Adult Literacy, Numeracy and Cultural Capability (ALNACC)

Literacy and numeracy for learning and lifelong success - a new model for foundation education in Aotearoa
Foreword

Ka pū te ruha, ka hao te rangatahi | As an old net withers, another is woven

Following a review of foundation-level capability building in 2017, the Tertiary Education Commission (TEC) contracted Ako Aotearoa to develop a new model for foundation-level capability building that would create greater cohesion between adult literacy and numeracy tools, resources and professional learning and development offerings, while also building cultural capability to achieve parity in achievement for Māori and Pacific learners.

Work began in early 2018 and involved Ako Aotearoa’s Adult Literacy, Numeracy and Cultural Capability (ALNACC) team consulting widely with the foundation sector, and also gaining valuable input from representatives through an Advisory Group and Sector Expert Group. The result is a comprehensive and cohesive package of evidence-based models and frameworks to support the objective.

We are very proud to present this package to you. It incorporates professional standards and the provision of professional learning and development that leads to professional recognition against these standards.

Key features of the new model are the integration of adult literacy and numeracy development with cultural capability, the facilitation of communities of professional learning, and sustained engagement in professional learning and development to enhance capability and provide tangible measures of quality for practitioners and organisations.

Ako Aotearoa is committed to delivering consistently high-quality support for the foundation education sector and building educational capability. We aim to do this by providing you with the best possible professional learning and development opportunities that are targeted to your needs and those of your organisation.

We’d like to introduce you to Ako Aotearoa’s ALNACC team responsible for the development of this new model:

- Helen Lomax – Contract Manager
- Annette van Lamoen – Contract and Project Lead, Professional Learning and Development Model
- Dr Joe Te Rito and Graeme Smith – Project Co-Leads, Foundation Learning Professional Standards - Tapatoru
- Dr Damon Whitten – Project Lead ALN Effective Practice Model
- Dr Mei Winitana – Project Lead/Kaiwhakahaere Māori, Foundation Learning Professional Standards and Professional Learning for Māori
- Pale Sauni – Senior Strategic Adviser for Pacific Peoples, Foundation Learning Professional Standards and Professional Learning
- Kolose Lagavale – Professional Learning Adviser Pacific Peoples
- Benita Tahuri – Professional Learning Adviser Māori

This resource is part of a wider Adult Literacy, Numeracy and Cultural Capability (ALNACC) package that includes the following:

- Foundation Learning Professional Standards Framework - Tapatoru
- Capability Building Model
- Professional Learning and Development (PLD) Modules
- Adult Literacy and Numeracy (ALN) Effective Practice Model
- Collaborative Reflective Practice Cycle
- Hallmarks of Excellence for Māori and Pacific Learner Success
- Adult Literacy and Numeracy (ALN) Practices Report
- Practices Self-report Tool
- Practices Checklist and Interview Tool
- Pacific Cultural Centredness Pathway (PCCP)
- Māori Cultural Capability Pathway (MCCP)

Visit www.ako.ac.nz/alnacc for more information and to download all resources.

This publication was developed as an output from Ako Aotearoa’s Adult Literacy, Numeracy and Cultural Capability contract for the Tertiary Education Commission.

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Helen Lomax
Director | Tumuaki
Ako Aotearoa
If you pluck out the centre shoot of the flax, where will the bellbird sing?
Ask me what the greatest thing in this world is, And I will say, it is people, people, people.

Tapatoru (pg. 10) is a new framework for Professional Standards in Foundation learning. The cultural underpinning of Tapatoru is the proverb, 'Hūtia te rito o te harakeke' which represents caring and nurturing – values that tutors need. The Tapatoru triangular shape is reminiscent of the growing tip of the flax plant.
Introduction

Learners in foundation education need quality teaching. The best way to provide this is by ensuring practitioners are well supported in their professional learning and development.

As part of our work in Adult Literacy, Numeracy and Cultural Capability (ALNACC) Ako Aotearoa has developed a coherent system to describe, build and enhance the capability of practitioners and organisations in foundation education.

This booklet provides an overview of the cohesive package of evidence-informed models and frameworks we developed as part of this new integrated approach.

Practitioners need capability in literacy and numeracy education, but at the same time they need cultural capability in order to build relationships with their learners and make them feel valued, included and supported.

We are very proud to present this package to you and look forward to working with you in our quest to achieve quality education for all.

Photo - The ALNACC team
Back: Dr Damon Whitten, Kolose Lagavale, Graeme Smith
Front: Dr Mei Winitana, Annette van Lamoen
Absent: Helen Lomax, Dr Joseph Te Rito, Pale Sauni and Benita Tahuri
Our integrated approach

We ventured to bring together all the elements needed to create a stronger, more inclusive system for adult literacy and numeracy education.

Tapatoru, or the Foundation Learning Professional Standards Framework (see pg. 10), describes the capability needed by practitioners working with foundation-level learners or clients. Tapatoru underpins the Adult Literacy and Numeracy (ALN) Effective Practice Model (see pg. 18-19), the Capability Building Model (see pg. 14-15) and the ALNACC Professional Learning and Development (PLD) offerings.

