

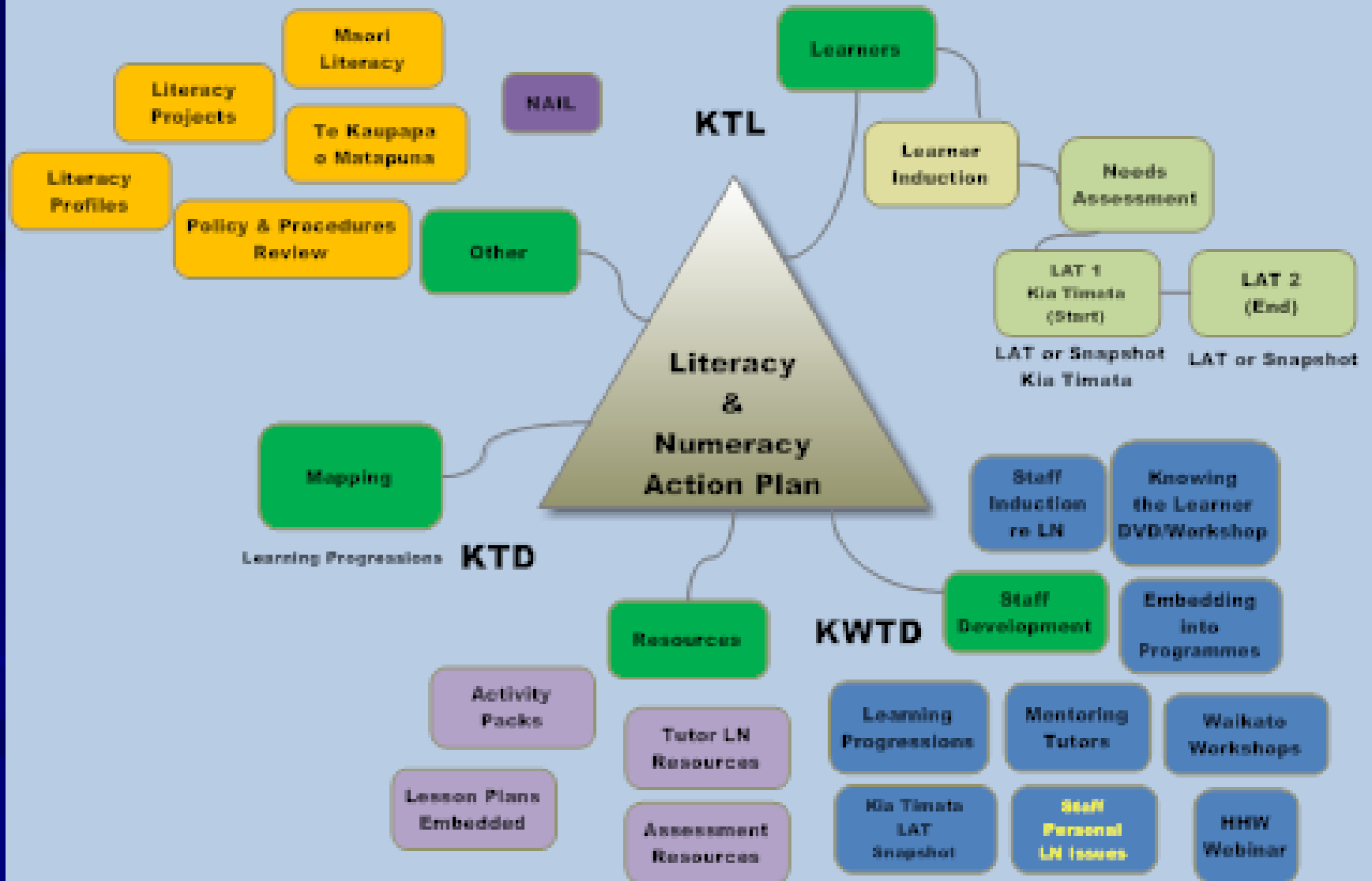


MATAPUNA
TRAINING CENTRE
whakamanatia te tangata





Literacy & Numeracy Advisory Group



Te Ara Piki Ako

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Webinar : www.literacyandnumeracyforadults.com
Professional Learning Communities

