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Subject: Digest of the Manako Programme: Enhancing Tertiary Teaching Excellence for Foundation Learning

We hope this letter finds you well. My name is Helen Lomax, I am the Director of Ako Aotearoa, the National Centre for Tertiary Teaching Excellence. My colleague, Graeme Read, leads our Manako programme to support foundation learning in the tertiary education and training sector, including literacy, numeracy and cultural capability for Māori and Pacific TES priority learners.

The Briefing Paper Digest that accompanies this letter, comprises of six carefully constructed papers that offer critical insights into the initiatives under the Manako programme led by our Manako team. The Digest was sent to the Minister of Tertiary Education and Skills, Hon. Penny Simmonds, on April 30, 2024. Included in the Digest is a summary of a [2022 White Paper](#) that aligns with current governmental goals to strengthen tertiary education.

With this briefing our intention is to:

- To provide the Minister with up-to-date insights related to tertiary education, focusing on enhancing the capability of the tertiary teaching workforce and excellence in teaching, as aligned with the objectives of the Ako Aotearoa Manako programme.
- To advocate for and support the achievement of the educational and learner success priorities under the Tertiary Education Strategy by providing the Minister with targeted information and expert recommendations.

We look forward to continuing the dialogue and supporting the Government initiatives in enhancing tertiary education.

Yours sincerely,



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Director | Tumuaki



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Ako Aotearoa, the National Centre for Tertiary Teaching Excellence

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1.1 Introducing Manako, the Language, Literacy, Numeracy and Cultural Capability development programme for foundation learning provided by Ako Aotearoa, the National Centre for Tertiary Teaching Excellence

Introduction

The Manako programme, formerly the Adult Literacy, Numeracy and Cultural Capability (ALNACC) programme, continues our partnership with the Tertiary Education Commission (TEC) and its funding since 2015 of our services to enhance and build the sector's educational capability for foundation learning in Aotearoa New Zealand. Embracing our roots and expertise in literacy, numeracy, together with Māori and Pacific cultural capability, Manako expands our commitment to delivering inclusive and effective education, informed by the values, and learning needs of all New Zealanders.

The Manako programme is funded by the TEC to build capability in the tertiary foundation education sector and to provide advisory work to the TEC and Ministry of Education (MoE).

Manako is the internationally recognised Language, Literacy, Numeracy (LLN) and Cultural Capability programme of Ako Aotearoa, New Zealand's National Centre for Tertiary Teaching Excellence. LLN has an importance in the international context of UNESCO's Sustainable Development Goals (specifically Goal 4: Quality Education) and the OECD's PIAAC survey of adult skills.

The Manako team works alongside educators and organisations to build their capability and support them in achieving Tertiary Education Strategy objectives. Manako received the internationally recognised award of Successful Practices Honoree at the Library of Congress Literacy Awards 2023 (United States of America).

Manako priorities

The Manako team offers a comprehensive suite of professional learning and development courses, workshops, and webinars, and has developed a collection of resources to support the sector. Other significant initiatives from Manako include:

- » the New Zealand Dyslexia-Friendly Quality Mark (DFQM): 12 tertiary organisations have been awarded the DFQM since September 2021, and we are currently supporting 19 more organisations through the DFQM process, with regular new intakes



- » the [Tapatoru Ako Professional Practice Award](#): an innovative whole-of-organisation approach to capability building
- » our [Neurodiversity Community of Practice](#) is a diverse international community with around 500 members, including educators (primary to tertiary), parents, supporters, entrepreneurs, specialists, researchers, government agencies, and businesses
- » our [Manako Community of Practice](#) is a space for educators to connect with each other and the Manako team about LLN and cultural capability

Research projects

The [Ako Aotearoa Research and Innovation Agenda \(AARIA\)](#) has funded projects connected with Manako and aligned with the Tertiary Education Strategy. They include:

