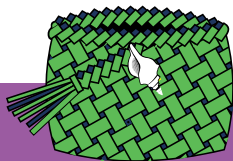


# Adult Literacy and Numeracy Education and Cultural Capability

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

FULL REPORT



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](http://www.ako.ac.nz/alnacc) for more information and to download all resources.



This publication was developed by Annette van Lamoen as an output from Ako Aotearoa's Adult Literacy, Numeracy and Cultural Capability contract for the Tertiary Education Commission. We thank Dr John Benseman and Anne Alkema for their contribution.

Published by  
**Ako Aotearoa**  
[ako.ac.nz](http://ako.ac.nz)

November 2018

ISBN:  
Print - 978-1-98-856213-1  
Online - 978-1-98-856212-4



This work is licensed under the Creative Commons Attribution-ShareAlike 4.0 International License.  
To view a copy of the license visit:  
<https://creativecommons.org/licenses/by-sa/4.0/>

# 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

# Table of Contents

Introduction .....	3
Six Focus Areas .....	9
Focus Area 1: Governance .....	10
Focus Area 2: Strategic Planning and Management .....	12
Focus Area 3: Content .....	14
Focus Area 4: Delivery .....	16
Focus Area 5: Communities of Professional Learning .....	18
Focus Area 6: Collaboration .....	20
Summary of Research .....	22
References .....	24
Glossary .....	30
Appendix 1: The Capability Building Model .....	31
Appendix 2: Te Tauākī Ako .....	32
Appendix 3: Ako Aotearoa’s Values .....	34
Appendix 4: The Collaborative Reflective Practice Cycle .....	35
Appendix 5: PLD Modules .....	36

# 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. It is designed to interact with, and respond to, the foundation sector, and builds on the foundational work of the National Centre of Literacy and Numeracy for Adults (NCLANA) and He Taunga Waka.

Educational capability will be enhanced through:

- » integrating cultural capability with adult literacy and numeracy (ALN) PLD
- » providing PLD opportunities that lead to professional recognition against the Foundation Learning Professional Standards - Tapatoru
- » establishing communities of professional learning (CPLs)
- » collaborating with the New Zealand Council for Educational Research (NZCER) and other sector experts.

## 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

Appendix 1 shows a graphic representation of the Capability Building Model. The central focus is the educational needs of learners in foundation education, 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.

Providing an inclusive education and meeting the educational needs of all learners can be a hugely challenging task. Learners can present with a wide range of learning support needs. Barriers to learning can exist, which need to be identified and addressed. The modern knowledge economy and technological developments place increased demands on learners,<sup>60</sup> and the foundation skills needed to fully participate in the workforce have broadened to include not only language, literacy, and numeracy (LLN) skills, but also digital literacy and employability skills.<sup>62</sup> The 2016 Programme for the International Assessment of Adult Competencies (PIAAC) survey results provided an overview of current New Zealand adults' literacy and numeracy levels. Results indicated that 11.8% of adults attained only Level 1 or below in literacy proficiency and 18.9% attained only Level 1 or below in numeracy. It was also found that there is a large, persistent gap between the total population and Māori, Pacific, and youth.<sup>38,39,40</sup>

This increased diversity and complexity of need, and the gap which exists between workplace and societal demands and current adult skill levels, means practitioners need a broader range of 'tools' and enhanced educational skills to meet their learners' needs.<sup>36,62</sup> It is therefore essential for practitioners to be well-supported in their practice and to have access to PLD that is sustained, needs-focused, and contextually 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 coverage 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 discrete PLD needs,<sup>33,36,44</sup> depending on their workplace setting, background, and teaching focus. In designing the PLD, this diversity in contexts will be acknowledged and catered for.<sup>6</sup> 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
- » 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 (see Figure 3). PLD priorities identified by the target audience will inform PLD content development.<sup>6,47,52</sup> This will enhance engagement, as the ideas and initiative for professional learning are generated at grassroots level, rather than imposed by the PLD provider.<sup>58</sup> Research and PLD evaluation will contribute to ongoing improvement in PLD. A strengths-based approach will be adopted in PLD content and delivery design, with a view to building and drawing on people's strengths and prior knowledge to effect positive change in areas identified for development.