He Huarahi Whakamarama
Pathway to enlightenment

*Embedding literacy & numeracy
into computing levels 1-3 for learners from
Matauranga Maori environments*

Know the learner

Assess Needs

- Initial interview/surveys
- LAT, Snapshot
- Kia Timata

**He Huarahi
Whakamarama**

Maori
learners

**Literacy Action Plan
2009-2012**

**Maori Pedagogies
Tikanga & Kawa
Maori Models of Learning
Maori Paradigms eg manaki**

Embedding Framework

**Embedding is a systematic
and deliberate process**

**Deliberate Acts of Assessment
Explicit Teaching & Assessment Activities**

**To achieve double outcomes
Foundation & Vocational**

Know the demands

- Mapping

Know what to do

- Activities, Strategies, Resources**
- Before
 - During
 - After

He Huarahi Whakamarama

Reading

Writing

Koreo

Whakarongo

Numeracy

**HHW
Kawa & Tikanga**

Embedding

**NC in Computing
Levels 1-3**

Nga Kaiako

**Matauranga Maori
Learners**

Rollout

Tauira

**Lesson Plan
Matrix**

**Learning Progression
Activities**

**Kaiako/Tauira
Resources**

**Te Ao Maori
Resources**

Huinga Kupu

Taha Wairua - Spiritual Wellbeing

Taha Whanau - Family/Whanau Wellbeing

Taha Hinengaro - Mental/Emotional Wellbeing

Taha Tinana - Physical Wellbeing

**Mapped Units
Mapping Templates**

Skills Matrix/Mapping
Develop & Trial Resources
What went well?
Make changes
Roll Out/Evaluation

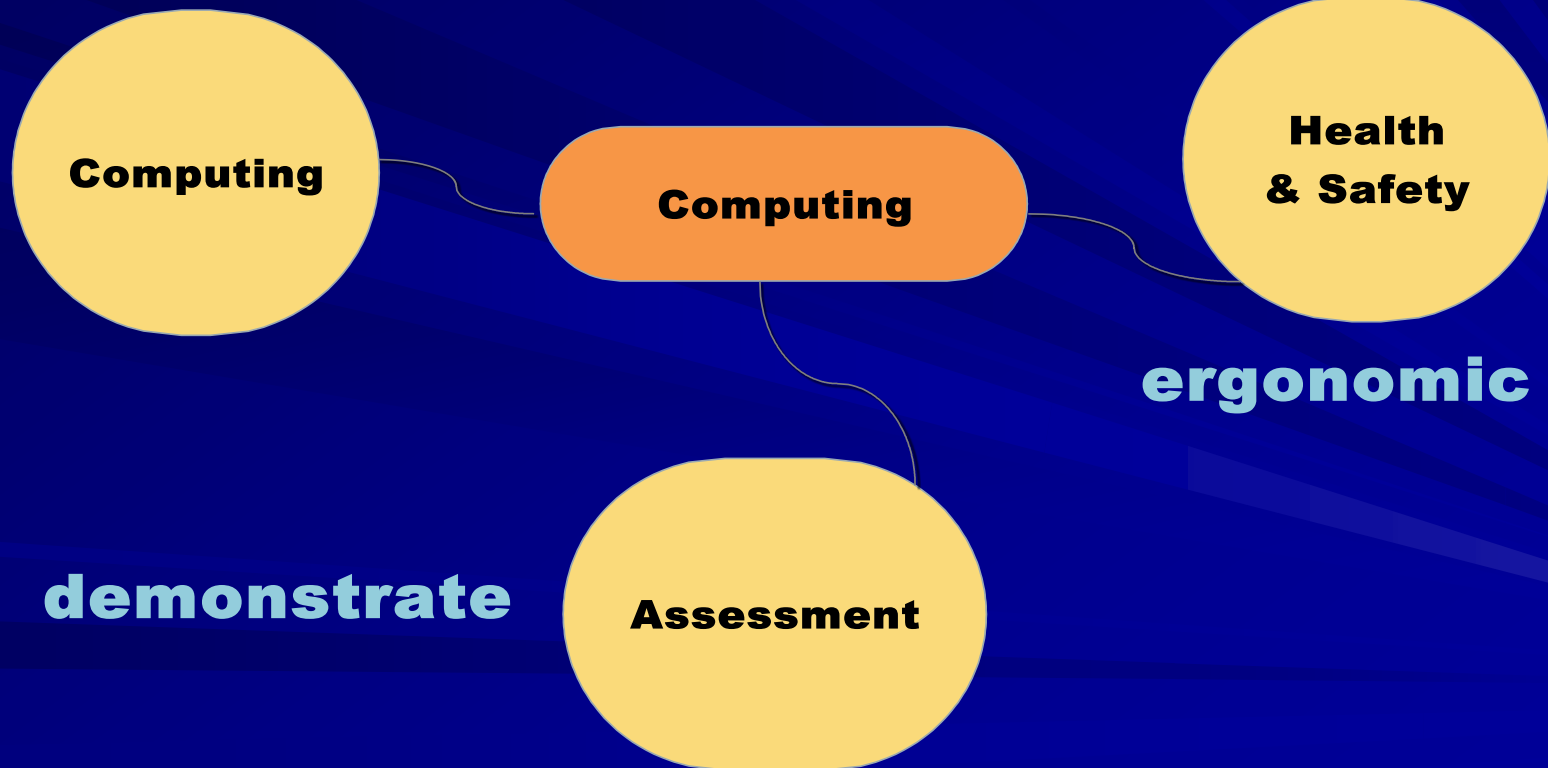
What happened ...

