoa

I was fortunate to visit the UK in April this year. I visited Leicester (Learning and Work Institute and the Adult Skills and Learning Service), Telford (for the University Association for Lifelong Learning Conference) and Edinburgh (Scottish Government, Education Scotland and Scotland's Learning Partnership). The key issue on the ACE sector's mind (along with almost everyone else) was Brexit. The European Commission provides funding for many ACE sector initiatives. There is a real fear that Brexit will result in a loss of funding. Other NGOs in the UK are already positioning themselves for a post Brexit environment – often by reducing services and staff. The impact on government (particularly in Scotland) is unknown – but a possible decrease in immigration could impact on the provision of services.

It isn't as though the ACE sector is particularly flush with funds to start with. In Scotland core funding to a dedicated organisation akin to ACE Aotearoa is around \$80,000 per annum. Other income is generated from philanthropic trusts, tenders for work and support for specific initiatives.

The trip had a number of objectives: as a follow up to see how Scotland's Statement of Ambition for the ACE sector was actually happening in practice; to find out what was happening in England; to see what the future might look like for ACE; and finally to steal any good ideas that we could implement in New Zealand.

Scotland

The Scottish Government and Education Scotland are developing policy to support the implementation of the Statement of Ambition. In many ways Scotland and New Zealand are in similar places with their thinking. The shared issue is where to put resources – in particular whether there are any priority groups. Scotland also has a population challenge. For the next five years there is going to be a huge drop in the numbers of young people. This is an interesting conundrum as a lot of resource has been directed to youth. The NGO sector would also argue that the Statement of Ambition has remained that – and that the ambition is yet to be realised. Scotland was very keen to hear about our progress with policy and I have shared information with them. They were impressed with the role ACE Aotearoa played in New Zealand. We are keeping in touch.

England

England is unique. Some regions are well supported (like Leicester) and others less so. The city is Labour (and has kept its ACE funding), the District is Tory (and hasn't kept its ACE funding). It often depends on the local politicians. Leicester has a network of provision for ACE. In many ways it reminded me of Wellington High School but on a much larger scale. Courses are funded by the equivalent of TEC, plus the European Union European Social Fund (possibly to be a casualty of Brexit) and participants. The Learning and Work Institute – the LWI (based in Leicester, London and Wales) is a membership organisation with individual, corporate and local body/universities/third sector organisations. Their mantra is a belief that a better skilled workforce, in better paid jobs, is good for business, good for



Colin McGregor with Sir Alan Tuckett.

the economy and good for society. There has been some criticism that the LWI has forsaken the community development role and focussed much more on the learning for work role. The LWI does a few similar functions to ACE Aotearoa, for example they run the annual Festival of Learning. However they have a dedicated research unit and get funding (up to 20%) from Europe. They are currently at about 50 staff, down from 300 in their heyday.

The Future

At the Telford Conference there was much discussion on this year being 100 years since ACE started in the United Kingdom. Various celebrations are planned. Similar to New Zealand the fortunes of ACE have risen and fallen like the tide. One of the fundamental arguments has been is ACE for work or is ACE for social change (or indeed is ACE for both). A possible way forward could be a focus on assisting five capabilities – **Digital, Health, Financial, Civic and Cultural**. I found it fascinating that on my return the Minister for Seniors put \$600,000 on the Gold Card for older people to update their digital skills. I also was heartened by the Office for Seniors strategic review which noted the importance of lifelong learning for older people.

Good Ideas

I was taken with Scotland's Learning Partnerships idea of Family Learning week and an hour a day for learning week (where they even got politicians to video themselves learning a new skill). Raising the profile of ACE is an important part of people gaining understanding of the ACE and how it can improve lives. This, along with a focus on the five capabilities and an improved policy and funding framework will position ACE for the future in New Zealand.

I was also heartened by renewing the acquaintance of Sir Alan Tuckett, doyen of the ACE sector in the United Kingdom. He is a man of rare insight who has observed the ups and downs of ACE in the United Kingdom. He knows what can be done – and specially referenced the city of Suwon in South Korea where the commitment to lifelong learning is embedded across society, the politicians and the funding regime.

Our people:



Wendel Karati

Wendel Karati is leaving adult and community education in Aotearoa to take up a job with the Cook Islands Tertiary Training Institute in Rarotonga, where she will be responsible for their Continuing Education projects.

Wendel's contribution to adult and community education extends over 20 years.

She began her job as Education Team Leader at Wairarapa REAP in 1998 – organising their programmes and coordinating Adult Learners' Week He Tangata Mātauranga.

In 2016 she moved to Christchurch and took up the position of Director at the Risingholme Community Centre.

She was first elected to the ACE Aotearoa Board in 2008 and in 2010 she became the Tangata Tiriti Co-Chair of the ACE Aotearoa Board, a position she held for a number of years, providing the organisation with continuity and stability over times of change.

As co-chair she represented the board on a number of working groups: the Professional Development Steering Group; the Professional Development Grants Selection Panel; ACE Teaching Standards, the ACE Sector Strategic Alliance; the ACE Quality Assurance Reference Group; and the Adult Learners' Week He Tangata Mātauranga Advisory Group.

At the conference this year Wendel's long service to ACE was recognised.

ACE News

ACE Strategic Alliance and Capability Steering Group update

The Strategic Alliance and Capability Steering Group met May 8th. This was another very productive meeting as the group received an update on policy developments from the Ministry of Education and clarification on policy interpretation from the Tertiary Education Commission. The Group requested that the Director of ACE Aotearoa look at developing new terms of reference that would combine both groups into one group. This was also the last meeting for both Pat Bolster who has been the representative for the Workers' Education Association for many years, and Wendel Karati from Risingholme in Christchurch, who, as well as being the Director of Risingholme has been on the ACE Board for 9 years and co-chair for part of this time.

Changes to ACE Aotearoa Board

Theresa Christie has left the board. She was particularly skilled in providing advice to the Communications and Policy Sub Committee.

Both Theresa and Wendel will be missed.

The two new board members are:

Te Ataahia Hurihanganui

Te Ataahia has been an ESOL and Senior Tutor at Wellington High Adult Community Education. She currently has her own business Reo Rua, which provides Māori language education, consultancy and training. As well as te reo, Te Ataahia speaks fluent Italian, and elementary Spanish. She is currently completing a certificate in Small Business Management at Te Wānanga o Aotearoa.



Kathryn Hazelwood

Kathryn is Principal Advisor, Literacy and Numeracy, in the Strategy and Priorities team at the TEC, where she has worked for 7 years. She has a Masters in Social Science research. Kathryn has worked in government for 12 years and has experience in strategy assessment. She has been a member of Owhiro Bay School Board.



Noticeboard

Festival of Adult Learning Ahurei Ākonga 2019:

2 – 9 September 2019

Adult learning can take place at many different places and levels of the community. The Festival of Adult Learning Ahurei Ākonga celebrates adult learning wherever it is happening – at home, at the local library, community centre, sports club, private training organisation or university.

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