- » [Ako Mai Me \(Teach Me and help me learn\): The dyslexic learner journey and experience](#) – Dr Linda Rowan and Dr Lesley Petersen
- » [Digital Skills Framework](#) scoping project – Dr Anne Alkema
- » [Tapatoru Digital Professional Learning and Development Tool](#) – Education Technology Ltd, The Tarn Group, and the Tapatoru Team at Ako Aotearoa
- » [Engaging construction apprentices in the online environment](#) – Dr Janet McHardy
- » In the starting blocks: Scoping the experiences, vulnerabilities, and potential of dyscalculic adult learners in Aotearoa New Zealand – Dr Damon Whitten (2024, in progress)
- » Scoping the integration of AI in adult tertiary education: An equitable and outcome-focused approach in Aotearoa New Zealand – Graeme Smith and Michael Grawe (2024, in progress).

Current priorities

Following on from its [White Paper](#) submitted to the Minister of Education in March 2022, the Manako team continues to advocate and provide support for the tertiary sector and the Ministry of Education's work in the following areas:

- » contributing to a new Language, Literacy and Numeracy Implementation Strategy
- » building capability and sustainability across the tertiary foundation education sector
- » increasing professional development opportunities that build on the existing infrastructure for adult LLN and cultural capability for foundation education
- » supporting educators working with Māori and Pacific learners and their communities
- » supporting neurodiversity-affirming approaches.

Proposed ongoing engagement and collaboration with the TEC and MoE

We would welcome the opportunity to discuss this briefing paper with you and your team. This includes the value of foundation learning, and the risks associated with a lack of educator capability building and inaction for underserved learners in local, national, and international contexts. We would like to propose a second ministerial directive for us to work with the TEC and MoE to address the challenges outlined in our summary of the March 2022 White Paper (included in this digest) through improved policy settings and engagement.



2.1 The Ako Aotearoa Tapatoru Ako Professional Practice Award

Purpose and Whakapapa - Enhancing tertiary education through cultural integration

Introduction

The Tapatoru Ako Professional Practice Award (“Tapatoru”) was developed by Ako Aotearoa, the National Centre for Tertiary Teaching Excellence, and marks a pivotal advancement for tertiary education and foundation learning. Tapatoru is designed to significantly elevate the success of both educators and learners. This briefing paper outlines the background and purpose of the Tapatoru programme and advocates for broader recognition and further development. It underscores its vital contribution to cultivating a culture of excellence and innovation among tertiary educators across Aotearoa New Zealand.

The Tapatoru Ako Professional Practice Award is a significant Manako programme initiative. The Manako programme, formerly known as the Adult Literacy, Numeracy and Cultural Capability (ALNACC) programme, continues the Ako Aotearoa partnership with the Tertiary Education Commission (TEC) to enhance educational capability across Aotearoa New Zealand. Embracing our roots and expertise in literacy, numeracy, and both Māori and Pacific cultural capability, Manako expands our commitment to delivering inclusive and effective tertiary education and training.

This paper calls for concerted efforts to further integrate the Tapatoru programme into the national professional development framework, including tertiary teaching qualifications and the Manako programmes and services, ensuring its principles and practices become a cornerstone in shaping an effective, responsive, and diverse teaching and learning community.

Background of the Tapatoru programme

- » **Historical context and development:** The Tapatoru programme’s genesis was enabled by funding related to the Tertiary Education Commission’s (TEC) strategy and research for literacy and numeracy from 2007–2017. This foundational work underscored the integral roles of Tangata Whenua (people of the land, Māori) and Tangata Tiriti (people of the Treaty, non-Māori) in education, highlighting the significance of research-informed, values-based teaching and learning in Aotearoa New Zealand’s tertiary sector.



