



Whanganui Learning Centre



Improving Participation, Retention and Progression of Māori Tertiary Learners in the Whanganui Region

Whanganui Learning Centre Trust

Tupoho Whanau Trust

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Abbreviations used in this report

NZQA	New Zealand Qualifications Authority
FRST	Foundation of Research, Science and Technology
PTE	Private Training Establishment
WLCT	Whanganui Learning Centre Trust
ACE	Adult and Community Education
LLN	Literacy, Language and Numeracy
ICT	Information and Communication Technology

1. Executive Summary

Participation, retention and progression of Māori learners in tertiary education are key concerns nationally. The need to address this issue is reflected in Whanganui training statistics where figures show that learning outcomes for Māori locally have declined over the past five years, and remain below those of non-Māori. (Iwi Tertiary Profile for Whanganui UCOL, 2008).

The project aimed to investigate how two Private Training Establishments could work together to:

1. Develop co-joint, and/ or complimentary programming to enhance the participation of learners, particularly Māori, and more specifically, Tangata Whenua of the Whanganui region.
2. Share their knowledge and experience to enhance foundation education and recognize broader concepts of literacy as described and discussed in the Whanganui Iwi Education Plan 2005.

The project partners agreed to examine, analyse and document the following:

- a. The outcomes and recommendations of prior research; and, in doing so, to review key issues and their relevance to current praxis, and to consider gaps in information and knowledge, and the mechanisms for sourcing these.
- b. To signpost ways in which two providers, one Tauiwi- led and one Māori-led, could work together to benefit Māori learners; and to signal the areas of change required to improve outcomes for both organizations under a collaborative model.
- c. To work within target communities and report on the outcomes of (at least) one pilot project.

During the project period the partners achieved five key results. Working together, they:

- i. commissioned a report in which Dr Penny Robinson reviewed the key issues determined in prior research and their relevance to current praxis. The report identified gaps in information and provided recommendations for research and action.
- ii. shared knowledge and experience which enhanced foundation education in their communities.
- iii. examined development priorities.
- iv. developed and initiated co-joint and complementary programming.
- v. demonstrated that collaborative action could lead to improved outcomes for Māori and non-Māori.
- vi. identified and planned future initiatives and programming to continue beyond the period of the pilot project.

Findings and outcomes

The project partners determined that:

- they adhered to a common kuapapa
- they could develop a relationship based on partnership principles.
- their skills were distinct with complementary strengths that would enable the development of collaborative and complimentary programming.
- while working together for learner benefit they could maintain the necessary autonomy and confidentiality required.
- there were benefits in engaging in forward planning and implementing joint programming. Examples included engaging in joint professional development; sharing tutors to provide professional development and training adult literacy tutors; sharing resources and developing other resources to meet the specific needs of foundation learners.
- they developed the knowledge to advance new projects and new ways of working with learners.
- determined that on-going evaluation of programming initiatives would be beneficial in determining their success, or shortcomings.

Clarity around their experiences and needs was provided in the commissioned report , conducted by Dr Penny Robinson, Whanganui, titled “Where are the Gaps, 2009”, with its specific focus on Maori Adult Foundation Learning, nationally and in the Whanganui region specifically.

An added strength was their common interest in tracking learners to determine the enablers and disablers for foundation learners in advancing their vocational goals.

Conclusions and recommendations

- The project benefited both parties and the cohorts of learners engaged in the process in the organizations. These benefits will most likely continue to accrue over the next 12 months.
- Time spent in initial consultation and development is critical. Support at both a managerial and governance level was vital to the success of the project.
- A common value base was determined which, in the view of the project partners, was a critical element of success.
- The relationship between the organisations respected partnership principles, and the need for autonomy and confidentiality around emerging business opportunities for each PTE.

- Collaborative action was not limited to the two PTEs. Others were pivotal in the process of enabling and improving student participation, retention and progression; most notably, the local Iwi Educational Authority (Te Puna Matauranga o Whanganui).
- Improvement in learner participation, retention and progression were noted, but were small due to the specific focus and limited nature of the project. Impacts on learners and learning progress were examined but, a formal evaluation was not conducted. An ideal follow-up would be to develop a formal evaluation framework to capture qualitative and quantitative outcomes for all involved. Formal evaluation would require outside support by way of an external reviewer, and funding and/ or resources to support the process.

2. Introduction

Background and rationale:

Participation, retention and progression of Māori learners in Foundation Learning programmes is a key concern nationally

The concern is reflected in local statistics; statistics that show outcomes for Māori have not only declined over the past decade, but remain well below those of non-Māori, Whanganui UCOL (2009).