### **Building organisational capability**

For PLD to have successful outcomes, it is vital 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)<sup>28,29</sup> and cultural capability<sup>14,48</sup>
- » develop a shared vision, responsibility, and approach.<sup>59</sup>

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,<sup>36,41,47</sup> and foster collaborative learning and reflection. Within TEOs, for example, collaboration between LLN leaders and vocational educators is essential to effectively address the LLN needs of learners.<sup>36</sup>

## **Defining cultural capability**

Practitioners who have cultural capability affirm and validate the culture or cultures of each learner. They 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. A culturally capable practitioner practises the ability to use the learner's culture as a bridging mechanism to learn and teach. They understand how to utilise the learner's culture to aid the pedagogy and learning process, as well as facilitate relationships and professional growth.

The above definition is applicable in a general sense to any situation across the world. In Aotearoa, with the influx of immigrant groups from the four corners of the world, a practitioner is potentially faced with a broad mix of culturally different groupings. In all their best efforts, practitioners face a daunting task of responding appropriately to the potentially diverse cultures of their learners, possibly even inadvertently risking cultural clashes through simple naïve ignorance of the multiplicity of cultural values that may be pervading their 'classrooms'.

Some cognisance is necessary, therefore, 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. Both Ako Aotearoa and TEC have recognised the importance of the Māori culture to the teaching/learning situations in this land. Ako Aotearoa operates under the Tauākī Ako framework, comprising at least a dozen Māori cultural values (see Appendix 2).

In 2017-2018, as part of its drive to improve Māori and Pacific learner success rates, the TEC contracted Ako Aotearoa to produce a Foundation Learning Professional Standards framework, referred hereinafter as the 'Tapatoru'. While based on the UK Higher Education Academy model of three dimensions\*, the Tapatoru concept was inspired by a Māori whakataukī (proverb) referring to the apex of the harakeke (flax) plant. While the values developed for the Tapatoru were universal values, the process of translating them into Māori saw an alignment of various Māori values to these universal values.

---

\* <https://www.heacademy.ac.uk/ukpsf>



Under the same TEC contract, Ako Aotearoa produced the online Māori Cultural Capability Pathway comprising the four Māori cultural values of Ako, Manaakitanga, Whanaungatanga, and Rangatiratanga. These values were specifically chosen as being the ones most appropriate to teaching/learning situations. Ako Aotearoa also produced the online Pacific Cultural Centredness Pathway, which comprises seven modules pertaining to the four major values of each of the seven nation states from the Pacific. The TEC identifies Māori and Pacific learners as priority learners, hence giving Pacific cultures some privileged status along with Māori.

In a practical sense, culturally capable practitioners desire to know the learner and work to ensure that the learning environment, learning partnerships, and learning discussions acknowledge and respect the fact that the learner may have a different culture to the practitioner's culture. Some simple steps can be taken, such as collaborating and consulting with whānau or aiga to learn and better understand Māori and Pacific peoples' core values and aspirations for the learner, and for learners to experience educational success as Māori and Pacific peoples.\*

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.

---

\* Bishop, R., Berryman, M., Cavanagh, T., & Teddy, L. (2007). *Te Kōtahitanga phase 3: Establishing a culturally responsive pedagogy of relations in mainstream secondary school classrooms*.  
[file:///D:/Downloads/Te\\_Kotahitanga+\(Phase+3\).pdf](file:///D:/Downloads/Te_Kotahitanga+(Phase+3).pdf)

Samu, T. W. (2006). The 'Pasifika Umbrella' and quality teaching: Understanding and responding to the diverse realities within. *Waikato Journal of Education*. <http://wje.org.nz/index.php/WJE/article/view/229>

