

Adult & Community Education Newsletter



Mau Rākau workshop

Ka pū te ruha, ka hao te rangatahi

Ka pū ka hao comes from the whakataukī “Ka pū te ruha, ka hao te rangatahi” – As an old net withers, a new one is made.

The words acknowledge and remind us of the importance of wisdom and legacy leadership, as well as the important energy and strength that comes from youth who lead in a different way.

The whakataukī was a fitting theme for the 2023 ACE Conference as we farewelled several of our rangatira who have provided strong and inspiring leadership over many years. However, the second half of the whakataukī was well and truly reflected in a session with three emerging young leaders who generously shared their insights, perspectives and hopes for the future.

Lead with Hope

“Lead with hope” is one of Alexia Hilbertidou's guiding principles. The CEO of GirlBoss NZ says one of her career highlights was meeting Jamie Oliver, who she says lights up a room and shines that light out to those he meets. It was Jamie who posed the question to her: who is the leader in a room? And his answer? It is the person with the most hope, so be that person with hope, vision and optimism. Get people on board with an exciting goal that generates energy, believe that you can achieve that goal and connect with the people you are trying to engage. People with the most hope hold the power.

Alexia's hope as CEO of GirlBoss NZ is to inspire and empower young women to pursue innovative and ambitious goals.

In year 12, Alexia was the only young woman in her Digital Technology class and in year 13 was the only young woman in the Advanced Physics class. This situation spurred her to create a space where she could connect with like-minded young women who were passionate about lifelong learning and who were keen to explore careers in STEM or to follow their entrepreneurial spirit. The result was GirlBoss NZ, which now has 13,500 members and operates in more than 100 secondary schools across the motu.



Alexia Hilbertidou

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Whakatauki

Ka pū te ruha, ka hao te rangatahi.

As an old net withers, a new one is made.

"I tell my team we are here to change lives and to provide world-class transformation that empowers young women. This is our driving theme."

Alexia says that throughout her journey she has obviously faced challenges, but one of the key things, and one that is common to many in leadership roles, has been facing the challenge of imposter syndrome and self-doubt.

"At 16 I wondered, who was I to take on this gender-gap role. I googled to see if I could find any other existing support networks, but nothing was obvious and it was then that I came to the personal realisation, if not me, then who? Someone has to take that lead. Now I have learnt to reframe my fear and tell myself it's OK to feel fearful, but I don't allow that to get in the way of what I want to do for myself and my community. To contribute fully you must step into those feelings of fear and then step into action.

"You must also have a strong understanding of the "why". If you can focus on the why and the impact you want to make as a leader then the "how" will follow. I always advise people to jump into the opportunities and go with the momentum, but always start with, and stay with, the why."

It's that passion that has seen Alexia speak at some of the world's largest conferences, such as The United Nations Commission on the Status of Women, and receive more than 30 awards for her work, including being named the 2019 Prime Minister's Pacific Youth Award winner and the Most Influential NZ Woman under 25 at the Westpac Women of Influence Awards. And at Buckingham Palace, the now late Queen presented Alexia with the Queen's Young Leader Award for Services to the Commonwealth.

And you might ask, what came from that meeting with chef and entrepreneur Jamie Oliver? Well, he became her mentor and sounding board, so it's fitting that it is his words of wisdom that Alexia applies to her work today.

GirlBoss NZ – Our Impact

"When we invest in women and girls, we are investing in the people who invest in everybody else."

- 40,000 students engaged
- 13,500 members
- 800 corporate volunteers
- 1,600 GirlBoss Edge alumni
- 100+ high schools
- 90 corporate internship placements
- 23 GirlBoss Award winners
- \$1:18 social impact.



Alexia Hilbertidou

Vision and Optimism

Shay Wright is of Te Rarawa, Ngāpuhi and Taranaki descent, and he grew up in the rural Far North. He has gone on to develop global connections with leaders through his role as a previous Obama Foundation leader, through the Forbes Asia '30 Under 30' list of Social Entrepreneurs, and as an Edmund Hillary Fellow.

Shay's contribution to leadership focuses on excellence in governance, particularly within Māori and community organisations. His work with these entities around Aotearoa enables them to be more effective and more impactful.