The project partners Tupoho Whānau Trust and The Whanganui Learning Centre, hold a common interest in addressing the need to improve access and provision of learning to Māori, and in particular those of Tangata Whenua of the Whanganui region. The project partners have a long standing commitment to their local community and are NZQA accredited Private Training Providers with profiles of stable management and innovative action in the community.

Both providers deliver foundation learning (literacy, language and numeracy) and are jointly committed to improving foundation learning outcomes for Māori in the region.

Over recent years Whanganui has been the site of significant research: (notably the FRST funded Massey University Whanganui Literacy and Employment Project, and the work of Aneta Rawiri - key researcher for the local Iwi Educational Authority Te Puna Matauranga o Whanganui.

These research projects, along with a number of other smaller scale projects, have provided a base-line of information on which to spearhead development. These research projects identified a number of important issues relating to the provision of foundation learning services for Tangata Whenua, Māori and Tauīwi in the region. They signalled development needs, including the need for collaborative action, but fell short of initiating significant changes in practice.

It is the aim of this Ako Aotearoa funding project to build on these findings and move development ideas into action.

3. Goal and Objectives of the Study

Goal:

To investigate ways in which two Private Training Establishments can work collaboratively to:

Develop co-joint and or complimentary programming to enhance participation of Māori learners.

Signpost ways in which other providers in the region can work together to improve outputs for Māori and in particular Tangata Whenua.

Share their knowledge and experience to enhance foundation education in community (Literacy, language and numeracy – in English and Te Reo) and broader concepts of literacy as defined in the Whanganui Iwi Education Plan. The key focus of the activity will be to enhance learner outcomes for Māori and non-Māori in the Whanganui community.

Objectives:

To engage in an action research cycle to examine, analyse and document the following:

Outcomes and recommendations of prior research, reviewing key issues and their relevance to current praxis. To consider gaps in information and knowledge and mechanisms for sourcing the same.

To document and signpost ways in which a Tauwiwi led and a Māori led provider can work together for the benefits of Māori learners. To signal areas of change required to improve outcomes for each organisation and the collective under a collaborative model if applicable.

To work with target communities to initiate one pilot project. The overarching aim of this project will be to improve participation, enhance retention and encourage progression into higher learning for participants. Tupoho Whānau Trust and the Whanganui Learning Centre Trust will either work in distinct areas of development, or collaboratively engage in co-joint development. Either way they will engage in co-joint critique of development processes and outcomes.

4. Approach, Methodology and Profiles of Project Partners

3.1 Approach and Methodology

A collaborative approach was central to this study. The project partners were committed to grounded participatory research methods.

An action research activity involved reconnaissance; refining the research question; engaging in a first cycle of an action research process; consultation with stakeholders, coupled with a literature survey, and the setting up of pilot projects.

3.2 Profiles of Project Partners

Tupoho Whānau Trust

On the 11th September 1991, Tupoho Whanau Trust was incorporated and established under the Charitable Trusts Act 1957. The initial purpose was to:

- Act as a recognised Maori Authority under the mantle or guardianship of Nga Hapu o Tupoho and in conjunction with the administrative arm of Te Runanga o Tupoho.
- Provide material, financial and other assistance to the descendants of Ngā Hapū o Tupoho, together with members of the wider community living within the Tupoho rohe
- Initiate and organise work, training and other schemes for the benefit of the unemployed.

Based in the heart of Whanganui, we are mandated by Iwi to deliver and provide quality education and training programmes and economic initiatives for Ngā Hapū o Tupoho and the wider community. Our Board of Trustees are representatives from Ngā Hapū o Tupoho. (Nine lower river marae). Tupoho Whānau Trust P.T.E. continues as the only Iwi Provider in our rohe.

In response to identified needs we moved from standard “courses”, to individualised programmes. Our main focus is how we can best assist “individuals” to achieve their goals. We give “them” the strategies and skills they need to achieve this. As a consequence the wider whanau are also influenced, which by default has a huge impact on the community as a whole.

Individual pathways are developed to encompass aspirations and learning needs. We offer one on one and group tutoring. Our pre and post-assessment processes identify needs for taura guidance and support systems and add to the information gathered through the initial interview and individual assessments (initial, formative and summative)

We are not bound by our NZQA scope of accreditation. As required we utilise resource networks and the wider community. We continue to improve programme design and delivery through feedback and evaluation processes. Our feedback forms are analysed biannually to identify required changes.

