Adult Literacy and Numeracy Education and Cultural Capability

A new model for the capability building of practitioners and organisations in foundation education

SUMMARY

**Nā āheitanga ā-mātauranga,
ko angitū ā-ākonga**
Building educational capability
for learner success

Ako
AOTEAROA

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

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

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

Tertiary Education Commission
Te Amorangi Mātauranga Matua

Foreword

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

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

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

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

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

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

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

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

Helen Lomax
Director | Tumuaki
Ako Aotearoa

Introduction

Ako Aotearoa has developed a new model for building educational capability in adult literacy and numeracy and building cultural capability (the Capability Building Model). The model describes how Ako Aotearoa will manage and implement the Professional Learning and Development (PLD) offerings in Adult Literacy, Numeracy and Cultural Capability (ALNACC). The purpose of this model is to lift educational capability and improve outcomes, including parity of outcomes for Māori and Pacific learners.

Foundation education

For the purposes of this model, foundation education includes:

» Programmes at New Zealand Qualifications Framework (NZQF) Levels 1, 2 and 3
» Intensive Literacy and Numeracy (ILN) programmes
» Intensive Literacy and Numeracy Targeted English for Speakers of Other Languages (ESOL) programmes
» Workplace Literacy and Numeracy programmes.

Learners in foundation education

The central focus for the Capability Building Model is the needs of foundation learners, as they underpin the PLD needs of practitioners. These learners tend to have complex needs and it is vital for their needs to be met. Often the system has failed them and foundation education is their second, or last, chance to acquire the skills they need to function effectively in the workplace, community, and society, and to take advantage of continued training opportunities. These learners need the best possible education. It is therefore essential for practitioners to be well-supported in their practice and to have access to PLD that is sustained, relevant, needs-focused, and appropriate.

Target audience

The Capability Building Model and related PLD offerings are designed for all those who are engaged in foundation education in community, workplace, and education settings. This includes those delivering programmes at providers such as Private Training Establishments (PTEs), Institutes of Technology and Polytechnics (ITPs), Industry Training Organisations (ITOs), Wānanga, and community organisations.

The foundation-level workforce is diverse and practitioners have differing PLD needs, depending on their workplace setting, background, and teaching focus. In designing the PLD, this diversity in contexts will be acknowledged and catered for. The target audience includes, but is not limited to:

- Vocational educators
- Intensive Literacy and Numeracy educators
- ESOL educators
- LLN leaders and co-ordinators
- Programme managers
- TEO management staff
- Industry Training Organisation (ITO) staff
- Workplace LLN educators
- Workplace trainers
- Community-based educators
- Youth workers
- Learning support staff
- Instructional designers.

A 'bottom-up' approach

The target audience will be at the centre of the PLD offerings. PLD priorities identified by the target audience will inform PLD content development. Content is further informed by research and the PLD evaluation process.

Building organisational capability

For PLD to have successful outcomes, it is important for organisations to:
- create a positive, safe, appropriately challenging learning culture
- set expectations and provide incentives
- adopt a whole-organisation approach to embedded literacy and numeracy (ELN) and cultural capability
- develop a shared vision, responsibility, and approach.

The Capability Building Model aims to build internal capability by developing and training 'leaders' within organisations who help drive the professional learning, support and work alongside practitioners, and foster collaborative learning and reflection.

Defining cultural capability

Practitioners who have cultural capability affirm and validate the culture or cultures of each learner.

Culturally capable practitioners:
≫ acknowledge that all learners and practitioners come to a place of learning as culturally located individuals and that all interactions and learning are culturally defined
≫ practise the ability to use the learner's culture as a bridging mechanism to learn and teach
≫ understand how to utilise the learner's culture to aid the pedagogy and learning process, as well as facilitate relationships and professional growth
≫ desire to know the learner and work to ensure that the learning environment, partnerships, and discussions acknowledge and respect the fact that the learner may have a different culture to the practitioner's culture.

In Aotearoa, with the influx of immigrant groups, a practitioner is potentially faced with a broad mix of culturally different groupings. Practitioners face a daunting task of responding appropriately to the diverse cultures of their learners. In this respect some cognisance is necessary of the primacy of the Māori culture, as the 'default' culture of Aotearoa, as the indigenous culture of this land, and of its rightful existence under the provisions of Te Tiriti o Waitangi, 1840. Also, the TEC identifies Māori and Pacific learners as priority learners, hence giving Pacific cultures some privileged status along with Māori.