While studying commerce and law at the University of Auckland, his passion for business and entrepreneurship, and his desire to bring about economic empowerment, led Shay to join business growth centre The Icehouse where he set up and led their Māori unit. It was during this time that he identified a real need for governance training and support for many iwi and Māori organisations.

In response to these challenges, Shay co-founded Te Whare Hukahuka in 2015, developing a range of programmes to empower existing Māori leaders and train the next generation.

"What I noticed when engaging with iwi and Māori organisations was that there was a great deal of rhetoric around succession planning, but I didn't see many entities investing in succession planning and ensuring a robust transition to the next generation of leaders. Many trustees were in their role as a trustee until they passed away."

In response to these challenges, Shay set up the Ka Eke Poutama programme to train the next generation of Māori leaders.

"The lack of succession planning is an interesting theme, particularly within Māori entities that tend to work on an intergenerational time frame, but sometimes don't have clear strategic direction and plans to set out what the priorities are and to ensure sustainability."

Shay says questions that governors should be asking themselves include, how long they plan to be in this role, what do they want to achieve by the time they leave, and how do they know when it's time for them to pass on to someone new? These answers need to be shared more widely with fellow board members. "It's interesting how many times all board members will give the same timeframe for their retirement, meaning the board could lose all trustees at the same time and be left with no institutional knowledge. That is an example of a succession oversight."

Just as important from a leadership perspective, Shay says boards need to be looking at ways to engage with younger people and to give them the skills, confidence and pathways to move into governance roles.

One of the techniques that Shay uses most often to better understand and immerse himself in a board is listening with humility or Āta rongo. The idea here is that the more we can deeply listen to what others are saying, without cueing our own response, and the more we tap into observing our surroundings, the less reactive we become, and we are able to pick up on the energetics that are at play.

"Listening makes us better learners and better leaders. It enables us to connect, and it facilitates greater trust, openness and a

willingness to grow. This is important for boards who are wanting to be courageous and yet face different views around the table and a need to arrive at collective decisions.

"It is also important that all interactions and decisions consider people's mana and respect and enhance it, rather than just ignore or diminish it."

Other techniques Shay and his team use to create a comfortable and nurturing environment for young people include:

- Backing and supporting young people
- Connecting them to like-minded people
- Co-designing programmes with young people, so they are fun and relevant
- Evaluating their growth over time to shine a light on their progress
- Embedding real case studies into the learning
- Creating real pathways for young people to go on to
- Gamifying the learning
- Using a mixed mode of delivery
- Bringing in networks to expose young people to a more diverse weave of people who can help them.



Shay Wright

Te Whare Hukahuka

Our Story: We are a group of Māori social entrepreneurs passionate about using innovation to positively impact the lives of indigenous people.

Over the past six years, Te Whare Hukahuka has launched cutting-edge initiatives, built a great team, won awards, worked with hundreds of Māori leaders and made connections with other indigenous groups.

We proudly challenge the status quo and demonstrate new and effective ways to have social and financial impact.

We work at grassroots and strategic levels to coordinate the system of support that Māori organisations need throughout the life cycle of business.

Māori sit at the bottom 80% of all wellbeing indicators, and many traditional ways of working with indigenous people are not working.

Indigenous knowledge holds a number of answers to the world's problems and can be drawn on to create social impact. With our indigenous leadership we can show that our enterprises can be owned and managed by our communities, they can be financially successful, can create positive social outcomes, be respectful of our environment and enhance our culture.

Stepping into the Gap

One of the constant themes of our leadership stories with rangatahi was people stepping into gaps to take the lead when no one else was willing or able. Barney Wikitera-Kuki is no exception.

Barney is a proud Westie, moulded by his humble Niue nena and staunch Ngāpuhi kuia. Barney calls his journey one of redemption. Following an involvement with youth gangs he was sentenced to prison and while inside he studied to graduate with a bachelor's degree on release.

Like many of the leaders and conference attendees we heard from, Barney credited his parents and whānau with giving him the skills to lead.

Barney used the analogy of umu preparation for the knowledge and leadership skills he received from his father. He talked of being woken early in the morning with his brother to start the umu preparations and then being involved with the discussion about whether the rocks were hot enough, whether there was enough paper and what was the best order for laying the umu. All of these questions are similar to the discussions he has with young people in his role as leader in the Brotherhood Continues Charitable Trust,

and their Maka Leadership Programme with its vision to build young men into leaders..