We are committed to maintaining the highest possible service of delivery. Our staff have the skills, knowledge and cultural background to achieve our vision and maintain our special character. This is achieved through on-going professional development that encourages excellence.

We continue to transform our programmes to ensure they are not duplicated by other providers. Our aim is to work collaboratively with our networks, towards development of sustained long term economic growth. Future skill requirements have been identified through the Iwi Education Plan.

Tupoho plays an integral part in :

1. Development of Iwi and hapū educational aspirations
2. Delivery of quality education and training
3. Advancement of Ngā Hapū o Tupoho through education and training
4. Advancing the aspirations of our Iwi in all sectors of society

Our mission is to uphold the mana of Tupoho, hence,

Whakapumautia te mana o ngā hapū o Tupoho.

Tupoho **will** embrace what makes us unique, to guarantee we maintain an Educational Institution that is inspirational and innovative, to lead our iwi and hapū into the year 2025. Our collective unity gives us our strength.



The Whanganui Learning Centre Trust

The Whanganui Learning Centre Trust (WLCT) was established under the Charitable Trusts Act 1957.

The trust, formerly Literacy Aotearoa, Whanganui is a poupou of Literacy Aotearoa Inc.

A specialist literacy provider, WLCT is a stand-alone Private Training Provider audited by both NZQA (QMS1) and Literacy Aotearoa's quality standards 'Te Poutama Painga'.

Recent audits attest to the trusts commitment to adult literacy learning and quality of provision.

Based in the heart of Whanganui, the Trust is a key literacy provider with links throughout the Whanganui rohe.

Key services include:

- Foundation Learning - Literacy, Language and Numeracy
- Upskilling for work and tertiary training
- Computer training
- Workplace training
- Apprenticeship support
- In-house counseling services
- One to one coaching
- Drivers Licence training
- Sustainable development programmes

Offering individualized and tailor-made programmes, staff at the WLCT work with community members, community partners, local agencies and businesses to provide services to adults in the community. Literacy, language and numeracy in English are the core of service delivery. WLCT works from a human rights, humanistic perspective and strength-based perspective.

Engagement in community development and research is pivotal to praxis. The trust works closely with the local Iwi Education Authority, is active in tertiary and ACE development, and works with business to assist people to develop skills and knowledge in work and for work.

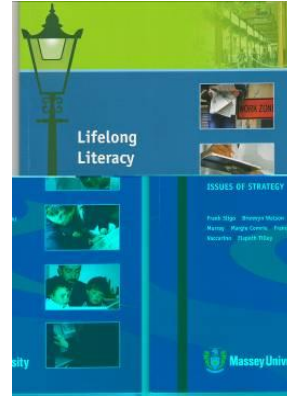
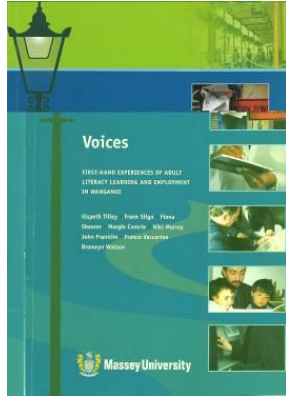
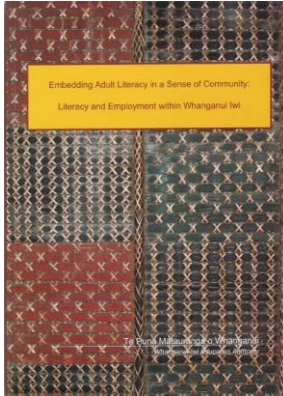


Both trusts:

- have well established networks.
- work from a people-centred and holistic perspective.

- have a commitment to advancing lwi education aspirations

A variety of publications and research informed developments are listed in the report commissioned as a component of this project. Titled “Where are the Gaps?” it is a summary of research related to adult foundation- level learners, particularly Maori adult foundation-level learners, in Aotearoa New Zealand. It was written by Dr Penny Robinson.



5. SWOT Analysis

As a first step the project partners engaged in a series of meetings to complete a SWOT analysis, the outcomes of which follow:

Our combined SWOT analysis was completed using two main questions:

1. What are the strengths we would individually bring to a collaborative relationship?
2. What are the weaknesses we would individually bring to a collaborative relationship?