- » **Launch and evolution:** The programme was initially commissioned in 2017, developed in 2018, and officially launched in 2019. In a significant expansion in 2021, the programme began to incorporate Pacific values, knowledge, and practices, reflecting Aotearoa New Zealand's diverse educational landscape.
- » **Recent expansion:** In 2022, the Tapatoru programme underwent another trial and relaunch, evolving into a comprehensive professional learning and development framework. This current iteration includes an extensive suite of online tools and resources, further enhancing its accessibility and applicability for tertiary educators.

Purpose of the Tapatoru programme

- » **Professional teaching award:** The Tapatoru programme confers a prestigious award that recognises and celebrates educators who successfully integrate Māori and Pacific cultural values, along with considerations for Language, Literacy and Numeracy (LLN), and neurodiversity, into their teaching practices. Tapatoru serves as a benchmark for excellence in culturally responsive and inclusive education.
- » **Capability building and target audience:** The programme is designed to enhance the capabilities of a diverse array of educational professionals. It aims to equip them with the skills and knowledge necessary to effectively address the unique needs of learners in Aotearoa New Zealand, fostering an inclusive and holistic educational environment.
- » **Assessment methodology:** The assessment for the Tapatoru award is portfolio-based, placing a strong emphasis on reflective practice. This approach allows educators to demonstrate their proficiency and growth in integrating these essential values and practices into their teaching, thereby ensuring a comprehensive evaluation of their capabilities.

Emphasising cultural values

- » **Focus on the TES priority groups:** The programme places a significant emphasis on developing the capability of tertiary educators to meet the educational needs and aspirations of Māori and Pacific learners. By doing so, it addresses the unique challenges and opportunities these groups face, ensuring that their cultural values are not just recognised, but actively integrated into the fabric of tertiary education and training in Aotearoa New Zealand.
- » **Building confidence in the sector:** The Tapatoru programme plays a pivotal role in instilling confidence of tertiary educators to embed Māori and Pacific cultural values into their everyday teaching and learning. Tapatoru promotes and establishes best practices in embedding LLN, acknowledges and supports neurodiversity, and addresses other key dimensions of adult tertiary teaching. Tapatoru promotes a more inclusive, culturally sensitive, and effective educational environment to support the success of all learners, and the diversity of learning and teaching contexts.



Integration with other adult tertiary teaching qualifications

The Tapatoru programme enhances existing qualifications, raising professional standards by integrating its unique values and practices into tertiary education's professional development, fostering inclusivity and cultural awareness in Aotearoa New Zealand's educational landscape.

Conclusion

The Tapatoru Ako Professional Practice Award represents a landmark innovation in Aotearoa New Zealand's tertiary education sector, playing an indispensable role in embedding cultural values within educational practices and elevating the overall quality of teaching and learning practices. This briefing paper strongly advocates for heightened support and recognition of the Tapatoru programme within policy and implementation of learner success plans.



3.1 Cultivating cultural understanding and inclusivity in tertiary education and training by building Māori cultural capability

Introduction

Māori cultural capability is a significant part of the Manako programme provided by Ako Aotearoa, the National Centre for Tertiary Teaching Excellence. The [Manako programme](#), formerly known as the Adult Literacy, Numeracy and Cultural Capability (ALNACC) programme, continues our partnership with the Tertiary Education Commission (TEC) to enhance tertiary educator capability in Aotearoa New Zealand. Embracing our roots and expertise in literacy, numeracy, and both Māori and Pacific cultural capability, Manako expands our commitment to delivering inclusive and effective education, informed by the values and needs of all New Zealanders.

In Aotearoa New Zealand, embedding Māori cultural capability into tertiary education is essential to fostering an inclusive, culturally aware learning and teaching environment. The Tertiary Education Commission's Manako contract highlights this need by focusing not only on Language, Literacy, and Numeracy but on Cultural Capability.

This briefing paper examines the '[Building Māori Cultural Capability](#)' programme which is central to enhancing teaching quality and Māori learner outcomes. It advocates for bolstering the programme through increased funding, wider implementation across educational institutions, and strong policy support. These enhancements aim to empower more educators with the skills needed to integrate Māori values and methodologies to **enrich the learning experience** and to continue ongoing maturation of our bicultural national identity in the tertiary education sector.