"We have similar discussions and processes when we talk with our young people. The questions might be different but we ask what's cooking, we identify their passions and we encourage them to lean into the challenge. Put more simply, the questions is: how are you going on?"

"The next phase is during the cooking of the food when there is a great deal of time to chat and learn. This is when we have the hard discussions that build strength and resilience.

"When the hakari is finished, we have time for reflection and readjustment before the final step in the process, which includes doing the dishes and cleaning up. This is when we encourage our young people to be more independent and leave a legacy. This is the purpose of the Brotherhood Continues Charitable Trust and the Maka Leadership Programme.

"The Maka Leadership Programme teaches young men vital life skills not available elsewhere. Things like navigating your anger, expressing your feelings and career planning,"

Barney says it's important to find



Barney Wikitera-Kuki

something to draw the young men into the programme, so each session starts with a kick boxing or fitness session followed by reflection and team building before sharing kai together.

"Our boys don't think of themselves as leaders when they join. They are often not high achievers academically and they see leadership as an exclusive skill that they don't share. That's where the name Maka is so powerful. Maka means stone in Tongan and in Polynesian culture a stone has value. It can be made into a fishhook, an adze or a weapon. So, it might look ordinary, but it has potential and value. This is how we view the young men on the course.

"Everyone is a leader. You need to choose your skill set and build from there. My skill set came from my family. My Niuean grandmother had humility and with that humility came strength. She had a quiet duty to her people without fanfare. My Māori grandmother was the opposite, staunch in faith and would call out injustice, and I am a combination of both. That's the leadership that I bring to the programme and the Trust."



The Brotherhood Continues Charitable Trust team

Bathing Others in Light



"How might I bathe others in light?" This was the question that pierced conference thinking from the opening kōrero to the final closing notes. The question is one that opening speaker Precious Clark applies to her role as a leader and it struck such a chord with participants that it's fair to say it formed a central conference theme.

Precious is of Ngāti Whātua ki Tāmaki, Te Uri o Hau, Waikato, Ngāti Hē, Ngāti Pāoa and Pākehā descent and is the Chief Executive of Maurea Consulting, a Māori-owned organisation with a vision to see Māori culture drive Aotearoa New Zealand forward. Early in her career Precious was privileged to meet Nelson Mandela, with her key memory, shared at conference, being the way he bathed every individual in the room in light.

As part of her leadership mantra, she now asks herself the question: how might I bathe others in light? And it was this question that became a focal point for conference thinking and discussion around leadership qualities. Several other of Precious's insights contributed to consistent themes that emerged around leaders and leadership. These included the integral role our parents and whānau play in shaping our leadership style through to their demonstration of integrity, consistency, decorum and honesty, and secondly, the need

to create opportunities for people, particularly rangatahi, to make mistakes and learn from them.

Precious's leadership journey has seen her conceive and design the highly acclaimed Te Kaa – Igniting your Māori Cultural Competency training programme and she drives Te Kaa's mission to help 10,000 people positively identify with Māori culture. She weaves her skills as a facilitator, cultural practitioner, businesswoman, professional director, lawyer, leader and teacher to deliver an engaging and enriching programme that is impacting how New Zealand leverages off our unique cultural landscape.



Precious Clark and ACE Aotearoa Director, Analiese Robertson

Learning to Lead

While a few gifted individuals step easily into leadership roles, for others the process is more of a learning exercise that develops over time and with experience and exposure to a range of opportunities.

Robbie Guevara and Peter Foese, co-led a workshop session at conference that explored the challenges of developing and sustaining leaders within our Adult and Community Education Movement, based on ASPBAE's Basic Leadership Development Course (BLDC). The BLDC is a six-day residential training programme, specially curated to empower adult education practitioners and education policy advocates to promote Transforming Adult Learning and Education in the Asia Pacific region. Robbie is a graduate of the original BLDC, where he developed his passion for promoting and expanding the ASPBAE leadership base.

"The BLDC builds capacity, and it builds movement. It addresses some of the key challenges that we face around expanding our leadership base and recognising that leadership is an essential quality for a good adult educator. Leadership needs to be developed via ongoing learning and reflective practice and embedded within local cultural contexts."