<u>Combined strengths/opportunities include:</u>	<u>Combined weakness/ threats include:</u>
<ul style="list-style-type: none"> - Registered and accredited PTE - Decisions focus on taura benefits - Holistic kaupapa meeting the needs of second chance, second bite learners - Ability to think outside the square and offer alternatives for learners outside the bounds of formal education and training - Dedicated and high quality staff with a varied experience, knowledge and qualification base - On-going high quality and relevant PD - Regular organisational reviews involving wider community and Iwi - Combined facilities consist of both Marae base and Centrally located community house - Excellent classroom and resource base - Iwi based, with clear communication and accountability lines to hapu / Iwi - Established working relationships and contracting history with MSD, TEC, LTSA, and Corrections - Consistently meet National audit requirements - Consultancy capacity and experience in language, literacy and numeracy - Research experience, history and capability - Active members of WhTEA, Amptee, ALPA, ACE network, Computers in Homes and other community organisation forums - Member of Stepping Up network and ICT initiatives with 20/20 Trust / Microsoft - A registered Community Technology Centre with quality staff and technical support personnel - Workplace Literacy funding pool, workplace literacy contracts, a history of delivery and contracts currently operating - In-house counselling / health service - Mainstream and Maori organisations working 	<ul style="list-style-type: none"> - Short term contracts and low funding levels - Limited set up or development funding - Obtaining staff with literacy specific qualifications and a passion in that area - Small pool of skilled literacy staff of which Māori are a minority - Target markets, the most marginalised in the community - Effective marketing of programmes and services made difficult by diverse backgrounds and needs of potential clients - Vulnerable to changes in Government policy, TEC changes and those influences on funding - Loss of contracts due to funding unavailability - Sustaining engagement of learners with high needs in light of increased requirements for outcomes in contracts - Community perception regarding LLN training for adults – a deficit perspective - International recession <p data-bbox="815 1375 1443 1549"><i>After analysis and review it was identified that by working collaboratively and utilising our combined expertise and strength base previous threats and weaknesses as shown below could be reduced or eliminated ...</i></p> <ul style="list-style-type: none"> - Different outlooks by organizations leaders - Programme delivery in isolation - Increased competition - Size of organizations limits potential for growth - Providers competing for same funding - Operating as a not-for-profit organisation in an increasingly market driven environment - Not being able to achieve outcomes

<p>together to improve opportunities for taurira</p> <ul style="list-style-type: none"> - UCOL partnership and working collaboratively across the sector with PTEs and other groups with common aims and kaupapa - Te Wananga o Aotearoa and Raukawa relationships - Potential sharing of support and quality management - Co-joint capacity building, professional development with PTEs - A member of Whanganui ICT initiatives, Literacy and Employment research and associated links to health sector. 	
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It was agreed the project partners had complementary strengths. The key element on which to base further development was the commonality of kaupapa. Both held a commitment to work with the most marginalized in the community, both worked from a social justice perspective, and were committed to advancing the development goals of Iwi and others within local communities.

Where there were commonalities there were also differences and individual strengths. It was agreed that if these individual strengths were shared, both parties could offer greater opportunities to foundation level learners.

Individual Strengths of Tupoho Whanau Trust – Strengths identified are stated above and also include: As the organisation mandated by Iwi to deliver training and education in this rohe, Tupoho Whanau Trust have clear communication and accountability lines to hapu/iwi.

Tupoho Whānau Trust has on-going training contracts with TEC; Corrections and other community organizations

With high calibre staff, the majority fluent in Te Reo Māori, opportunities are available to those wanting to study in an immersion environment

Individual Strengths of WLCT – a number of core strengths were identified. These included the following:

WLCT as member of a national organization (Literacy Aotearoa, Inc.) has access to resources, support and capacity building activities.

WLCT is known in the community as a specialist provider in LLN delivery with specialist literacy staff. Information and communication technology (ICT) provision is integral to WLCT’s practice. This focus is linked to an international recognition of the need to provide ICT access and training for disadvantaged communities.

WLCT holds regional contracts with the Ministry of Social Development. These contracts enable WLCT to touch base with a high percentage of Work and Income clients to support both LLN and the holistic learning needs of Work and Income clients.

6. Risk Analysis

The potential risks considered as being detrimental to the success of the project were explored at length. The outcome of that analysis is outlined below:

Potential Risk

Resourcing to conduct the study is limited. The financial resource was limited and time taken in the study was expected to exceed that which is indicated in the budget. The two trusts involved in this activity agreed to utilise a portion of the funds to hire an academic to conduct a survey and to articulate the findings in a paper for use by all in the region. Remaining funds would be utilised to undertake the objectives of the project and where possible initiate action.