- Initially ...
- Challenges
- Feedback
- Learning curve
- Light switched on
- Refocused
- Explicit resources



Language and Vocabulary

justification



UNIT STANDARD LANGUAGE



CRITERIA	A standard of judgement.	STANDARD	GRAMMAR	The study of words and of the rules for their formation and their relationships to each other in sentences.	SYNTAX
ESSENTIAL	Absolutely necessary.	NECESSARY	ALIGNMENT	To place in line, to bring into line.	POSITION
INDICATE	To point out, to make known.	POINT TOWARDS	EXPIRE	To come to the end of its period of validity.	END
CANDIDATE	A person taking an examination.	APPLICANT	PROCESS	A series of actions or operations used in making or manufacturing or achieving something.	PROCEDURE
DEPARTMENT	One of the units, each with a specialised function, into which a business, shop or organization is divided.	SECTION	MEMORANDUM	An informal written communication from one person to another in an office or organisation.	NOTE
PUNCTUATE	Punctuate, the marks used for this. (e.g. full stop) used in written or printed material to separate a sentence.	INTERPOSE	APPROPRIATE	Suitable, proper.	SUITABLE
EVIDENCE	Anything that establishes a fact or gives reason for believing something.	PROOF	VOCABULARY	The words in a language.	WORDS
RECOMMENDATION	To praise as worthy.	SUGGEST	COMPOSE	To form, to make up.	CREATE
NOTIFY	To inform, report or make known.	TO LET KNOW	DEMONSTRATE	To show evidence of, to prove.	SHOW
CORRESPONDENCE	Communicating by writing letters.	MAIL	SUBSEQUENT	Following in time, order or succession, coming after.	FOLLOWING
INFORM	To give information to.	TELL	ASSESSMENT	To estimate the worth, quality or likelihood of.	APPRAISAL

HEALTH AND SAFETY LANGUAGE



HUMIDITY

Dampness of the air.

DAMPNESS

POSTURE

An attitude of the body, the way a person stands, sits or walks.

ATTITUDE

VENTILATION

The act of supplying fresh air and getting rid of foul air.

AIRING

HAZARD

A hazard is anything that causes or has the potential to cause harm to anyone.

DANGER

PERMIT

A written order giving permission, to give opportunity, to make possible.

ALLOW

PREVENTION

To keep something from happening.

INHIBIT

GLARE

An uncomfortable bright light source or reflection.

BRIGHTNESS

ERGONOMIC

The study of efficiency, comfort and safety of people in their working environment.

EFFICIENT

CIRCULATION

To go round continuously.

MOVEMENT

SURGE

An unexpected, temporary, uncontrolled increase in current or voltage in an electrical circuit.

RUSH

AGGRAVATE

To make worse or more serious.