Key objectives of the BLDC include:

- Development of a critical understanding of the contexts in the Asia Pacific region and the inequalities in education, specifically those of adults and young people.
- Provision of an orientation on policy frameworks, specifically those that enable building of transformative approaches and systems for lifelong learning.
- Facilitation of a structured reflection and exchange towards developing a basic understanding of adult learning principles and lifelong learning perspectives
- Enhancement of skills and attitudes on processes that support networking to mobilise leadership.
- Gaining a better understanding of ASPBAE's work and strengthening the core of educators and policy advocates.



Robbie Guevara and Peter Foese

"Leadership succession is at the core of the course. The training programmes provide learners with a consistent language that facilitates contextual sharing and that builds a succession movement."

Robbie was joined in his workshop session by four graduates of the BLDC, including ACE Aotearoa Director Analiese Robertson, Peter Foese, Hannah Pia Baral and Jason Tiatia.

While each of the graduates attended a different course, their shared experiences were similar.

They each told of the privilege of citizenship that they experienced in attending alongside fellow delegates who faced significant hurdles just to access basic education as a human right.

Analiese remembers the course vividly, as it was held in Bangladesh and the cultural change was so unique that it had a profound impact on her.

"Wealth and poverty disparity bring so many challenges in the education and learning space. I realised that I am part of

a global agenda and a global citizen and the Building Leadership Development Course brought home the realities of this. It made me start thinking about how I could support and ensure others had similar opportunities when I returned to Aotearoa. The policy and advocacy skills I learnt at BLDC are the ones I still apply today in my decision making. I learnt how to focus on the big picture and to have a voice that I could use for the right opportunities. I learnt to listen, take notes and then apply my listening and my knowledge."

For Hannah, who is a Kiwi/Filipino, the opportunity to attend BLDC in Manila added to her extremely personal journey.

"I was able to reconnect with my roots and explore who I am. The sense of being part of a global community was significant and BLDC provided me with the ability to reflect and better understand the next level of personal growth."

The 2023 BLDC will be in Malaysia on 16–23 Oct and the thematic focus will be Feminist Leadership for adult learning.



The Wayfinding Leadership team

Wayfinding Leadership – Ground-breaking Wisdom for Leading

Wayfinding Leadership is based on the art of traditional Polynesian navigation with the techniques transforming leaders and organisations by using new practices, such as mindfulness and awareness of environment.

Dr Chellie Spiller is the lead facilitator on Wayfinding Leadership programmes in Aotearoa and we were privileged to have some of her graduates and team members share their knowledge at the ACE Conference.

Wayfinding Leadership focuses on the premise that our conventional approach to business and developing leaders is often insufficient for building the kinds of organisations we need today where "leaders need to deal with complex organisational dynamics, respond to unpredictable and chaotic challenges, and create meaning and purpose amid uncertainty".

The name Wayfinder reflects the voyage of discovery and the

bravery that traditional Pacific Nation voyagers exhibited on their journeys. Like today's business and community leaders, they led the way to new worlds. A wayfinder leader is motivated by curiosity and is steeped in wonder. Wayfinder leaders look to develop everyone's potential and have an abiding belief that "we are in the waka together".

We were fortunate to have Caroline Taripo-Keith, Russell Su'a, Donna Southworth and Susie Talimalo-Ikihele sharing their voyage of Wayfinding leadership with us. Memorable takeaways included the need to step into your rangatira space and to call the island to you. This reflects the Pacific Nation tradition of calling a group together as a collective to share resources and uplift as one. Finally, the encouragement to embrace the unknown, with the true gift of wayfinding not being our arrival at our destination but instead being who we become along the way on our journey.



Susie Talimalo-Ikihele, Caroline Tauripo-Keith and Donna Southworth

The Wayfinding work of Caroline, Russell, Donna and Susie will be shared in more depth in a future issue of our newsletter. However, if you want to contact them, please email: russellsua@hotmail.com

Happy Birthday – ACE Aotearoa Turns 21!

A 21st birthday is worth celebrating and for ACE Aotearoa the ACE Conference in Hune was the time to sing Rā Whānau kia koe. The evening celebrations were fantastic as you can see from these photos.





ACE Aotearoa Annual Awards 2023

The ACE Aotearoa Annual Awards, held during the ACE Conference, provided the opportunity to celebrate and acknowledge some of the key leaders in within our sector. These are people and groups who give tirelessly of their time and energy over weeks, months and years to make sure our collective goals are achieved. Thank you.