### **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. This is reflected in the ALN qualifications for educators, NZCALNE and NZDipALNE. An integrated PLD approach has been adopted to foster success for all learners and achieve parity of outcomes for Māori and Pacific learners, who are over-represented at the low levels of the LLN continuum.<sup>9,38,39,40</sup> Cultural capability enhances learner engagement, participation, and achievement.<sup>1,6,47</sup> In this respect it is important to note that Māori and Pacific culturally responsive pedagogies benefit all learners, not just Māori and Pacific learners.<sup>1</sup>

## Six Focus Areas

---

The Capability Building Model comprises six focus areas (Figure 1). In the following section the key features of each focus area are described with corresponding Ako Aotearoa objectives.



---

Figure 1. Capability Building Model focus areas

## Focus Area 1: Governance

---

Ako Aotearoa will manage the Capability Building Model, which is aligned with Ako Aotearoa's broader strategic direction, vision, values (see Appendix 3), and infrastructure.

Governance of the Capability Building Model will be through co-operative leadership and whanaungatanga. Ako Aotearoa will work in close collaboration with sector expert groups, including NZCER, the Ministry of Education, the Industry Training Federation (ITF), Skills Highway, ACE Aotearoa, the New Zealand Qualifications Authority (NZQA), and the Literacy Alliance.

Governance will be guided by Ako Aotearoa's Board of Directors, Te Rūnanga Māori Caucus, and the Pacific Peoples' Caucus. Strategic direction will be provided by the Tertiary Education Commission (TEC) and the Literacy and Numeracy Contract Governance Group, which is composed of an independent chair from an external organisation, two representatives from Ako Aotearoa, two representatives from NZCER, two TEC Managers, and one TEC Procurement representative.

# Governance

<b>Management</b>	Collaborate with key stakeholders, including the TEC, NZCER, the Ministry of Education, the ITF, Skills Highway, ACE Aotearoa. NZQA, and the Literacy Alliance	Design, deliver, and disseminate relevant PLD offerings and resources	Coordinate sector expert groups, specialist advisory groups, and sector reference groups	<b>Quality Control</b> <ul style="list-style-type: none"> <li>• Apply quality control processes</li> <li>• Ensure the Capability Building Model is evidence-based and research-informed</li> </ul>
<b>Resourcing</b>	<b>Staffing</b> <ul style="list-style-type: none"> <li>• Source and secure expert literacy, numeracy, and cultural capability facilitators</li> <li>• Monitor the relevant workforce</li> <li>• Ensure staff and contractors have the requisite skills to develop and facilitate PLD</li> <li>• Provide ongoing professional learning for staff</li> </ul>	Ensure PLD staff are supported by administration, communication, IT, and management staff and systems	Ensure that relevant research findings are monitored and documented in succinct and relevant formats	Develop skills, resources, and tools to support the Capability Building Model and PLD offerings, such as producing video clips and online, interactive modules
<b>Infrastructure</b>	Leverage existing Ako Aotearoa infrastructure, including the regional hubs, and sector networks	Further develop infrastructure needed to implement the Capability Building Model		
<b>Funding</b>	Maintain relationship with funding body, the TEC	Manage budgets and finances	Develop a funding strategy for PLD offerings: fully funded, partially funded, and cost recovery options	Strive for coherent investment in and sustained funding of PLD <sup>47</sup> and relevant research
<b>Administration and communication</b>	<b>Marketing</b> <ul style="list-style-type: none"> <li>• Market and promote PLD offerings</li> <li>• Use a variety of media, including social media and community radio, to communicate with the sector</li> <li>• Manage PLD registrations</li> </ul>	<b>Communication</b> <ul style="list-style-type: none"> <li>• Develop effective processes and platforms of communication with the sector</li> <li>• Publish regular sector updates</li> <li>• Respond to sector inquiries</li> <li>• Raise awareness of the importance of ALN and cultural capability</li> <li>• Keep sector abreast of ALNACC developments, PLD opportunities, and research</li> </ul>	<b>Admin Support</b> <ul style="list-style-type: none"> <li>• Accountancy and payroll</li> <li>• Travel</li> <li>• Logistics</li> <li>• Resource allocation</li> <li>• Graphic design</li> <li>• IT</li> </ul>	<b>Website</b> <ul style="list-style-type: none"> <li>• Manage the Ako Aotearoa website</li> <li>• Ensure the Ako Aotearoa website serves as a central point of information dissemination, communication, and reference</li> <li>• Upload ALNACC resources</li> <li>• Develop a system for PLD registration</li> </ul>