Empowering educators and supporting Māori learners

The Māori cultural capability tools and learning opportunities offered by [Ako Aotearoa](#) represent a comprehensive approach to integrating Māori perspectives into Aotearoa New Zealand's tertiary education and training sector. These resources, available through the Ako Aotearoa '[Te Pātaka Mātauranga Māori](#)', include a variety of workshops, resources and events focused on enhancing cultural understanding and teaching practices. Insights from the 2023 Māori cultural capability impact evaluation surveys, and feedback from educators who engaged in self-directed courses, have been instrumental in shaping the 2024 programme. These narratives highlight the **real-world impact and value of the programme for participants**.



Central to the success of the Māori cultural capability programme is the incorporation of the core values of Ako Aotearoa Pūmautanga (commitment), Māramatanga (insightfulness), Awhitanga (inclusivity), Whanaungatanga (relationships), and Whakamanatanga (empowerment). These values guide the direction and effectiveness of the programme, ensuring it remains relevant and impactful.

The Māori cultural capability programme offers a range of flexible and interactive learning and teaching options. These incorporate multimedia elements and practical application of Māori learning-teaching methodologies, public workshops and customised courses for organisations. A free online Māori cultural capability resource developed by Ako Aotearoa is provided on the Pathways Awarua platform for tertiary educators.

Always adapting to meet the changing needs of adult learners, the Māori cultural capability programme has just developed another learning option. The online '2024 Series of self-directed courses' offers more flexibility for the tertiary educator, with a deeper dive into Māori learning and teaching methodologies, accompanied with an assessment based on reflective practice. This ensures that real practice change is attainable by the educator, with support and mentoring and rewarded with a digital badge. This Māori cultural capability suite of learning options contributes to contemporary educational trends and the diverse needs of the tertiary education sector.

Conclusion

The Māori cultural capability programme at Ako Aotearoa is one of the keys to embedding Māori cultural knowledge in our tertiary education and training sector. The programme acts as a catalyst to enhance tertiary teaching quality to improve Māori learner success outcomes. This programme embodies Māori cultural respect and inclusivity, and demonstrates a commitment to ongoing innovation and adaptability to meet the educational needs of educators to better support the success outcomes of Māori learners. Furthermore, advocacy for CPI-adjusted funding, broader implementation, and policy support underlines the programme's potential for growth and its critical role in shaping an education system that is culturally responsive and ever evolving.



4.1 Enhancing tertiary education for Pacific learners in Aotearoa New Zealand

Insights and strategies from ‘Phenomenal educators and the Kato Toolkit’

Introduction

Enhancing Pacific cultural capability is a significant part of the Manako programme provided by Ako Aotearoa, the National Centre for Tertiary Teaching Excellence. The [Manako programme](#), formerly known as the Adult Literacy, Numeracy and Cultural Capability (ALNACC) programme, continues our partnership with the Tertiary Education Commission (TEC) to enhance educational capability across Aotearoa New Zealand. Embracing our roots and expertise in literacy, numeracy, and both Māori and Pacific cultural capability, Manako expands our commitment to delivering inclusive and effective education, informed by the values and needs of all New Zealanders.

This paper synthesises insights from recent studies and the [Kato Toolkit](#) to enhance teaching practices. Focusing on the attributes and methods of the research project ‘[From Good to Great: The 10 Habits of phenomenal educators for Pacific learners](#)’, it aims to improve educational outcomes for Pacific learners. The core thesis is that adopting these educator practices and the Kato Toolkit’s principles can significantly transform Pacific learners’ experiences and achievements in tertiary education.