Educator of the year Tangata Tiriti – Anne-Marie Rose



Anne-Marie Rose with Ako Aotearoa Director Helen Lomax

Anne-Marie Rose wears many hats at the Hagley Adult Literacy Centre (HALC) and is a valued colleague. She effortlessly handles the diverse responsibilities of a tutor, mentor, ACE Assistant, and Volunteer Coordinator, showcasing remarkable competency across all areas. Anne-Marie joined HALC as tutor for their First Steps to Literacy course in 2010 – a course that provides learning opportunities for people with intellectual impairments and mental health issues.

Anne-Marie is an active member of the ACE Ōtautahi network, a dedicated and passionate educator who strives to achieve the best possible outcomes for her learners and colleagues.

Educator of the year Tangata Whenua – Jade Ward



Jade Ward with Ako Aotearoa Director Helen Lomax

Jade Ward (Tainui) is a former schoolteacher now running her own community education organisation in Invercargill. She set up the Reigning Downs Hauora Centre in late 2020 to help struggling school students of all ages, including NCEA students, to get the five key competencies listed in the NZ Curriculum – thinking (including problem solving); relating to others; using language, symbols and texts; managing self; and participating and contributing.

Jade is an innovator offering a unique hauora-based approach to learning that is unapologetically learner centred and which supports rangatahi and others to stand tall and reach their potential.

Community Programme of the Year Tangata Tiriti – First Steps to Literacy



The Hagley Adult Literacy team with ACE Aotearoa co-chairs, Jay Rupapera and Kathryn Hazlewood

The team at Hagley Adult Literacy Centre in Ōtautahi are committed to excellence. They have created a learner-centred environment through the wide range of community education programmes they provide, where learners achieve and feel they belong to a community.

Community Programme of the Year Tangata Whenua – Mana Rangatahi Programme INNOV8HQ using Ko Wai Au Framework



Heidi Renata co-founder of INNOV8HQ

The Mana Rangatahi programme was developed by Heidi Renata, co-founder and CEO of Dunedin-based INNOV8HQ. More than 150 people aged 18 to 24 have now used the framework to find their pathways. The course is based on a Mātauranga Māori framework called Ko Wai Au? Who am I?

The Mana Rangatahi programme is a journey of self-discovery, identifying the values that are important to learners so they can build their own personal brand and navigate their way onto a pathway.

Tangata Tiriti: ACE Aotearoa Member of the Year – Wendel Karati



Wendel Karati supported by her former team at REAP Waitarapa

Wendel Karati gave great service to REAP Wairarapa as Education Manager over many years. She knew her community intimately and had a wonderful knack of bringing people together. Whether working with young mothers, at risk youth or the older learner, she was solutions-focused so wherever there was a need in the community, she would find a way of meeting it.

Wendel was the Director of Risingholme Community Centre, helping the community through the challenges of the earthquake, the rebuild and the sudden passing of their previous director.

She was elected to the ACE Aotearoa Board at the 2008 AGM in Manukau. Her contribution to the Board over many years was huge. She served nine years as co-chair working with a number of directors including Dr Jo Lake and Colin McGregor, and faced many challenging sector issues.

ACE Aotearoa Member of the Year Tangata Whenua – Ngarau Tarawa



Ngarau Tarawa with ACE Aotearoa co-chairs and whānau

Ngarau Tarawa was founder and Chief Executive of Te Waka Pu Whenua, Māori Adult and Community Education Centre, Taumarunui. The passionate community educator has also been involved with many adult education organisations, including as an executive member of the National REAP Association and a panel member of Community Learning Aotearoa. In 2009 she was recognised for her extensive work in communities, receiving an MNZM for services to Māori and community education.

Workshops and engagement



Mau Rākau with Raniera Petersen and Ngahaka Williams

The ACE Conference is a chance for attendees to immerse themselves in new technologies, inputs and research. It lays out a carpet of opportunity for future learning, exposure to new thinking, discussion and debate.

ImpactLab

One of the issues most businesses grapple with is measuring the return on investment and the work of ACE Aotearoa is no different. How can we quantify what sometimes seems like an intangible? Maria English, CEO of ImpactLab and Mari Tanioka, project lead at ImpactLab, provided tools and techniques in their workshop session to assist with this challenging task.