EXACERBATE

FATIGUE

Tiredness resulting from hard work or exercise.

EXHAUSTION

RESISTANT

The action of opposing something that you disapprove of or disagree with.

OPPOSE

Youth Learners using the clustering activity



The computer learner often works in isolation ...



Resources

Matrix

**Mapping
Templates**
**Mapped
Assessments**

**Desk Mats
LP
Strategies**

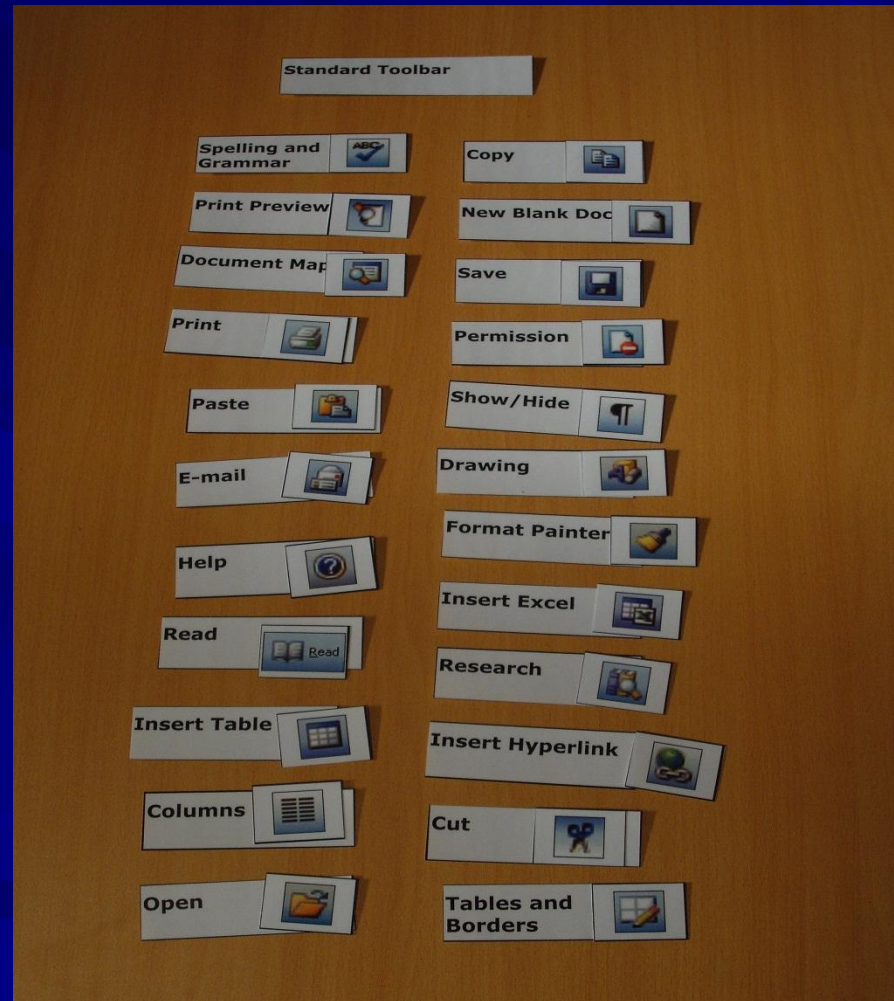
**Clustering
Jigsaw
Synonyms
Writing Frame
Interactive
Cloze**