Strategies for empowering Pacific learners: Insights and applications

1. Understanding Pacific learners

The diversity of Pacific learners in Aotearoa New Zealand’s tertiary education system is profound, encompassing a range of ethnicities, languages, and cultural backgrounds. Studies highlight the necessity of understanding these learners’ unique contexts to cater to their specific academic and social needs effectively. Pacific learners often face challenges distinct from their peers, stemming from cultural differences and expectations. Recognising these nuances is crucial for educators to create inclusive and supportive learning environments. Tailoring educational approaches to these diverse needs not only respects their heritage, but also enhances their academic engagement and success.

2. Phenomenal educators: Attributes and practices

[Phenomenal educators](#), as identified in the studies, are characterised by their ability to establish authentic relationships with Pacific learners, demonstrate



adaptability, and exhibit a deep understanding of Pacific cultures. These educators excel in creating a learning atmosphere where learners feel valued, respected, and understood. They employ culturally responsive teaching strategies, integrating Pacific perspectives and examples into their curriculum. Such practices not only foster a sense of belonging among Pacific learners, but also significantly improve their educational outcomes. The ability of these educators to connect with learners on a personal level, while maintaining high academic standards, sets a benchmark for effective teaching in multicultural settings.

3. The Kato Toolkit: A guide to excellence

The Kato Toolkit offers a comprehensive guide for educators to enhance their teaching methodologies for Pacific learners. It outlines ten key habits, ranging from understanding learners' cultural backgrounds (Fakakoloa) to embracing creativity and enthusiasm in teaching (Aupuru). The toolkit emphasises the importance of building strong, nurturing relationships (Le Teu le Va) and creating collaborative, community-focused learning environments (Putuputu). By integrating these habits into teaching practices, educators can more effectively engage Pacific learners, accommodating their unique learning styles and cultural perspectives. The toolkit serves as a practical resource for educators to refine their approaches, ensuring their teaching is inclusive, respectful, and supportive of Pacific learners' needs.

4. Policy and institutional implications

The implementation of these educational practices requires strong organisational support. Tertiary organisations should consider incorporating the findings from these studies and the principles of the Kato Toolkit into their teaching policies and frameworks. This may involve providing professional development opportunities for educators to learn about culturally responsive teaching methods and creating support systems to facilitate these practices. Additionally, educational policies should be shaped to recognise and address the unique needs of Pacific learners. By institutionalising these approaches, the tertiary education sector can ensure a more equitable and effective learning environment for Pacific learners. Such policy and institutional changes are imperative for the long-term success and inclusivity of Aotearoa New Zealand's tertiary education system.

Conclusion

The adoption of practices by phenomenal educators and the Kato Toolkit's principles can markedly enhance Pacific learners' experiences in Aotearoa New Zealand's tertiary education sector. This advancement necessitates a unified effort from educators, organisations, and policymakers to adopt and embed culturally responsive and inclusive teaching methods. Embracing these approaches ensures a more equitable and enriching educational environment, pivotal for the success and empowerment of Pacific learners. This commitment to transformative practices is key to achieving educational equity and excellence across the tertiary sector.



5.1 Embracing Inclusivity: Introducing the Dyslexia-Friendly Quality Mark (DFQM)

Advancing educational equity for dyslexic learners through systemic change and inclusive practices

Introduction

The Dyslexia-Friendly Quality Mark (DFQM) is a significant Ako Aotearoa (the National Centre for Tertiary Teaching Excellence) Manako programme initiative. The Manako programme, formerly known as the Adult Literacy, Numeracy and Cultural Capability (ALNACC) programme, continues our partnership with the Tertiary Education Commission (TEC) to enhance educational capability across Aotearoa New Zealand. Embracing our roots and expertise in literacy, numeracy, and both Māori and Pacific cultural capability, Manako expands our commitment to delivering inclusive and effective education, informed by the values and needs of all New Zealanders.

