HAEA TE PŪ ATA
National Strategy for Māori Achievement: Adult Literacy and Numeracy 2016-2020

Consultation document
December 2014

Introduction

Te Wāhanga, NZCER has been asked by the Tertiary Education Commission (TEC) to develop a five year strategic plan to help continue to build Māori adult literacy and numeracy. The strategic plan will set out the priority goals, and the action points needed to achieve them.

The strategy is named Haea te Pū Ata, the first light that breaks the dawn. ‘Haea’ describes the glimmer of light as the sun draws closer to the horizon, then breaks the early morning darkness. Haea Te Pū Ata signals the potential of the new day, and can be likened to those who are embracing opportunities in literacy and numeracy learning, to realize their potential.

The first important step is wide consultation with Māori communities to make sure Māori are in the driving seat of the plan’s development.

To help with the consultation hui, this background paper provides a brief overview of key developments in Māori adult literacy and numeracy. It also contains a brief overview of key government strategies that include a focus on building literacy and numeracy for Māori adults and whānau.

A number of questions are included at the end of this background paper to help guide the consultation hui.
Measurements of Māori adult literacy and numeracy

Literacy learning is about building the capacity to meaningfully engage in and contribute to the worlds we live in.

In the last few decades Māori participation in foundation education and certificate-level programmes has greatly increased,¹ and as a result, Māori adult literacy levels have also increased markedly - especially for Māori women.² However, more work is needed to ensure all have the opportunity to develop the literacy and numeracy skills needed for their lives.

The purpose of Haea Te Pū Ata is to build on this success and significantly increase Māori adult literacy and numeracy rates.

Te Kawai Ora - the first report on Māori adult literacy

In 2001, the government launched their adult literacy strategy called More Than Words.³ However, the strategy did not adequately address the situation of Māori, so a Māori adult literacy working party was established to report on what was needed to raise Māori adult literacy rates. Their report was called Te Kawai Ora and was released in August 2001.⁴

The report raised a number of key points:

• that literacy for Māori spanned biliteracy in te reo Māori and English, and included knowing how to read and shape Māori and other worlds;

• that successful Māori adult literacy learning needed to accord with Māori values and priorities, which included enhancing the wellbeing and self-determination of whānau, hapū, and iwi;

• that successful Māori adult literacy providers used a Māori definition of literacy in accord with Māori values and priorities, and used Māori learning and teaching styles;

• that, as per the Treaty of Waitangi, Māori needed to have a determining role in how adult literacy learning is provided, including in policy development and funding decisions.

Further developments since Te Kawai Ora

Since the launch of Te Kawai Ora and More Than Words in 2001, there have been a number of developments in the field of adult literacy and Māori adult literacy.

New initiatives:

• Establishment of the Workplace Literacy Fund to support adult literacy and numeracy teaching and learning in the workplace. Employers are able to access the fund to improve the job-specific literacy and numeracy of their employees;

• Establishment of the Embedding Literacy and Numeracy Project, where literacy and numeracy is built into the teaching programmes of all Level 1 - Level 3 qualifications in tertiary education institutions, wānanga and including in their marae-based programmes.

• The development and roll-out of a national literacy and numeracy assessment tool to measure adult learners’ progress against the TEC’s Learning Progressions for Adult Literacy and Numeracy.⁵

• A project to develop a specific Māori adult literacy and numeracy assessment tool was started in 2014.

Research:

• Much of the research in Māori adult literacy has focused on building an understanding of the effective teaching practices for Māori adult literacy and numeracy learners and of what successful programme provision looks like. It has shown that Māori learners respond positively to kaupapa Māori ways of teaching.
Government strategies to improve adult literacy and numeracy

**Tertiary Education Strategy 2014-2019:** The current strategy outlines six strategic priorities, which includes boosting the achievement of Māori (priority 3) and improving adult literacy and numeracy (priority 4). Together, the priority is to ensure there are both short-term (via workplaces) and long-term (via tertiary education organisations) options to improve the literacy, language and numeracy of Māori, with a particular focus on working with Māori communities to reach new learners.

**Ka Hikitia: Accelerating Success 2013-2017: The Māori Education Strategy:** The tertiary education focus area of Ka Hikitia includes goals to up-skill Māori in the workforce and to support Māori students into higher levels of tertiary education through the provision of foundation and bridging courses.

**Tau Mai Te Reo: The Māori Language in Education Strategy 2013-2017:** A key goal of this strategy is to work with iwi, communities, and Māori language providers to better support Māori language in education and increase use of the language, including in the home and at marae.

**He Kai Kei Aku Ringa: The Crown-Māori Economic Growth Partnership: Strategy to 2040:** The six goals to improve Māori economic performance include greater educational participation and performance, a more skilled and successful workforce, and increased financial literacy.