**Curriculum
Literacy
Profiles**

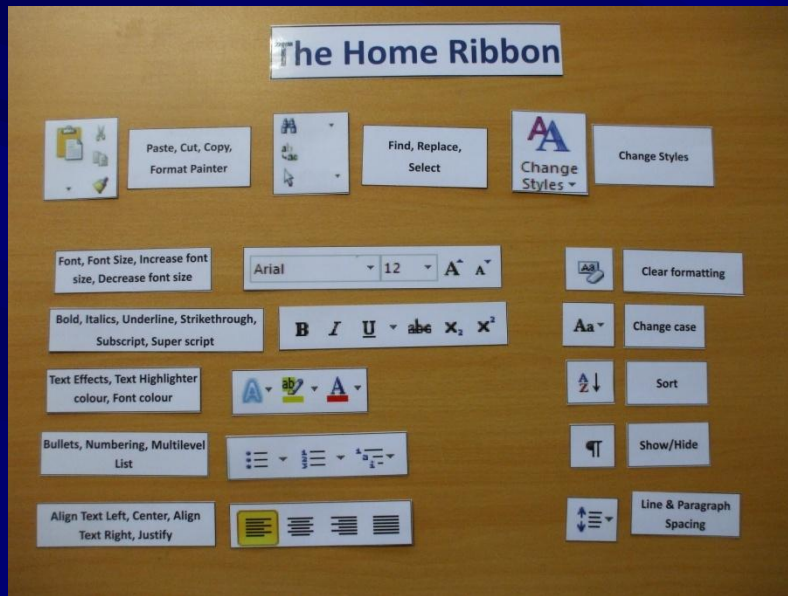
**Activity
Packs
eg
CV, Pohiri,
Statistics**