Ways to Mitigate Risk

Initially a number of hui were held to work through the requirements of the project. Throughout these hui the communication lines were open and honest. A deeper understanding of where each organisation stood was obtained and through that an even deeper trust of each other was developed. This led to an agreement that if required both parties would utilise their own resources to advance action.

Potential Risk

Participation may be dominated by a certain group or individuals. To avoid this special attention was given to ensure that all participants have a voice.

Ways to Mitigate Risk

Again, through open and honest communication an excellent rapport between all involved was achieved. This allowed frank discussion about the risks of participants being dominated by other members of the group. Due to the relationship built a trust was established between both organisations and each felt safe enough to speak out on any issues that arose.

Potential Risk

Organisational values may conflict and limit the potential for co-joint development and collaboration.

Ways to Mitigate Risk

Managers and staff from Tupoho Whānau Trust and Whanganui Learning Centre Trust met on a number of occasions to work through various aspects of this project. The organisational values often came up in the discussions. It was identified that although each had their points of difference in some areas, the core values of the Trust Boards, staff and the organisations in general were very closely aligned. For that reason there were no conflicting values that could be identified.

7. Potentials and Benefits of Collaboration

Benefits of collaboration were investigated. The following items were identified as benefits that could be accrued.

1. Capacity building.

The Management and teaching staff of both Tupoho Whānau Trust and Whanganui Learning Centre Trust led this project giving rise to capacity development across both organisations.

2. Critique of praxis.

The project saw the coming together of Māori and non-Māori led organisations for a common purpose. This provided a unique opportunity for critical reflection of praxis, the examination of pedagogies and values from which programmes are developed and delivered. It also provided the opportunity to extend current thinking and to consider new delivery models and to develop pilot projects.

3. Development of models of delivery within the community.

The project assisted to both advance the development approaches, and critique current models of practice providing opportunity for change.

4. Sharing of 'lessons learnt', results and successes with the wider tertiary network in Whanganui and beyond.

The project partners are committed to sharing the results of developments with The Whanganui Tertiary Network, and the Whanganui Māori Providers Network to inform wider praxis. The partners agreed to present to a professional development hui organised by Ako Aotearoa, scheduled for July 2009 in Taranaki. A power-point presentation was developed to support this presentation.

5. A bringing together of information for the benefit of the partners and others in the region.

A report commissioned during the timeframe of the project aimed to research the gaps in delivery to Adult Foundation Learners in Literacy, Language and Numeracy, particularly Maori adults in the Whanganui area. The results revealed disparities between theory and practice.

8. Results of Literature Survey

In her report, Dr Penny Robinson determined that there were gaps in the definition, knowledge, understanding and praxis in the Adult Foundation Education field. She noted that while the gaps were narrowing; were similarly reducing in Adult Foundation Māori Education, and that some were being filled as research is conducted, the process is slow. It was also dependent on funding and researcher suitability and availability. She argued that it could be beneficial to Māori Adult Foundation Learners and Educators if more was known and understood across the sector. She noted Benseman and Sutton's (2007) statement that this situation necessitates further research to fill gaps in knowledge, understanding, delivery, praxis and outcomes.

In her summary, Dr Robinson commented on earlier findings relating to gaps identified by Benseman (2003). Dr Robinson noted that filling some of these has begun; her comments on Benseman's "gap" conclusions are added in *italics* below.

- Large-scale studies of everyday practice including "how New Zealand adult literacy programmes operate in detail"- *Dr Robinson noted that this has been answered in part by the FRST study in Whanganui but could be extended locally and nationally.*
- Developing a benchmark study to enable future development "in areas such as tutor training and provision management"- *She noted that this has been started in Christchurch.*
- Systematic data collection and analysis of adult literacy – *the need is ongoing.*
- Attention to the "extensive adult literacy literature" available internationally - *this is recognised in Aotearoa New Zealand.*
- High quality rigorous tightly focused research – *still required.*
- Research on numeracy, oracy and writing – *still required.*
- "There is undoubtedly much to be documented about Māori perspectives on literacy, the distinctiveness of Māori forms of provision and ... of Te Reo within them" (Benseman 2003). *As far as I can determine, this is a major project yet to be undertaken.*

In summary, Dr Robinson also noted the following, which are useful in determining future directions for research, and the manner in which it is conducted.