## Focus Area 2: Strategic Planning and Management

---

Ako Aotearoa will oversee the strategic planning and management of the Capability Building Model. Strategic planning and management will be guided by three principles, which underpin the ALNACC PLD offerings.

### **Principle 1: The primary objective is to meet the educational needs of learners**

PLD needs to translate into timely, effective, meaningful support to learners.<sup>60</sup> It is recognised that literacy and numeracy are underpinning capabilities for foundation-level learners to make progress. Ako Aotearoa has developed an ALN Effective Practice Model, which describes effective teaching approaches to address learner needs. This model will inform the PLD offerings.

### **Principle 2: PLD will be evidence-based and research-informed**

For lasting change to occur in their practice, practitioners need to be able to challenge their beliefs and assumptions by reflecting on how these align with research-informed theories and approaches.<sup>7,10,11,35,44</sup> Practitioners need to understand what is involved in a research-informed approach and how it can inform and complement philosophical and conventional approaches. In this context it is vital for this research to meet quality criteria in terms of methodology and the degree of generalisability.<sup>7,10</sup> The key objective is for PLD to lead to a change in practice and to enhance practitioner self-efficacy, which in turn improves learner progress and outcomes.

### **Principle 3: PLD will incorporate Māori and Pacific Peoples' world views, knowledge bases, and values.**

Cultural capability will be integrated with ALN content to ensure the needs of priority learners are met and to promote a holistic, learner-centred approach.<sup>37,48</sup>

Practitioners who have a foundational knowledge of Māori and Pacific Peoples' cultures, protocols, belief systems, and contexts are able to build relationships with Māori and Pacific learners, and make them feel valued, included, and supported.