Examples of practitioner cultural capability include:
≫ understanding, respecting, and valuing culture, and knowing how to validate culture as an asset in the learning process
≫ addressing conscious and unconscious bias that works against Māori and Pacific learners
≫ understanding and wilfully practising intuition in occupying/facilitating/negotiating the sacred learning space between learner and practitioner, while validating and practising cultural nuancing and notions of spirituality

>> understanding, deconstructing, and reconstructing our own lens and world view that we take with us to the teaching and the learning

>> ensuring learning materials are relevant for Māori and Pacific learners wherever possible.

Ako Aotearoa has produced the Māori Cultural Capability Pathway and the Pacific Cultural Centredness Pathway. These resources are designed to support practitioners in developing their cultural capability.

Integrating cultural capability with adult literacy and numeracy

Practitioners and organisations operating in foundation education need capability in both culturally responsive pedagogies and adult literacy and numeracy education. An integrated PLD approach has been adopted by Ako Aotearoa to foster success for all learners, and achieve parity of outcomes for Māori and Pacific learners. Cultural capability enhances learner engagement, participation, and achievement. In this respect it is important to note that Māori and Pacific culturally responsive pedagogies benefit all learners, not just Māori and Pacific learners.

Six focus areas

The Capability Building Model comprises six focus areas, as shown on page 7. A more comprehensive version of the Capability Building Model, which defines key features of each focus area and corresponding Ako Aotearoa objectives, is available on the Ako Aotearoa website. The comprehensive version also includes a full reference list.

Capability Building Model

Resourcing
Infrastructure
Communication
Funding
Administration

GOVERNANCE

Professional values
Professional knowledge
Professional practice

Planning
Incentives
Continuous
improvement

Professional
Standards Framework
DESCRIBE CAPABILITY

Research-informed
Evidence-based
Tailored approach
Reflective practice

STRATEGY

Learners

CONTENT

ENHANCE CAPABILITY
Communities of
Professional Learning

BUILD CAPABILITY
Professional Learning &
Development

Practitioners

Regional opportunities
Ongoing support
Connect theory & practice

PLD offerings

Co-operative leadership
Within organisations
Across organisations
National & international

DELIVERY

Kono
Micro-credentials
Coherence
Informed by sector
feedback & demand

COLLABORATION

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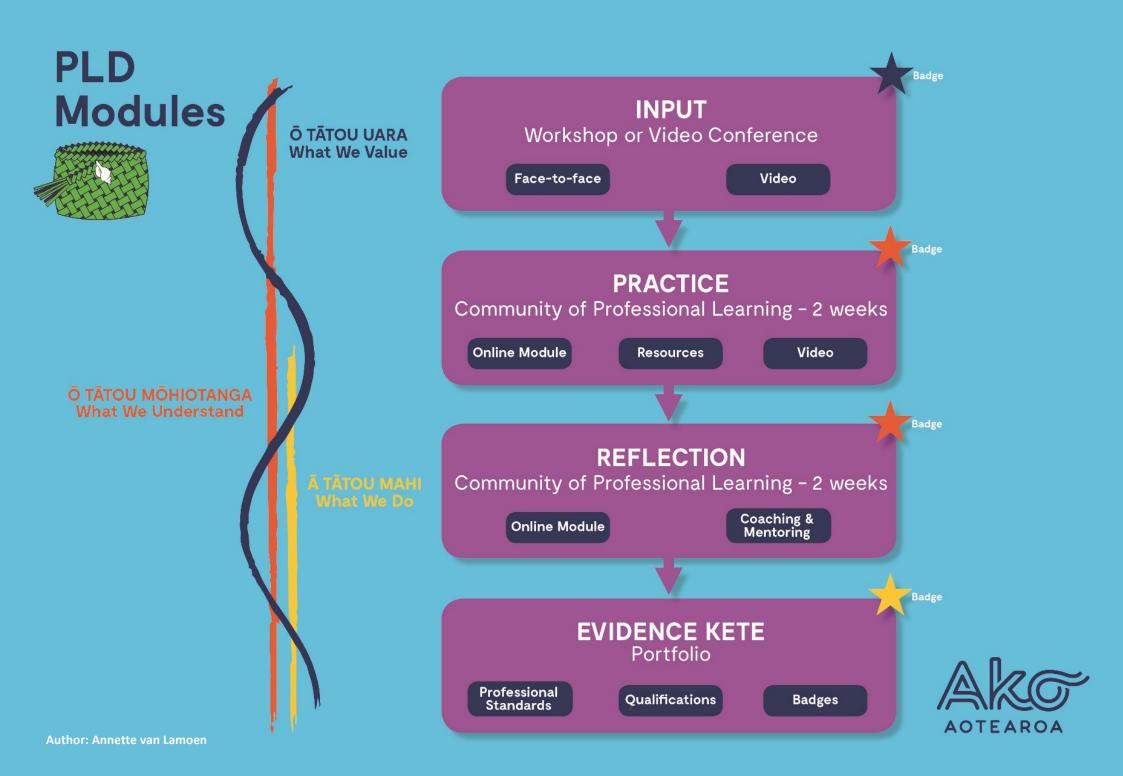AOTEAROA