This briefing paper presents the DFQM, an innovative programme designed to foster inclusive education for dyslexic learners in Aotearoa New Zealand. Building on a foundational understanding of dyslexia and its impact in educational settings, the purpose is to build organisational capability and raise awareness, including at the ministerial level, underscoring the need for systemic change. This document elaborates on the necessity of integrating the DFQM across educational organisations to ensure equal opportunities and a supportive learning environment for all learners, particularly those with dyslexia. The paper highlights the potential of the DFQM to transform teaching practices, enhance the learning experience of dyslexic learners, and align with Aotearoa New Zealand's broader educational objectives of inclusivity and teaching excellence.

Advancing inclusive education: The role and impact of the DFQM in Aotearoa New Zealand

Below, we outline the intricacies of dyslexia in Aotearoa New Zealand and the transformative role of the DFQM in shaping inclusive educational practices and aligning with the nation's educational goals, while also considering the implementation challenges and the profound benefits it offers to learners, educators and organisations.

1. Understanding dyslexia in Aotearoa New Zealand

Dyslexia, a common learning difference, affects approximately 1 in 10 learners. It presents challenges in reading, spelling, writing, and processing information, not



indicative of intelligence or potential, but rather a distinct neurological processing style. Recognising and accommodating dyslexia is crucial for equitable educational opportunities, especially in a country that values diversity and inclusion in its educational philosophy.

2. DFQM objectives and significance

The DFQM from Ako Aotearoa serves as a structured programme for organisations to become more dyslexia-friendly. By engaging with the DFQM, organisations demonstrate their commitment to understanding and supporting the unique needs of dyslexic learners. This initiative is aligned with Aotearoa New Zealand's commitment to inclusive education, aiming to elevate the standard of support and understanding across educational environments.

3. The DFQM's alignment with educational goals

- » Raising awareness and understanding: The DFQM emphasises the importance of educating staff and learners about dyslexia, thus aligning with the national goal of creating informed and empathetic educational communities.
- » Promoting inclusive teaching practices: By advocating for teaching methods that cater to dyslexic learners, the DFQM supports the broader objective of inclusive and personalised education, ensuring that all learners have access to quality education.
- » Supporting diverse learning styles: The initiative celebrates different learning styles, encouraging educational organisations to embrace and cater to the varied needs of learners, thereby fostering an environment of diversity and inclusion.

4. Challenges and implementation strategies

- » Assessment and training: The DFQM requires an initial assessment of current practices and subsequent training for educators, demanding a shift in traditional teaching methodologies to more inclusive practices.
- » Implementation and monitoring: Organisations must adopt dyslexia-friendly practices and continuously monitor their effectiveness, ensuring that the changes are not just superficial, but deeply integrated into the educational fabric.
- » Resource allocation: Successfully implementing the DFQM may require significant resources, including time, financial investment, and professional development opportunities, posing a challenge for some organisations.

5. Benefits of DFQM to learners, educators and tertiary education organisations

- » For learners: The DFQM ensures a supportive and empathetic learning environment, allowing dyslexic learners to access education effectively and confidently.
- » For educators: The DFQM builds educator awareness of dyslexia and introduces them to strategies for teaching and supporting dyslexic learners.
- » For organisations: Embracing the DFQM not only enhances the reputation of organisations as inclusive and progressive, but also aligns them with national and international standards of quality education.



Conclusion and recommendations

The DFQM represents a critical step towards inclusivity and excellence in Aotearoa New Zealand's educational landscape. By acknowledging and accommodating the needs of dyslexic learners, educational organisations can play a pivotal role in shaping an empathetic, informed, and inclusive society. This initiative aligns with Aotearoa New Zealand's broader educational goals, promoting a more comprehensive understanding of diversity in learning. To fully realise its potential, it is essential to consider increasing resourcing or funding for the programme, ensuring that organisations across Aotearoa New Zealand can actively engage with the DFQM, integrating it into their processes to ensure that all learners, regardless of their learning differences, have equal opportunities to thrive.