<sup>1,13,14,20</sup>

# Strategic Planning and Management

<b>Strategic objectives and outcomes</b>	Develop short- and long-term strategic objectives which align with relevant internal and external policy documents	Ensure the model serves key priority groups, including Māori and Pacific learners	<b>Internal Capability</b> <ul style="list-style-type: none"> <li>• Foster and develop leadership in the sector</li> <li>• Build capability in coaching, mentoring, and delivery of PLD to develop internal provider expertise and achieve sustainability</li> <li>• Incorporate a whole-of-organisation approach in capability building<sup>29</sup></li> </ul>	Ensure a cohesive approach and align PLD with the Tapatoru, the LNAAT, Pathways Awarua, and the adult Learning Progressions
<b>Planning</b>	<b>Project Management</b> <ul style="list-style-type: none"> <li>• Develop an ALNACC Strategic Business Plan</li> <li>• Develop an Annual Work Plan and Project Plans for contract outcomes</li> <li>• Monitor progress against the above plans</li> </ul>	Monitor ALNACC PLD to ensure it meets the objectives set out in the Capability Building Model	<b>Resources</b> <ul style="list-style-type: none"> <li>• Manage the transition of resources developed by NCLANA</li> <li>• Integrate the resources prepared by He Taunga Waka and NCLANA into new PLD content</li> </ul>	Use a variety of data sources for identifying PLD needs and priorities, such as the TEC Capability Framework, EER documentation, CPLs, an annual sector survey, PIAAC, research, and PLD evaluations
<b>Credentials and incentives</b>	Develop coherent PLD pathways, with links to qualifications such as the NZCALNE and the NZDipALNE	Identify opportunities for connecting the PLD offerings with micro-credentials <sup>41,44</sup> to enhance engagement and participation	<b>Remove barriers</b> <ul style="list-style-type: none"> <li>• Identify the barriers and constraints with respect to engagement and participation</li> <li>• Develop strategies to address these barriers and constraints<sup>27</sup></li> </ul>	<b>Incentives</b> <ul style="list-style-type: none"> <li>• Articulate to the sector incentives for participation</li> <li>• Work with the TEC to develop incentives for capability building which focus on quality rather than compliance</li> </ul>
<b>Continuous improvement</b>	<b>Sector feedback</b> <ul style="list-style-type: none"> <li>• Develop a system for collecting and analysing sector feedback and demand</li> <li>• Collaborate with key stakeholders to share feedback</li> <li>• Develop and implement a process for organisations and practitioners to request PLD</li> </ul>	<b>PLD needs</b> <ul style="list-style-type: none"> <li>• Apply an inquiry cycle of PLD: PLD needs identification, design, delivery, feedback, and review<sup>52</sup></li> <li>• Ensure PLD priority areas and groups are informed by relevant surveys, such as PIAAC<sup>38, 39, 40</sup>, and by LNAAT data</li> </ul>	<b>PLD impact evaluation</b> <ul style="list-style-type: none"> <li>• Develop a PLD impact evaluation process</li> <li>• Ensure impact evaluations inform continued development of PLD (data-driven decision making)</li> <li>• Impact evaluation can include:             <ul style="list-style-type: none"> <li>○ Participant satisfaction</li> <li>○ Enhanced teacher knowledge; changed teacher beliefs and assumptions</li> <li>○ Enhanced teacher application of new knowledge</li> <li>○ Improved learner outcomes<sup>32, 43, 59</sup></li> </ul> </li> </ul>	

## Focus Area 3: Content

---

Content is designed to develop practitioners' pedagogical skills and subject-matter knowledge in ALN and cultural capability. Content is informed by research,<sup>7,10,11</sup> identified need,<sup>49,50</sup> and PLD evaluation.<sup>47</sup>

Content will draw on and align with:

- » The adult Learning Progressions
- » The Māori Cultural Capability Pathway and the Pacific Cultural Centredness Pathway
- » Resources developed by NCLANA and He Taunga Waka
- » Pathways Awarua
- » The Literacy and Numeracy for Adults Assessment Tool (LNAAT)
- » The Tapatoru
- » The ALN Effective Practice Model
- » The body of literature and research relevant to this sector.

### Foundation Learning Professional Standards Framework - Tapatoru

PLD modules will be developed at four levels, which correspond with the skill levels, or 'papa', as described in the Tapatoru, which can be used as a tool for reflective practice.

### Collaborative reflective practice cycle

Reflective practice is an integral component of PLD content, with the ultimate goal being to improve learner outcomes.<sup>28,31,47</sup> Research suggests that, for transformative change to occur, a systemic, collaborative, inquiry-based approach is most effective.<sup>6,36,47,49,58</sup> This can be achieved through collaboration between practitioners and leaders within an organisation, through a community of professional learning, and through mentoring by PLD facilitators.<sup>19,29,44</sup> Through the PLD practitioners are encouraged to become aware of their beliefs and challenge these beliefs.<sup>3,4,26,42</sup>

Content will incorporate a collaborative reflective practice cycle (see Appendix 4), where practitioners and organisations engage in ongoing critical reflection to:

- » monitor learner progress jointly with the learner
- » monitor and modify practitioner progress
- » identify specific learner needs
- » identify practitioner PLD needs and ways to address these
- » set practitioner PLD goals and create a personal development plan
- » develop a PLD Portfolio (Kete)<sup>43</sup> which is regularly reviewed
- » improve learner outcomes.