Author: Annette van Lamoen

PLD Kono

» **Flexibility in delivery formats** will ensure the Capability Building Model serves a diverse target audience.

» The ALNACC PLD will be in the form of '**kono**'. A kono is used as a metaphor drawn from te ao Māori (the Māori world) and refers to a small woven harakeke basket used for gift offerings. In this context, the kono represents a PLD package consisting of a number of PLD modules which include workshops, clips, online components, resources, communities of professional learning, etc.

» The PLD modules within the kono will be sustained offerings, rather than one-off workshops, consisting of a three-step process (see also page 9):
1. **An input component**: A face-to-face workshop or video-conference.
2. **A practice component** (two weeks): An online community of professional learning which workshop participants have access to. They can practise the new learning and exchange experiences and ideas with each other. They can also access resources and continued support from the facilitator. Towards the end of the practice component there can be a video conference.
3. **A reflective component** (two weeks): This component is also facilitated in the community of professional learning. Participants reflect collaboratively on the new approach and the changes they have made in their practice, what worked, what didn't work, and what changes they can make in their practice to enhance effectiveness.

» Participants can form a **community of practice** after the facilitated four-week process has been completed.

» Participants can collect evidence of participation and engagement in PLD in their PLD Portfolio or '**Kete**'. They can receive a digital badge**,** or **micro-credential**, for participation in each of the three components and a 'gold badge' if all three badges are collected.

» PLD content will be informed by the **Tapatoru** and the **Adult Literacy and Numeracy Effective Practice Model**.

PLD Modules

Ō TĀTOU UARA
What We Value

Ō TĀTOU MŌHIOTANGA
What We Understand

Ā TĀTOU MAHI
What We Do

★ Badge

INPUT
Workshop or Video Conference

Face-to-face   Video

★ Badge

PRACTICE
Community of Professional Learning – 2 weeks

Online Module   Resources   Video

★ Badge

REFLECTION
Community of Professional Learning – 2 weeks

Online Module   Coaching & Mentoring

★ Badge

EVIDENCE KETE
Portfolio

Professional Standards   Qualifications   Badges

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Author: Annette van Lamoen

Collaborative reflective practice cycle

Reflective practice will be an integral part of the kono. The facilitator will guide participants through the process outlined on page 11 and the group will reflect collaboratively on learner needs and outcomes, PLD needs, teaching practice, and effectiveness of PLD. The purpose will be to:

» monitor learner progress jointly with the learner

» monitor and modify practitioner progress

» identify specific learner needs

» identify practitioner PLD needs

» set practitioner PLD goals and create a personal development plan

» develop a PLD Portfolio (Kete)

» improve learner outcomes.

Collaborative Reflective Practice Cycle

ANALYSE learner engagement, achievement and well-being

What are the learner outcomes?
What evidence can I collect from assessment data and my own observations?
What is the learning experience like for my learners?

IDENTIFY areas of high priority need for learners

What is the evidence of priority need?
Why do learners have these needs?
How can I address them?
What is working well?
What is not working so well?

CREATE a professional learning and development (PLD) plan

What are my priority PLD needs?
Where can I source this PLD?
What internal and external expertise can I draw on?
How can I use the Tapatoru as a guide?

ENGAGE in PLD

CHANGE teaching and learning practice

How can I improve my practice to meet the learners' priority needs?
What new approaches can I try?

REFLECT on effectiveness

Is my new practice making a difference?
How do I apply the learning from PLD?
How have I changed my beliefs and assumptions?

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