ACE Learner Pathways

A session led by Joanna Fox, Manager of the Hagley Adult Literacy Centre based in Ōtautahi Christchurch, facilitated a sharing

of views on the ACE Learner Pathways model. Using this model, tutors work with learners to understand their unique learning journey creating a flexible, culturally appropriate and goal-driven way forward. The beauty of workshops is the opportunity they provide to explore the practicalities of new ideas, with attendees at this workshop spending time examining how they might implement the model in their own learning situation.

Mau Rākau

Possibly the noisiest workshop session was led by Raniera Petersen and Ngahaka Williams as they introduced Mau Rākau, a traditional Māori martial art with its own unique ancestral practices and values. Raniera has been running a Mau Taiaha programme on Whakatū Marae for nearly two years and uses the taiaha to promote opportunity.



Learner Pathways with Joanna Fox

ACE Teaching Standards

Who could resist the call to become an outstanding educator? Tai Samaeli and Jennifer Leahy share a common goal of making education accessible, fit for purpose and of high quality for all adult learners. This shared passion is the driving force behind their successful partnership and formed the centre of their workshop session on ACE Teaching Standards and the qualities of a successful tutor. The standards were developed in 2015 and cover expectations of expertise and performance including:

- What a learner has the right to expect
- That an ACE provider can expect quality practice from its educators
- What a funding agency can expect from any contracting ACE provider
- That the ACE sector agrees on professional standards for working with learners.



Mari Tanioka from ImpactLab



Teaching Standards with Tai Samaeli



Teaching Standards with Jennifer Leahy

Annual Report

The 2022 ACE Aotearoa Annual Report documents some of the highlights of the past year. Despite the fact that we were still very much in the midst of COVID and we experienced some extreme weather events, we still managed to achieve some excellent results. We have shared a few highlights with you here, but feel free to read the full annual report on the ACE Aotearoa website.

- 111,300 learners participated in 10,260 ACE programmes across the country in 2022 compared to 62,220 learners in 2021.
- 180 ACE providers are now registered on our ACE map.
- Digital learning, literacy and numeracy, te reo me ona tikanga, work and life skills, and interest-based courses continue to be in demand and providers have delivered quality services and ensured ongoing access across the motu.
- Sector leaders have continued to provide regular insights, strong leadership and have contributed to policy decision making. This aspect was particularly appreciated when it came to submissions to the Ministry of Education regarding consultation on the ACE tertiary funding determination.
- In 2022 we increased the number and variety of professional development offerings and while there was ongoing disruption that saw the cancellation of the annual Māori and Pacific professional development Hui Fono, we presented alternative regional workshops. These regional workshops, along with te reo me ona tikanga learning, were an opportunity to share insights on weaving Māori and Pacific teaching and learning practices.
- The SeniorNet collective completed the ACE Quality Assurance framework (applying and providing useful feedback), and Hagley Adult Literacy Centre piloted the use of the ACE Learner Pathways, which have been firmly embedded in their practices.
- In our coordination role, we focused on supporting geographic locations where access to ACE has been limited or non-existent. Communities in Hawke's Bay and Takaka have actively grown tailored ACE programmes that are meeting the needs of their learners.
- 2022 saw the retirement of a number of our long serving members and leaders, some of whom have devoted 30+ years to our sector. In particular, we acknowledge Linda Melrose from Onehunga High School Community Education and Bronwyn Yates from Literacy Aotearoa. We also acknowledge the passing of our colleague Serenah Nicholson at the end of the year. The legacies of these individuals paved the way for the next generation of leaders in ACE.
- We allocated \$206,483 through the Professional Development Grant which provides funding directly to providers to enable specific and targeted upskilling of educators and to foster collaboration. In 2022 the funding requested was 3.5 times more than the total fund that can be allocated. This shows that ACE providers are serious about the professional development needs of their educators.



Tairāwhiti REAP



Participants at the Rongoā for Whānau Hauora course

Never has strong leadership within our communities been more evident than during the devastating weather events of early 2023, and no region has been more impacted than Tairāwhiti.

Cyclone Gabrielle tested the resilience of the wider Tairāwhiti community with Tairāwhiti REAP having to pivot their focus to the recovery space and shoring up strong connections to help with preparedness for future events.