# Content

<b>Core components</b>	<p>An understanding of:</p> <ul style="list-style-type: none"> <li>• Māori and Pacific world views and culturally responsive pedagogies<sup>1,2,48</sup></li> <li>• how to engage effectively with Māori and Pacific learners<sup>1,2,48</sup></li> <li>• how to create a culturally inclusive learning environment<sup>2,48</sup></li> </ul>	<p>Literacy and numeracy are an integral component of all PLD offerings, as they are essential building blocks for foundation skills development</p>	<p><b>Digital capability</b></p> <ul style="list-style-type: none"> <li>• Build practitioner capability to embed digital literacy into their delivery<sup>3,60</sup></li> <li>• Build practitioner capability in ICT, eLearning and mLearning tools, technologies, and software<sup>12,34,36</sup></li> </ul>	<p><b>Across all kono</b></p> <ul style="list-style-type: none"> <li>• Incorporate subject content and pedagogical content knowledge<sup>15,18,47,57</sup></li> <li>• Build on research-informed adult learning principles<sup>44</sup></li> <li>• Build practitioners' own LLN skills as required<sup>44</sup></li> <li>• Use the ALN Effective Practice Model as a guide</li> </ul>
<b>Content areas</b>	<p><b>Assessment and online tools</b></p> <ul style="list-style-type: none"> <li>• Promote enhanced understanding and increased usage of the LNAAT and Pathways Awarua</li> <li>• Formative assessment methodologies (see also below)<sup>7,45,46,47</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Strategies for supporting learners with learning differences and those with LLN difficulties</li> <li>• Strategies for supporting ESOL learners</li> </ul>	<p><b>Examples of other potential content areas</b></p> <ul style="list-style-type: none"> <li>• Family and whānau LLN</li> <li>• Financial well-being</li> <li>• Health literacy</li> <li>• Strategies for differentiation, scaffolding, and feedback<sup>15,36</sup></li> <li>• Ability to apply a range of teaching strategies<sup>15,19</sup></li> <li>• Helping learners become self-directed learners<sup>4,50</sup></li> <li>• Language structure<sup>41,42</sup></li> </ul>	
<b>Research-informed and evidence-based</b>	<p>Ensure PLD content is evidence-based and research-informed,<sup>23,59</sup> and promote research-informed practice<sup>7,9</sup></p>	<p>Make explicit links between theory and practice and ensure the content is informed by the ALN Effective Practice Model</p>	<p>Ensure practitioners can access, understand, judge, and use research findings<sup>7,51</sup></p>	<p>Collect and analyse sector feedback, including an annual sector survey to gauge PLD priorities and data collection from CPLs</p>
<b>A tailored approach</b>	<p><b>Needs-based</b></p> <ul style="list-style-type: none"> <li>• Design content tailored to the identified needs of the participants<sup>6,24,28,55</sup></li> <li>• Ensure content is informed by sector feedback and demand</li> </ul>	<p>Map PLD offerings on a coherent capability pathway, which can be tailored to individual needs</p>	<p>Ensure PLD offerings are culturally responsive, multi-modal, cohesive, and engaging</p>	<p>Ensure content is relevant and useful, and links to practitioners' daily practice and workplace context<sup>12,49,59</sup></p>
<b>Formative assessment</b>	<p>Incorporate formative assessment as an integral part of the content and promote it as a fundamental, systematic approach to identify individual learner needs and tailor teaching to respond to these needs<sup>46</sup></p>	<p>Ensure practitioners and organisations are informed of the benefits of formal assessment, such as:</p> <ul style="list-style-type: none"> <li>• develop learners' self-confidence</li> <li>• enhance learner agency and autonomy<sup>46</sup></li> <li>• monitor learner understanding and progress and identify next learner steps<sup>45</sup></li> </ul>	<p>Incorporate formative assessment techniques into PLD content, such as:</p> <ul style="list-style-type: none"> <li>• establish and communicate learning goals<sup>45</sup></li> <li>• involve learners in self-evaluation and peer-assessment<sup>45,46</sup></li> <li>• use a mix of approaches to assess learner understanding</li> <li>• questioning techniques</li> <li>• verbal and written feedback and feed-forward<sup>45</sup></li> <li>• observation</li> <li>• scaffolding<sup>46</sup></li> </ul>	