The Capability Building Model is at the centre. It is our road map for the ALNACC PLD and it is informed by the ALN Effective Practice Model.

ALNACC PLD is designed to build and enhance teaching and learning capability:
- It is aligned with Tapatoru skill levels
- PLD content draws on the practices described in the ALN Effective Practice Model
- PLD approaches and delivery formats are defined by the Capability Building Model.
Tapatoru describes the capability of those working with foundation-level learners or clients.

The skill levels or papa of Tapatoru are woven through the other models and PLD offerings.

This is a holistic, learner-centred framework that incorporates Mātauranga Māori and integrates three dimensions:

- **Professional values**: Ō tātou uara - What we value.
- **Professional knowledge**: Ō tātou mōhiotanga - What we understand.
- **Professional practice**: Ā tātou mahi - What we do.

The Tapatoru standards:

- encompass trades training, vocational education and foundation learning.
- incorporate current approaches to embedding literacy and numeracy.
- integrate with other professional standards frameworks.
- include cultural competencies based on Māori and Pacific values.

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### Professional values include:

- **Whanaungatanga – Relationships**
  - Foster meaningful and positive relationships and support systems.
- **Manaakitanga – Pastoral Care**
  - Maintain and promote the wellbeing of our learners, their communities and the land.
- **Wairuatanga – Wellbeing**
  - Foster a sense of wellbeing. Recognise and respect other belief systems.
- **Aroha – Compassion**
  - Treat others with compassion, respect and empathy.

### Professional practice includes:

- **Whakahoahoa – Design**
  - Design and plan learning that strengthens learners’ foundation learning skills.
- **Tautoko – Support**
  - Facilitate foundation learning and/or support foundation learners.
- **Whakautuutu – Give Feedback**
  - Use assessment as a learning tool and give feedback to foundation learners.
- **Tūhonohono – Engage**
  - Engage with stakeholders and own professional learning and development.

### Professional knowledge includes:

- **Kiko – Context**
  - Understand foundation learning in Aotearoa New Zealand and the impact on own contexts, teaching or support.
- **Ahunga – Approaches**
  - Use approaches and concepts that contribute to learner-centred teaching.
- **Rauemi – Resources**
  - Use appropriate resources that enhance foundation learning experiences.
- **Tikanga – Culture**
  - Work effectively with Māori, Pacific, youth and/or learners from diverse ethnic and/or other backgrounds.

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Authors: Dr Joseph Te Rito and Graeme Smith
Tapatoru was developed as a resource for providing practitioners with professional recognition of their experience and expertise. Practitioners can measure themselves against the standards. In 2019 we will trial a process of practitioners submitting a portfolio of evidence which can lead to them receiving an award at one of four skill levels.

The foundation learning professional standards awards cover four different skill levels of practitioners working within a variety of contexts, including:

1. Pastoral care or learning support staff with no or limited teaching responsibilities or new practitioners
2. Teaching and learning support practitioners seeking to expand their understanding and practice
3. More experienced practitioners seeking to extend or verify their understanding and practice as well as a relevant specialisation
4. Highly experienced practitioners with a demonstrated record of effective leadership in the field of foundation-level education.
This model describes how Ako Aotearoa will manage and implement the ALNACC PLD offerings. It contains six focus areas:

- Governance
- Strategy
- Content
- Delivery
- Collaboration
- Communities of Professional Learning

Key features and strategic objectives have been defined for each of these focus areas.

Author: Annette van Lamoen

How the model fits together (pg. 8-9)
The ALNACC PLD is presented in the form of kono. A kono is used as a metaphor drawn from te ao Māori or the Māori world. It refers to a small woven harakeke basket used for gift offerings.

In this context, the kono represents a PLD package consisting of several modules at a range of skill levels, which align with Tapatoru.

Each module consists of a four-week PLD course starting with a workshop, delivered face-to-face or by video conference.

This is followed by an online community of professional learning.

Participants will have the opportunity to practise and reflect on the new learning and exchange experiences and ideas with each other and the facilitator.

Participants can collect evidence of participation and engagement in their PLD Portfolio or Kete.

They can receive a digital badge, or micro-credential, for participation in each of the three components and a ‘gold badge’ if all three badges are collected.
Reflective practice is an integral part of the professional learning and development (PLD) kono. Facilitators will guide participants through the reflective process and the group will reflect collaboratively on learner needs and outcomes, PLD needs, teaching practice, and effectiveness.

The purpose of the reflective practice cycle is to:

- monitor learner progress jointly with the learner
- monitor and modify practitioner progress
- identify specific learner needs
- identify practitioner PLD needs
- set practitioner PLD goals and create a personal development plan
- develop a PLD Portfolio (Kete)
- improve learner outcomes.

Adapted from Professional Development Advisory Group (2014) and Timperley, Kasar, & Halbert (2014)
The Adult Literacy and Numeracy Effective Practice Model answers the question:
What skills, knowledge and understandings do the very best practitioners have, and how do they use these in their practice?

The model describes effective pedagogical practice and provides guidance for practitioners in identifying and developing aspects of their own practice.