**Te Ao Maori
Resources**

Microsoft 2003 Jigsaw



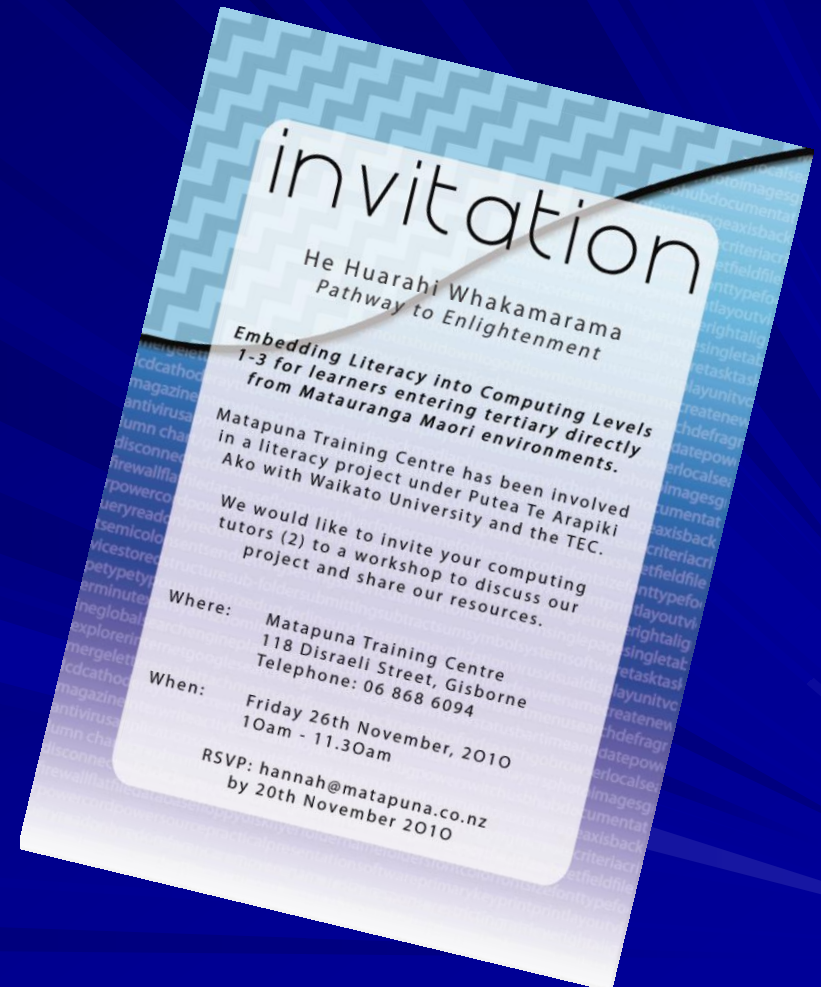
Microsoft 2010 Jigsaw



HUINGA KUPU Ā ROROHIKO

COMPUTER GLOSSARY

Easy to translate into
Tongan, Samoan etc



Huinga Kupu promotes Maori language

Mapping - Write to Communicate

Purpose & Audience	Spelling	Vocabulary	Language & Text Features	Planning & Composing	Revising & Editing
Express a simple purpose with one or more key points relating to this purpose	Spell a limited bank of high-frequency words correctly, including some with irregular spelling Show some understanding of the sounds of words and how they are written	Use mostly everyday highly familiar words, or words specific to the course, in a simple text		Write single words and simple phrases to convey information Follow a writing frame or model to write a simple text on a familiar topic	Use basic revision strategies with support to edit their writing in response to feedback
	Spell a large bank of high-frequency words correctly, including some related to the course Show some understanding of strategies such as use of spelling patterns	Use a productive vocabulary that is adequate for everyday writing tasks Can add adjectives to a noun	Produce short, grammatically correct sentences Use simple punctuation correctly Use features broadly appropriate to the text type	Write short, simple, sentences with support Use knowledge of text structure Identify and organise a limited number of ideas on a familiar topic	Reread the writing and make changes to improve the meaning Make good use of feedback given Make some corrections to grammar, spelling or punctuation
Plan, compose and revise for a simple purpose Show a developing sense of audience	Spell most everyday words correctly Use word analysis to spell three- and (some) four-syllable words	Use an extended vocabulary appropriately Understand how words work (meanings) and use them effectively	Use a variety of grammatical constructions in more complex sentences Write longer texts that flow well and make sense Use paragraphs that give details and elaboration of ideas	Use a simple planning strategy Use knowledge of text structure Construct at least three short, well-linked and comprehensible paragraphs Conform to a text type (that may have been prescribed by the task)	Reread, revise, and proofread the writing Consider and make necessary changes to the content and coherence of the writing as well as to grammar, spelling and punctuation
Show awareness of the reader's needs, for example, by supplying definitions of explanations	Spell more specialised long words correctly and fluently Use knowledge of word parts to spell complex words	Use a wider variety of vocabulary (including specialised vocabulary) appropriately	Use features and structures of a wider range of text types	Use an appropriate text form for the task Use effective language, structures, information, ideas and tone	Review and proofread the text so that it shows a sophisticated understanding of purpose and audience
	Spell a wide range of unfamiliar, less familiar, or recently learnt words correctly and fluently		Use complex sentence and paragraph structures across a wide range of complex texts Use punctuation and discourse markers to communicate meaning Demonstrate a good knowledge of the features and structures of this type of text		
Show constant awareness of purpose and intended audience, for example, through the use of a summary or through a consistent tone		Use a wide variety of vocabulary appropriately Choose the most appropriate words to convey meaning		Produce an extended text with fluency, detail and coherence Use a variety of sentence and text structures effectively	Use strategies (such as modifying tone and adding detail) to ensure the writing is a highly polished piece of work

Read with Understanding

Decoding	Vocabulary	Language and Text Features	Comprehension	Reading Critically
Word sort 29, Word building 30, Shared reading 59	Word building 30, Word maps, Interactive cloze 33, 34, Clustering 35, Structured overviews 36, Clines 37, Predicting and defining new words 38, Concept circles 39, Pair definitions 40,41, Word and definition barrier activity 42, Identifying key words 43, Brainstorming 46, Shared reading 59	Interactive cloze 33, 34, Structured overview 36, Navigating a text 44, Surveying language and text structure 45, Previewing and predicting text content 48, Skimming and scanning 50, Shared reading	Interactive Cloze 33, 34, Clustering 35, Structured Overviews 36, Predicting and defining new words 38, Concept circles 39, Word and definition barrier activity 42, Identifying key words 43, Navigating a text 44, Brainstorming 46, KWI activity 47, Previewing and predicting text content 48, Asking questions 49, Skimming and scanning 50, Identifying main ideas 51, Using comment codes 52, Using question dice 53, Selecting relevant information 54, 3 level thinking guides 55, 56 Reciprocal teaching of reading 57, 58. Shared reading 59	Interactive cloze 33, 34, Structured overview 36, navigating a text 44, Surveying language and text structure 45, Previewing and predicting text content 48, Asking questions 49, Using comment codes 52, Using question dice 53, Selecting relevant information 54, 3 level thinking guides 55, 56 Reciprocal teaching of reading 57, 58. Shared reading 59