# Delivery

<b>Modes of delivery</b>	<ul style="list-style-type: none"> <li>Focus on sustained engagement<sup>59</sup> through offering a workshop, followed by a CPL</li> </ul>	<p>Make PLD available:</p> <ul style="list-style-type: none"> <li>in different degrees of intensity and duration</li> <li>in a wide range of formats</li> <li>at different times and locations</li> <li>to as many participants as possible<sup>6</sup></li> </ul>	<p>Ensure flexibility in delivery formats:</p> <ul style="list-style-type: none"> <li><b>Face-to-face</b>, such as hui, fono, conferences, workshops, coaching, and mentoring<sup>42</sup></li> <li><b>Blended</b>: a mix of face-to-face and online delivery</li> <li><b>Online</b>, such as iQualify, web-based study circles, webinars, video clips, and podcasts</li> <li><b>Paper-based</b> resources</li> </ul>	<p>Focus on active participation, as opposed to passive learning<sup>29,36, 59</sup></p>
<b>Kono</b>	<p><b>Flexible approach</b></p> <ul style="list-style-type: none"> <li>Develop kono containing a number of PLD modules with a mix of delivery formats, such as workshops, video conferences resources, and CPLs.</li> <li>Participants can select the modules most appropriate to their needs</li> </ul>	<p>Use the kono concept to facilitate a tailored approach by developing customised modules to suit the purpose and audience</p>	<p>Ensure delivery design takes the participants' experience as a starting point, rather than create a generic design</p>	<p><b>Kono design</b></p> <ul style="list-style-type: none"> <li>Develop modules in a range of difficulty levels</li> <li>Incorporate a leadership strand to develop in-house capability</li> <li>Offer a range of public and in-house PLD options</li> <li>Link PLD features to intended outcomes<sup>59</sup></li> </ul>
<b>Micro-credentials</b>	<p>Trial approaches for incorporating micro-credentials into the kono<sup>41</sup> by awarding digital badges for each of the three components (see Appendix 5)</p>	<p>Trial integrating micro-credentials into the impact evaluation process</p>	<p><b>Collect evidence</b></p> <ul style="list-style-type: none"> <li>Trial ways of collecting evidence to support micro-credentials<sup>43</sup></li> <li>Define assessment and evaluation objectives during PLD design phase<sup>43</sup></li> </ul>	<p>Use the micro-credentials to acknowledge and reward participation, engagement, and achievement<sup>44</sup></p>
<b>Coherence</b>	<ul style="list-style-type: none"> <li>Ensure delivery of PLD is guided by coherent PLD pathways<sup>6,16</sup></li> <li>Ensure content is based on best-available research evidence</li> </ul>	<p>Incorporate the Māori Cultural Capability Pathway and the Pacific Cultural Centredness Pathway into the delivery</p>	<p>Ensure PLD delivery aligns with the Tapatoru, ALN Effective Practice Model, Pathways Awarua, LNAAT, and adult literacy and numeracy qualifications</p>	
<b>Informed by sector feedback and demand</b>	<p>Collect feedback regarding delivery through the impact evaluation process as part of a quality control approach</p>	<p>Implement a framework for identifying PLD demand, including modes of delivery</p>	<p>Incorporate identified demand, feedback, and evaluation into delivery design to ensure continuous improvement</p>	<p>Collaborate with stakeholders to collect sector feedback</p>

## Focus Area 5: Communities of Professional Learning

---

The objective is to cultivate and support thriving and vibrant communities of professional learning which are proactive about improving their reach and impact.