Tairāwhiti REAP's ACE kaingākau programme has a focus on reconnecting, learning, sharing culture and sharing kai: all the things that connect us. Kaingākau is a play on two words – 'kainga' meaning home and 'ngākau' meaning heart – Home is where the heart is. Kaingākau also means "to take pleasure in, or to cherish" – an apt description of the concept for the programme post COVID and Cyclone Gabrielle.

Ani Pahuru-Huriwai, Executive Director of Tairāwhiti REAP, says that with many communities completely isolated during COVID lockdown, followed by the severed roading network following the cyclone,

whānau needed opportunities to come together, largely via Zoom, and share skills that helped communities and individuals not just survive, but thrive.

"Social cohesion has been so important after Cyclone Gabrielle and our Kaingākau classes are helping to bring people back together – learning, laughing, sharing rongoā and kai infused with rongoā. The lessons also help to build resilience for future preparedness."

The five-week "Rongoā for Whānau Hauora" course was designed to share knowledge and understanding about the availability of rongoā Māori (traditional Māori medicines) and to enable whānau to make traditional teas, balms and tinctures from the land around them. Ani says attendees can now make their own form of Vicks using plants from the bush, saving money and

ensuring access to common products more usually found on supermarket or chemist shelves several hours away.

With the roads reopened and access restored, the final session was held kanohi ki te kanohi allowing ākonga from Potaka to Manutūkē to finally come together.

"We do not have the ability to control the weather and other external factors but we can control the way we look after ourselves and care for each other. Lessons based around driving a greater level of self-sufficiency have been incredibly valued in the community."

A further component of the Kaingākau programme, Korean Kai, came about following a distribution of pork mince from the local Super Grans organisation, post cyclone. With a talented Korean cook in the community, it made sense to share the secrets of the perfect pork dumpling and other Korean cuisine that can be added to home and marae menus.

"Korean Kai epitomised the essence and concepts of kaingākau – bringing people together to learn, to laugh, to share kai together and to have valuable skills to take home, to see them through any situation."



Korean Kai cooking course

Our people

192 Tinakori Road Wellington – fifty years on



By Jo Lynch, long-time ACE Aotearoa Newsletter editor

Well, I've got old! It was nearly 50 years ago that I was going to meetings at the National Council of Adult Education (NCAE) at 192 Tinakori Road, Wellington. At the time I was the Women's Advisory Officer at the Vocational Training Council, and my special interest was the informal 'Re-entry to the Workforce' courses that were popping up at polytechnics and school adult education programmes all over the country. It was 1975, International Women's Year, and many women were struggling to liberate themselves from what was then called suburban neurosis and get a job. They were also challenging the limited and low-paid employment opportunities available to women. The re-entry programmes were designed to give them the confidence to take the first steps for themselves. Community education, or adult education, has always been for the less privileged: take the WEAs, which were the first ACE organisations in Aotearoa.

The first ACE Aotearoa newsletter I produced was the March 2005 issue. At the time the publication was all about what was happening within the organisation – meetings, and pieces on issues like the response to the government's funding strategy. It always started with a reflective piece by one of the co-chairs.

After a while, a check with the TEC revealed that they would prefer a newsletter that told them about "what is going on out there". Was funding making a difference? So, the newsletter became a vehicle for ACE provider- and ACE learner-stories. It also, I think for the first time, gave practitioners a chance to read about what providers were doing in other parts of the country. It became a vehicle for spreading information about new ideas and good practice. Stories about what ACE does best – changing lives.

The last issue I was responsible for was in March this year. When you compare the content with those earlier newsletters you can see how much the provision of ACE programmes has changed. In the early newsletters there were very few stories about Māori and Pacific Nations ACE programmes. In the March 2023 issue, there were five. It's a sign of the times.

I can't resist ending with a quote about Paulo Freire. In Wikipedia's entry, their section of Freire's pedagogy begins with this:

There is no such thing as a neutral education process. Education either functions as an instrument which is used to facilitate the integration of generations into the logic of the present system and bring about conformity to it, or it becomes the "practice of freedom", the means by which men and women deal critically with reality and discover how to participate in the transformation of their world.

P.S. Retirement (finally) is great, but I wouldn't have missed hearing all those amazing stories. Kia kaha ACE!