- That since the 1970s, research into Adult Education, Indigenous Education and Foundation Education has grown internationally and nationally, providing a useful background for ongoing research.
- Across the sector, the understanding of Foundation Education and Skills appears to differ slightly. There is general consensus amongst Government organisations that Foundation Learning in Aotearoa New Zealand can encompass literacy, language, numeracy and critical thinking in English, Māori and NZ Sign.
- Literacy Aotearoa takes a holistic approach, which assists learners to access their own particular worlds. The Literacy Aotearoa charter (2003) "emphasizes the importance and value of learners achieving critical and functional literacy within social and cultural systems" (McDonald & Jones, 2007).

- With employers and educators increasingly recognizing that there is a need for LLN, research has increased, particularly in the years since 2000.
- While some research has been conducted in the field in Aotearoa New Zealand, it is mostly non-indigenous and engages only a few practitioners.
- Most LLN programmes do not differentiate between Māori and other learners.
- Little research has been conducted into the needs of Māori Adult foundation and pre-foundation learners, but has been identified as necessary by researchers and sector practitioners.
- Little research has been conducted in Aotearoa New Zealand into programmes that work best for Adult Māori LLN learners.
- Iwi are taking control of their own learning, with particular regard to ancestral literacies, and in Whanganui, have established , with Whanganui UCOL, a programme to develop iwi knowledge in a way that this can be delivered through the community.
- Ancestral literacies are not often included in LLN programmes although the need has been highlighted by Māori researchers and practitioners.

Dr Robinson added that

- Looking at models under the Literacy Aotearoa membership could lead to finding useful models and information that can contribute to improved learner outcomes.
- It could be useful to investigate the outcomes for Māori Adult Foundation learners engaged in PTE and other provider learning.
- There is clearly a need to develop specific programmes for Māori Adult Foundation learners, moving from a Western-centric to an indigenous perspective.
- Adopting an indigenous approach to learning and delivery, and using the framework of ancestral literacies with the literacies of wider society, and sourcing required but absent skills from beyond any particular community, are likely to assist in developing outcomes for Māori learners which are satisfying culturally, spiritually, environmentally and economically.
- Sourcing skills from other practitioners and organisations to develop and deliver programmes for adult Māori Foundation Learners could streamline the process, enabling more learners to benefit rapidly.
- Rawiri (2005) provides useful guidelines when engaging in research with indigenous communities. Using these would be advisable in developing the process.

The full survey report is appended to this report.

9. Outcomes Achieved in Collaboration

Both Trusts

An agreement was reached concerning areas of strength and ways in which both trusts could work either independently or together to improve access and outcomes for learners.

Examples include:

1. Joint activities around specific events e.g. Adult Learners Week. For example the following programmes are to be offered during Adult Learners week 2009.
 - The Treaty – What does the treaty mean to you? Explore different sections of the Treaty of Waitangi, and the impacts both locally and regionally. Ken Mair will lead this session, sharing his knowledge and experience.
 - Conversations with inspirational women – women from Pacifica, Maori and European worlds will share their stories in order to spark ongoing dialogue, learning and cross cultural connections in the community.
 - Maori greetings and basic phrases. This session will assist people who wish to use basic greetings and phrases in everyday situations and for formal correspondence.
 - Walking in two Worlds – “with a Pakeha father and a Maori mother I value both sides of my cultural heritage.” Witerina Cooper will facilitate this session providing community members with insights and learning as a local person walks through a very personal story.
 - Whakairo. An introduction to the art of whakairo (carving) will give community members knowledge about the skills needed, and allow a “hand-on” trial for participants and knowledge about how they can continue to learn about whakairo and indigenous forms of literacy.
 - Kai, kids and hands on learning. A session for adults to promote the use of creative learning and games to encourage under-eights to expand learning.
 - Ways to learn – there are multiple ways to learn. This session will explore multiple intelligences theories and holistic and indigenous models of learning. A hands-on experience for community members and educators.

2. Joint professional development activities.
3. Sharing of tutoring staff in the provision of professional development.
4. Training Adult Literacy Tutors, particularly Maori tutors to gain Certificate in Adult Literacy Teaching Level 5 (CALT5) and the National Certificate of Adult Literacy Education (NCALE).
5. Sharing of resources i.e. buildings and teaching resources.
6. An agreement to work within the community and in particular the Whanganui East Community.
7. Within the context of the Whanganui Tertiary Collaboration an agreement to work towards increasing Maori participation rates in tertiary education.
8. As above an agreement for Te Puna Matauranga o Whanganui (Iwi Education Authority) to conduct a survey of local PTEs to access information about what learners find as success elements of programme provision.
9. The development of resources to meet the needs of foundation learners. Bi-lingual resources that are contextualized to Whanganui, to promote understanding of local kawa and tikanga.