Taken together, a key goal of these strategies are for Māori to achieve success as Māori, where te reo and tikanga Māori are important, and where the teaching and learning of adult literacy and numeracy is consistent with Māori values and aspirations to improve cultural, social, and economic wellbeing and be self-determining. The strategies signal that a high level of commitment and shared responsibility by government and

This research forms an important base for the development of a Māori adult literacy and numeracy strategy.

and learning where being Māori is valued, including te reo and tikanga Māori, where they are taught in small groups by tutors who care, and where whānau support is made a priority. At the programme level, what has been most beneficial to learners is where programmes are tailored to and assessed against their learning goals and needs, with a relevant curriculum which is taught using a strengths-based approach.

- Research has also shown that literacy learning is most motivating and successful for Māori adults when it is tied to Māori definitions of literacy, and when it is relevant to and supports learners’ aspirations for their whānau, hapū, and iwi. Successful literacy and numeracy learning was seen to result in increased participation in whānau and community life, and in the labour market; increased self-confidence and improved relationships with others; greater independence; and feeling more positive about the future and making plans towards it, including enrolling in further learning.

- Indeed, research has shown that literacy and numeracy learning has a significant impact on learners’ whānau, and particularly on the school-based learning and achievement of their tamariki and/or mokopuna and in motivating other whānau members to take up (literacy) learning. These whānau-based impacts were especially important to Māori adult learners. Learner and whānau wellbeing have also been identified as important in assessing the learning of Māori adults.

- At the wider level, research has mapped out the development of a “kaupapa Māori literacy” where adult literacy learning is connected with the reclamation of te reo and tikanga Māori and Māori self-determination. This is also happening internationally with other indigenous peoples, including the Aboriginal literacy movement in Canada who are asserting that Aboriginal languages, culture, and tradition need to be at the forefront in literacy learning for Aboriginal people.
Māori is needed to improve Māori adult literacy and numeracy levels. This means that strong engagement with whānau, hapū, iwi, and Māori communities will be essential to success.

Connecting with the goals and priorities of these strategies will be an important part of developing Haea Te Pū Āta.

**Consultation hui questions**

**Policy initiatives:**

- What policy initiatives have been successful at improving Māori access to and engagement in adult literacy and numeracy courses? What has got in the way?
- What policy initiatives have been successful at improving the literacy and numeracy learning outcomes for Māori adult learners? What has got in the way?
- What new or additional policy initiatives, including whānau-based provision, would accelerate progress for learners and whānau in Māori adult literacy and numeracy?
- What are the initiatives in your area (marae, community, workplace, etc) that you see are working to raise Māori adults’ literacy and numeracy, including in te reo and tikanga Māori?
- How should communities have input into Māori adult literacy and numeracy policy development and implementation?

**Collaboration, capability, and leadership:**

- What initiatives would facilitate stronger inter-community collaboration in Māori adult literacy initiatives to help improve access, engagement, and learner success?
- What incentives are needed to facilitate stronger collaboration?
- What skills are needed to achieve significant progress for learners, employees and whānau?
- What system changes are needed to achieve progress?
- Who should be charged with leading the development and implementation of Haea Te Pū Āta?

**Resources and priorities for the first year of Haea Te Pū Āta:**

- What resources are needed to achieve progress in Māori adult literacy and numeracy, including to support learners and their whānau?
- What are the three initiatives that would make the greatest difference for Māori adult learners and their whānau?
- What needs to be achieved in the first year of Haea Te Pū Āta?
Endnotes

1 See www.educationcounts.govt.nz.
4 Māori Adult Literacy Working Party. (2001). Te kawai ora: Reading the world, reading the word, being the world. Wellington: Ministry of Māori Development.
5 See www.tec.govt.nz for details.
Consultation round dates

Two open cross-sector hui consultations rounds will be run in February and May 2015.

We will also be running targeted hui with key groups including: the Iwi Leaders Forum, Māori Urban Authorities, Business NZ, Literacy Aotearoa, and workplace and tertiary education institutions.

Consultation round one

The first consultation round aims to listen to the sector and generate ideas that can feed into the development of the National Strategy for Māori Achievement: Adult Literacy and Numeracy 2016-2020, as well as provide a supplementary update of Te Kāwai Ora.

- **Rotorua** 12 February 2015 10-1pm at TBC
- **Gisborne** 10 February 2015 10-1pm at TBC
- **Whangarei** 11 February 2015 10-1pm at the Toll Stadium
- **Christchurch** 9 February 2015 10-1pm at CPIT

Consultation round two

The second round of consultations will seek feedback on the draft of the National Strategy for Māori Achievement: Adult Literacy and Numeracy 2016-2020, and will provide a supplementary update to Te Kāwai Ora.

- **Christchurch** 25 May 2015 10-1pm at CPIT
- **Gisborne** 26 May 2015 10-1pm TBC
- **Rotorua** 28 May 2015 10-1pm TBC
- **Whangarei** 27 May 2015 10-1pm at the Toll Stadium

If you have questions about this hui or would like to attend, contact Rachael Kearns at rachael.earns@nzcer.org.nz.

To learn more about Haea Te Pū Ata, visit: www.nzcer.org.nz/research/haea-te-pu-ata