Haere rā Andrea Cameron



After 32 years living in Aotearoa, Andrea Cameron is returning to Canada to be closer to her whānau. Andrea has been ACE Director at Rutherford College for 19 years and has worked tirelessly in all aspects of adult education both regionally and nationally.

Andrea says that while the decision to move home wasn't easy, she is looking forward to spending more time with her parents. In Canada, Andrea will be living in a village called Naramata, which is nestled on Okanagan Lake, just below the famous KVR Trail.

In West Auckland, where there are strong community networks and links, Andrea has been at the core of planning and activity. She has connected people, ideas, programmes and needs seamlessly. Her work ethic has been remarkable, her commitment genuine and her energy tireless.

Andrea was the national schools' association (CLASS) secretary for more than 10 years. Her contribution at a national level through administrative support has been huge and was nationally recognised through the Charlie Herbert Award.

Andrea was a recipient of the ACE Aotearoa Member of the Year Award Tangata Tiriti in 2021. She will be greatly missed throughout the sector for her service and kindness.

Introducing Jackie Curtis



I am delighted to be taking over the role of editor of the ACE Aotearoa newsletter. While there are big boots to fill following Jo's long-term commitment to the role, I look forward to learning more about your journeys and experiences and to sharing your stories with a wider audience.

I have been writing and storytelling for organisations for more than 30 years and I am looking forward to this next chapter. I love hearing new stories and learning more about the amazing people in Aotearoa who do great things every day within our communities. So many of these stories go untold but I hope that together we can try to fix that!

Please feel free to share any ideas with me for potential stories. You can contact me at jackie@cherryred.co.nz

ACE News

Ka mau te wehi REAP Collective

Congratulations to the REAP Aotearoa Collective members who were named as one of ten semi-finalists for the Mitre 10 Community of the Year Award. While they missed out on the big award, it was great to see them as semi-finalists.

The Mitre 10 New Zealand Community of the Year Award is given to communities who show the best of community spirit and who have made an outstanding impact on the communities they serve. Their achievements enhance the social, economic, cultural or environmental prosperity of New Zealanders.

The REAP Collective was recognised for being one of the “go-to” organisations in rural communities, dedicated to finding accessible solutions to a diverse range of needs. Whether it's tackling the aftermath of big weather events, distributing kai over lockdown or even supporting individual whānau in need, REAPs across New Zealand are on hand for trusted, considered and often life-changing support.

Noticeboard

Festival of Adult Learning Ahurei Ākonga

September 4–10

Our annual celebration of lifelong learning is a great time to acknowledge our learners and tutors, and celebrate the impact of our mahi on communities throughout Aotearoa.

Successfully Teaching Adults Workshop

Discover the keys to effective adult education and unlock your true teaching potential with ACE Aotearoa's transformative workshop: Successfully Teaching Adults. Designed to empower educators and trainers, this immersive experience will equip you with the knowledge, skills, and strategies necessary to inspire and engage adult learners in a meaningful way.

Adults require a unique approach to learning, and this workshop is specifically tailored to address their diverse needs and motivations. Whether you are an experienced educator or just starting your teaching career, this programme will provide you with invaluable tools and insights to create impactful learning experiences for your adult learners.

Led by Jennifer Leahy with years of experience in adult education, this workshop delves deep into the art and science of teaching adults. You will explore proven instructional methods, innovative techniques, and effective communication strategies to enhance learner engagement and foster a positive learning environment. From understanding adult learning theories to implementing learner-centred approaches, you will gain a comprehensive toolkit that can be immediately applied in your own learning environment.

Collaborative and interactive, the Successfully Teaching Adults workshop encourages networking and knowledge-sharing among participants. Engage in thought-provoking discussions, exchange ideas with like-minded professionals, and gain inspiration from the experiences of your peers. This supportive day will nurture your growth as an educator and provide ongoing support even after the workshop concludes.

The Successfully Teaching Adults workshop embodies the ACE Aotearoa values by emphasising culturally responsive teaching practices, addressing the needs of diverse learners, and promoting inclusivity in the learning environment.

Don't miss this opportunity to elevate your teaching practice and make a lasting impact on your adult learners. For more information and how to organise a workshop in your area please contact Tai Samaeli, ACE Sector Capability Manager, by email: tai@aceaotearoa.org.nz.