Tupoho Whānau Trust

During the period of the project Tupoho Whānau Trust took the following development steps:

1. Development within training programmes to incorporate more hands-on activities to encourage and motivate those more kinesthetic learners to participate. These include among other things; whakairo, working on local marae, regular attendance at a local gym, cooking and baking.
2. Increased collaboration and improved relationships with ITOs which have assisted in moving taura on to higher levels of training into specific areas of industry training.
3. Extended scope of accreditation to include Te Reo and working towards extending our accreditation even further in the Field Māori areas. This is in order to better cater for the needs of those aiming to work in an immersion or bi-lingual environment. It also enables us to capture, acknowledge and further extend those who have the initial skills in this area.
4. Working in partnership with UCOL in the area of a programme in Pre-study Skills. The programme at this stage has been signed off by UCOL's academic advisor and is currently with NZQA waiting on course approval.
5. Language, literacy and numeracy have been a focus for the organization. Staff have been provided with professional development in the areas of the Learning Progressions. Discussion with WLCT is underway as to the possibility of even further professional development in this area.

6. The administration base of Te Runanga o Tupoho is now operating from our premises. This has given us an even closer working relationship with Ngā Hapu o Tupoho and strengthened our connection with our local Iwi Education Authority, Te Puna Matauranga o Whanganui.



Whanganui Learning Centre Trust

During the period of the project WLCT took the following development steps:

1. The transition to a Community Technology Centre in association with the 20/20 Trust, Microsoft New Zealand and the Wanganui District Council. As the first Community Technology Centre to roll out in New Zealand the centre would be centrally positioned to be an active player in the development of digital literacy provision and provision of programming to learners with low or no school qualifications. The development priority in this initiative is to increase participation of and progression for Maori in the development of ICT skills.
2. Developing strategic partnerships with others involved in bridging the digital divide including partnering with the Wanganui District Council, the local Computers in Homes group, the 20/20 Trust and Microsoft NZ.
3. Application to the local Computers in Homes Project to become an inner city satellite for Computers in Homes. Providing a direct link to graduates of Computers in Homes programming and a model of seamless provision for Maori and non-Maori.
4. Changes to organisational structure and the proactive employment of Maori staff members.
5. Review of teaching and learning praxis to acknowledge 'what works' for Maori students and to identify further steps to make learning more engaging and meaningful.
6. The collection of case study examples from Maori learners to share with others within and beyond the agency to relay stories of what works for Maori participants (see appendix 1)
7. Agreement with Te Puna Matauranga o Whanganui to interview learners as a part of a wider survey of foundation learners in Whanganui.
8. Agreement with the Universal College of Learning, Whanganui to conduct a pilot to transition foundation level learners into tertiary training programmes.
9. Rebranding -
Whanganui School of Design tutor, Vicki Campbell, has designed the WLCT's new branding.



10. Conclusions and recommendations

The project was of benefit to both parties. It is anticipated that benefits will continue to accrue over the next 12 months and both trusts welcome ongoing evaluation from Ako Aotearoa in the next period of development.

Project development

Both parties conclude that for sustainable outcomes to be achieved time spent in initial consultation and development is critical. The project partners acknowledge the insight of Ako Aotearoa in enabling this to take place in the context of this pilot project.

The costs of development and networking are generally unrecognized and unfunded. The opportunity to build 'whole- of -community networks ' Beddie (2004,p.7), with funding support from Ako Aotearoa enabled the agencies to remove total reliance on the goodwill and energy of driven individuals to employ a research surveyor, and to allow funded time for development processes.

Leadership

The project involved both Managers who had the backing of Governance of their respective trusts. With active engagement from management, development strategies are being embedded into agency practice. Both Managers remain committed to development goals at the conclusion of the pilot.

A common value base and a trust relationship based on mutual respect was established during the project timeframe. This was a critical element of success of the project. The relationship respected partnership principles, but too the need for autonomy and confidentiality around emerging business opportunities for each individual PTE.

Connectivity

The pilot built upon established and emerging networks. Whanganui is a relatively small urban centre. Connections within community are often well established making development potential easier. The partners worked to firm up established networks and extend those that would bring most benefits to the project aims.

Over the period of the pilot, collectively and individually, the two trusts took a number of significant steps to advance the goals of the project.

Importantly the success of the project was in part due to the involvement of key stakeholders (including the local tertiary collaboration and the local Iwi Education Authority).