Write to Communicate

Purpose and Audience	Spelling	Vocabulary	Language and Text Features	Planning & Composing	Revising & Editing
Shared writing 28-29 Sharing quality work 30 Purpose and text forms template	Shared writing, sharing quality work 28-29-30 Writing frames 31 Organising and linking ideas 32	Shared writing, Sharing quality work 28-29-30 Writing frames 31 Organising and linking ideas 32 Word maps 36, 37 Clustering 38-39 Structured overviews 40-41 Clines 42 Concept circles 43 Pair definitions 44-45 Brainstorming 46	Shared writing, Sharing quality work 28-29-30 Writing frames 31 Organising and linking ideas 32 Use templates & acronyms eg TPK 33-34, Shared paragraph writing 35, Structured overviews 40-41	Shared writing, Sharing quality work 28-29-30 Writing frames 31 Organise & link ideas 32 Use templates & acronyms 33-34, Shared paragraph writing 35, Word maps 36-37, Clustering 38-39, Structured overviews 40-41, Concept circles 43, Brainstorming 46	Shared writing 28-29 Sharing quality work 30 Shared paragraph writing 35

Listen and Speak to Communicate

Vocabulary	Language & Text Features	Comprehension	Listening Critically	Interactive Speaking & Listening
Greeting, meeting and parting 25, Listening for vocab CD5, 28 Listening for details CD2,4,6,8, 30 Using signpost words CD2,6, 32 Build on prior knowledge CD12, 33 Sequencing a process CD6, 37 Verb tenses CD2, 40 Recognising the impact of words 42, Taking turns 52	Greeting, meeting and parting 25 Listening for details CD2,4,6,8, 30 Using signpost words CD2,6, 32 on prior knowledge CD12, 33 Retelling, summarising CD1, 35 Sequencing a process CD6, 37 Listening critically CD7, 39 Verb tenses CD2, 40 Taking turns 52 Listening and discussing 53	Listening for details CD2,4,6,8, 30 Using signpost words CD2,6, 32 Build on prior knowledge CD12, 33 Retelling, summarising CD1, 35 Sequencing a process CD6, 37 Listening critically CD7, 39 Recognising the impact of words 42, Elaborating 46, Taking turns 52, Listening and discussing 53	Listening for details CD2,4,6,8, 30 Listening critically CD7, 39 Elaborating 46 Listening and discussion 53	Greeting, meeting and parting 25 Asking questions 44 Taking turns 52 Listening and discussion 53 Managing interactions 54

What works?

Tikanga and Kawa

in the classroom/organisation

Acknowledge Te Ao Maori

Tikanga Maori

- Rangatiratanga
- Manaakitanga
- Whanaungatanga
- Wairuatanga
- Matauranga

Te Whare Tapa Wha

- Taha Tinana
- Taha Hinengaro
- Taha Wairua
- Taha Whanau

What works?

MM computer learner

- Whanaungatanga/maximise opportunities
- Get them off the computer
- Bring people together to learn, pairs, groups
- Discuss words and meanings
- Korero/Whakarongo/Kata Kata
- Maori pedagogies eg Tuakana/Teina
- Establish Maori group literacy goals eg learn a karakia or waiata together

What works?

Link Computing to Te Ao Maori

- Maximise the opportunity
- Research / Iwi or Maori website
- Create a targeted resume/include pepeha
- Whakataurangi/stories of our tipuna
- Use diagrams as a writing frame for students to write it down in their own words (retention)
- Use statistics about Maori/ bar chart (numeracy)
- Powerpoint presentation/whakapapa
- Facebook - digital diary - whanaungatanga
- Create an organisational flow chart (whanau/hapu/iwi/marae)

What works?

Use the Learning Progressions

Solutions in the **L**earning **P**rogressions

Deliberate acts of assessment using explicit resources

- Lesson Plan
- Activities/Strategies
- Modelling before, during, after
- Develop explicit resources
- One resource / address all
- Link to integrated assessment

Key Learning

- Embrace Te Ao Maori
- Know the learner / not just an eft
- Know their potential / value
- Employ a Tutor/s who speak Te Reo Maori
- Model strategies before/during/after
- Resources were useful for Maori/Pakeha
- Maximise opportunities

Putiputi Kaneihana e

Puti puti kaneihana e

Maku koe e kato e

Mehemea ko koe

Taku tau pumau

Piri rawa tenei uma e