The model builds on the Know the learner, Know the demands, and Know what to do framework and expands each of these three areas into practical teaching approaches.


Author: Dr Damon Whitten
Hallmarks of Excellence for Māori and Pacific Learner Success

The hallmarks of excellence for Māori and Pacific learner success were developed as part of the ALN Effective Practice Model. They describe evidence-based practices in working with Māori, Pacific and other learners. They are intended to guide practitioners in cultivating a culturally inclusive teaching and learning environment that fosters success for all learners.

The hallmarks define how practitioners can:
- work effectively with Māori, Pacific peoples, and other learners to meet learning needs
- provide a culturally safe environment
- help identify learners’ educational and other aspirations

These hallmarks focus particularly on Māori and Pacific learners to address disparities in educational outcomes. However, they also apply to other learner groups, such as migrants or other priority groups.

<table>
<thead>
<tr>
<th>Hallmark</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Believe you can make a difference&lt;br&gt;Effective practitioners believe they can make a positive difference to educational achievement for all learners, including Māori and Pacific learners, accept this as a professional responsibility, and then act on that responsibility.</td>
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<tr>
<td>2</td>
<td>Build on strengths and address needs&lt;br&gt;Effective practitioners build on strengths and address needs, avoiding attributing difficulties to learner attitudes, focusing instead on developing confidence, motivation, and excitement toward learning.</td>
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<tr>
<td>3</td>
<td>Recognise it’s the quality of your relationships that matters&lt;br&gt;Effective practitioners recognise that the quality of their relationships and interactions with their Māori and Pacific learners play a vital role in their learners’ educational achievement.</td>
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<td>4</td>
<td>Reflect on your own cultural identity&lt;br&gt;Effective practitioners reflect on their own cultural identity in Aotearoa New Zealand and work to enhance the cultural identity and well-being of Māori and Pacific learners.</td>
</tr>
<tr>
<td>5</td>
<td>Be culturally responsive&lt;br&gt;Effective practitioners develop ways of teaching and/or supporting Māori and Pacific learners that are culturally responsive and embedded in relationships of mutual trust and respect.</td>
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<td>6</td>
<td>Reflect on holistic Māori and Pacific practices&lt;br&gt;Effective practitioners reflect on their own Māori and Pacific holistic cultural teaching and/or pastoral care practices.</td>
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<td>7</td>
<td>Set high expectations&lt;br&gt;Effective practitioners set high expectations for Māori and Pacific learners.</td>
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<tr>
<td>8</td>
<td>Identify Māori and Pacific learners’ educational aspirations&lt;br&gt;Effective practitioners identify and address the educational and other aspirations of Māori and Pacific learners.</td>
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<tr>
<td>9</td>
<td>Modify teaching and support based on learner outcomes&lt;br&gt;Effective practitioners promote, monitor and reflect upon learner outcomes so as to modify their teaching and/or support in ways that lead to improvements in Māori and Pacific learners’ achievement.</td>
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<tr>
<td>10</td>
<td>Take an integrated approach&lt;br&gt;Effective practitioners demonstrate practices underpinned by appropriate and relevant professional values, knowledge and ongoing professional learning and development.</td>
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Authors: Dr Damon Whitten and Graeme Smith
Connecting to students on a cultural level can lead to stronger relationships, improved engagement, increased pass rates and ultimately, better learning outcomes.

Ako Aotearoa has developed two online cultural resources for tertiary educators. Launched earlier this year, these resources contain interactive and multi-sensory activities that enhance educators’ cultural awareness and knowledge of Pacific and Māori learners.

What next?
2019 will bring further development of the two Pathways, and pilot programmes in micro-credentials (cultural badging).

Access this resource free of charge at: https://www.pathwaysawarua.com/

Māori Cultural Capability Pathway
The Māori Cultural Capability Pathway comprises four interactive modules, designed to increase cultural awareness of Māori knowledge and values:
- Ako (learning/teaching)
- Manaakitanga (caring for each other)
- Rangatiratanga (empowering students)
- Whanaungatanga (relationships)

This online tool encourages educators to engage in deliberate acts of consideration, application, and reflection on some of the pedagogies for their own practice with Māori learners.

Authors: Dr Mei Winitana and Benita Tahuri

Pacific Cultural Centredness Pathway
Seven interactive modules included in this cultural pathway are based on different Pacific nations: Samoa, Fiji, Cook Islands, Niue, Tokelau, Tonga and Tuvalu.

Each module focuses on:
- The core values held by each Pacific nation
- Participation in activities and reflection to help embed the values in your everyday practice
- Practical tools to help you implement the values when engaging with Pacific learners.

Authors: Pale Sauni and Kolose Lagavale
What Next?

We kick off 2019 with an exclusive ALNACC Roadshow of workshops and networking events to help you understand, integrate and apply the models to your daily practice.

Not only will our roadshow take us to number of locations throughout the country, but we will also offer you the opportunity to join us by video conference.

Once the Roadshow is complete, we have an exciting new range of in-house and public professional learning and development workshops to get underway.

Stay in the loop by visiting our website or subscribing to our ALNACC mailing list. Join our mailing list by sending a request to aln@ako.ac.nz.