Community development approach

Post the pilot stage the parties are working with one community development project documenting outcomes and tracking 'lessons learnt' from a development action. This project is targeted at Maori within a suburb in Whanganui and is concerned with supporting adults and whanau within a school community to develop foundation and ICT skills.

Evaluation of the benefits

It would be ideal if a formal evaluation framework was followed post this first stage to capture both qualitative and quantitative outcomes for the organizations, for staff and learners. A formal evaluation process would require outside support by way of an external reviewer, and funding and or resources to support the process.

11. APPENDIX 1

During the timeframe of the study the Whanganui Learning Centre Trust agreed that the Iwi Educational Authority would interview Maori learners engaged at the Centre. Together with these interviews the WLCT is compiling a set of case studies documenting pathways learners take and learning gains that are achieved. These are being used for publicity purposes. To date learner stories have been featured at local events and in local newspapers. Following is a snapshot of emerging case studies.

Case one

Conversation with Zapper

“Why have you come here?”

“I wanna learn so I don’t be a bum. I need a job!”

“So why do you come here and not another training place?”

“I will get into trouble with adults of my age.”

“What’s it like working with older people?”

“The old and older people can help me. I’m still young and because they have been there, done that that they help. Heaps of people help.”

“Why do you continue coming here?”

“Auntie and Uncle, they give me a reason why I stay here. If I didn’t work here I’d be in town rolling around the districts. Most of my mates are on ‘100 hours’.”

“You say it is different than school, how?”

“If I didn’t like the options, I wouldn’t go. If I liked the teachers I go. I wagged learning support. Others were getting cheeky and I didn’t like it so I wagged. Teachers at school can make you angry cos they don’t go by you. You could put your hand up and be waiting for10 minutes? *When you ask for help here you get it, they explain it.*”

“What do you learn here?”

“I learn English, maths, how to read and use computers. I’m going to make a C.V. so I can get me a job and get rich.”

“How old are you?”

“17.”

Case Two

"I was born in Kawakawa of Ngapuhi descent. My family moved to Auckland in the 1950's where I attended Catholic schools. My father was a strict man and it was not easy for me to ask questions. I found the religious teachings in my early school years a comfort for my WAIRUA.

We moved back to the country where I went to the local high school. I had already found I was behind with my learning. I could not read the newspaper but I could smell it. I left school at 15 years old with no qualifications. Dad did not think that education was important and I worked to support my whanau. Later in life I married and I am a father of three. As my education had stopped early, it was important for me that my children had chances to learn what I missed out on. I started to put my own needs and values onto my children, like my father did to me. We have had hard times as a whanau, but we are now working towards being whole again.

Now, 2009, I am on my own learning journey at the Whanganui Learning Centre. I am developing my writing, maths and my computing skills. My talking and listening skills and my confidence are getting better. My waka has a long way to go but at last my journey has begun."

Case Three

"I started learning at Kohanga. Soon as I was speaking in Maori and a bit of English. I used to have a stutter. I was always a bit slow getting my vocabulary going. Learning became difficult for me when I was at Primary School. I switched classes and had a different teacher and the language was different.

School was good, but I had terrible writing and reading in English was hard. The teacher got really frustrated with me...I was struggling with the word 'going' trying to spell it but got the letters back to front. When I went to the bi-lingual unit I felt good, they realized I had a learning disability and I had a reading aide. I started reading. I wanted to run away from reading, it was like invisible fire that burnt my head, the longer I stared at the words the more it hurt.

I left school at 18. It is always good to play on the field and hacky sack at school. I went to work on the mountain and got out of my shell. I would say nothing to no one unless I got on the booze. My sister gave me a kick in the butt and I could talk to anyone after a while.

After a while my brain was running fast. I was put in and they medicated me. I thought "Fuck I'm as dumb as a door!"

I read a book and it sounded like me. I thought I am going to go to a learning school to deal with this 'dyslexia' thing.

At the moment I am working at the Whanganui Learning Centre. I came here I because I was referred. I have been coming three weeks. It is really good environment. I'm not forced to do anything against my own will, I can take my time. You just have to keep in mind that you have all the time in the world. When I came here I had the 'feeling' that this was the right place to be. My ambition is to become a logical scientist. I am now 22 years old."

APPENDIX 2

ADULT LEARNERS' WEEK BROCHURE

Note: this document is available as a separate file.

APPENDIX 3

"WHERE ARE THE GAPS?" by DR P ROBINSON

Note: this document is available as a separate file.

APPENDIX 4

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