6.1 Policy settings for supporting foundation learning

A summary of the White Paper presented by Ako Aotearoa in March 2022

Introduction

The Ako Aotearoa (National Centre for Tertiary Teaching Excellence) Manako programme, formerly known as the Adult Literacy, Numeracy and Cultural Capability (ALNACC) programme, continues our partnership with the Tertiary Education Commission (TEC) to enhance educational capability across Aotearoa New Zealand. Embracing our roots and expertise in literacy, numeracy, and both Māori and Pacific cultural capability, Manako expands our commitment to delivering inclusive and effective education, informed by the values and needs of all New Zealanders.

Why are we submitting a summary of our White Paper?

In March 2022, the Ako Aotearoa ALNAAC team (now Manako) presented a White Paper to the Hon Chris Hipkins, Minister of Education at the time. Mr Hipkins responded that he welcomed ‘a wider discussion in literacy and numeracy needs across Aotearoa’, and that he had asked the Ministry of Education (MoE) and the TEC to meet with us to work through our ideas in more detail to inform the Government’s work in this area.

To date no progress has been made in the discussions, and, given that we now have a new Government, it is timely to revisit the issues raised in the White Paper, as they continue to be of great concern.

What was the focus of the White Paper?

The Paper outlined the challenges facing tertiary foundation education and called for action to address these challenges.

The primary challenges included:

- » adults are entering the workforce without the basic skills needed to function effectively, including Language, Literacy and Numeracy (LLN) and learner agency
- » the constant demand for higher skills across industries, and our inability to meet this demand
- » the growing number of adults entering tertiary education with low LLN skills.

The recommendations presented included:

1. Re-prioritise adult language, literacy and numeracy, and cultural capability as a national imperative.
2. Develop a LLN implementation strategy, setting clear objectives and milestones.



3. Increase funding of key projects that support the tertiary foundation education and training sector, such as the [Tapatoru Ako Professional Practice Award](#).
4. Dedicate the Adult Literacy Educator Fund to organisations and educators committing to engage in professional development.
5. Fund educator participation in professional development programmes supported with Ako Aotearoa digital badges.

What is the current situation?

The challenges described in the White Paper urgently need to be addressed:

- » Recent survey data indicate a growing number of learners leaving school with low literacy and numeracy skills. This number increases every year.
- » The tertiary sector is under more pressure than ever to deal with this.
- » In the compulsory school sector, a record number of children are failing NCEA in Reading, Writing and Numeracy.
- » Trends in the International Maths and Science (TIMSS) study reveal a steady decline in numeracy: By year 9 fewer than 10% of learners are working at the appropriate level.
- » Aotearoa New Zealand has recorded its worst ever results in the OECD's Programme for International Student Assessment (PISA) tests of reading and maths.
- » The best way to lift learner outcomes is to build educator capability, but there is inadequate funding for professional development to meet the growing need.
- » The TEC Literacy and Numeracy Implementation Strategy expired in 2019 and urgently needs renewing.

What is the proposed action?

The adult language, literacy, numeracy, and cultural capability work, delivered by the Manako team, is funded by the TEC to build sector capability in the tertiary foundation education sector and to provide advisory work to the TEC and MoE. It also aligns with the Government's intention to lift LLN levels in schools.

Key actions to address the challenges outlined in the White Paper include the following:

1. Improved policy settings

We propose a ministerial directive for us to work with the TEC and MoE to address the challenges outlined in the White Paper through improved policy settings.

2. A national Language, Literacy and Numeracy Strategy

A strategy is urgently needed to address the language, literacy, and numeracy crisis and to provide direction and guidance to the sector, set objectives and define progress measures.

3. Investment in educator capability building

Quality instruction and well-trained educators are the key factors that lead to learner success. Investment in educator capability building is needed to ensure a qualified TEO (Tertiary Education Organisation) workforce.