The benefits of communities of professional learning are multi-faceted. Research indicates that follow-up activities, which connect the new learning from PLD to the practitioners' context, are effective in changing practitioners' practice.<sup>50</sup>

Communities of professional learning can be used as a vehicle to co-ordinate these follow-up activities and as such be an integral part of the Collaborative Reflective Practice Cycle (see p. 13).<sup>22</sup>

Communities of professional learning can be used to foster regional and community engagement and collaboration, and build relationships between practitioners who share a common objective, interest or passion<sup>54</sup> and who are interested in addressing problems collaboratively.<sup>61</sup>

Communities of professional learning offer hands-on, practical PLD opportunities. They are participant-centred, challenge current practices, and help develop leaders and advocates.<sup>54</sup>

# Communities of Professional Learning

<b>Purpose and examples</b>	<p>The purpose of the CPLs is to:</p> <ul style="list-style-type: none"> <li>• enhance and sustain sector capability</li> <li>• develop practitioner and organisational capability</li> <li>• provide a support network</li> <li>• share and disseminate information and relevant research</li> <li>• collect sector feedback and inform PLD decision-making</li> </ul>	<p>Cultivate a wide range of CPLs to meet the diverse needs of practitioners and organisations</p>	<p>Some examples of potential CPLs:</p> <ul style="list-style-type: none"> <li>• Vocational educators</li> <li>• ITO Training Advisors</li> <li>• Educators of Pacific learners</li> <li>• Instructional designers</li> <li>• ILN educators</li> <li>• TEO managers</li> <li>• LLN leaders</li> <li>• Practitioners within an organisation</li> </ul>	<p>Members of CPLs can:</p> <ul style="list-style-type: none"> <li>• interact through posts</li> <li>• share information, best practice, resources, research, ideas, experiences, and stories</li> <li>• reflect collaboratively</li> <li>• consult ALN and cultural capability experts</li> <li>• support others</li> </ul>
<b>Objectives</b>	<p>Utilise CPLs as a means to create two-way discourse with the sector</p>	<p>Provide CPLs with:</p> <ul style="list-style-type: none"> <li>• agency (freedom, choices, and a voice)</li> <li>• a supporting infrastructure</li> <li>• a dedicated facilitator</li> </ul>	<p>Use CPLs as a mechanism for:</p> <ul style="list-style-type: none"> <li>• providing continued PLD support</li> <li>• identifying PLD needs</li> <li>• monitoring progress<sup>42</sup></li> <li>• impact evaluation<sup>52</sup></li> <li>• promoting reflective practice<sup>25</sup></li> </ul>	
<b>Regional opportunities</b>	<p>CPLs can operate nationally, regionally, or locally, across or within organisations</p>	<p>CPLs can be used to:</p> <ul style="list-style-type: none"> <li>• address regional needs</li> <li>• organise regional initiatives</li> <li>• utilise regional opportunities</li> <li>• draw on, and develop, regional knowledge</li> </ul>		
<b>Platforms</b>	<p>Use cost-effective online platforms and mechanisms for interaction and communication<sup>21</sup></p>	<p>Consider the range of platforms which may be needed, such as social networking models and iQualify</p>	<p>Consider the functionality required for the CPLs to operate effectively</p>	<p>Make use of existing platforms of communication in organisations</p>
<b>Connect theory and practice</b>	<p>Use CPLs to bridge the gap between research and practice by collaboratively translating research findings into practical teaching strategies, sharing experiences, and reflecting on effectiveness<sup>7,10,11,51</sup></p>	<p>Use CPLs to connect researchers with practitioners<sup>51</sup>, e.g., by inviting researchers to discuss relevant research material<sup>54</sup></p>	<p>Enhance engagement with PLD through making links between theory and practice<sup>27</sup></p>	<p>Use CPLs to promote and support practitioner research activities, such as action research<sup>29,30</sup></p>

## Focus Area 6: Collaboration

---

Collaboration is a key success factor and includes engaging with internal advisory bodies, key sector stakeholders, the education sector as a whole, from early childhood providers to universities, and international organisations with shared goals and objectives.

Ako Aotearoa will work with a sector experts group, a specialist advisory group, and a sector reference group to co-construct the new models and PLD pathways through a consultation process.

Collaboration will be fostered across and within organisations, between providers and employers, across education sectors, and internationally.

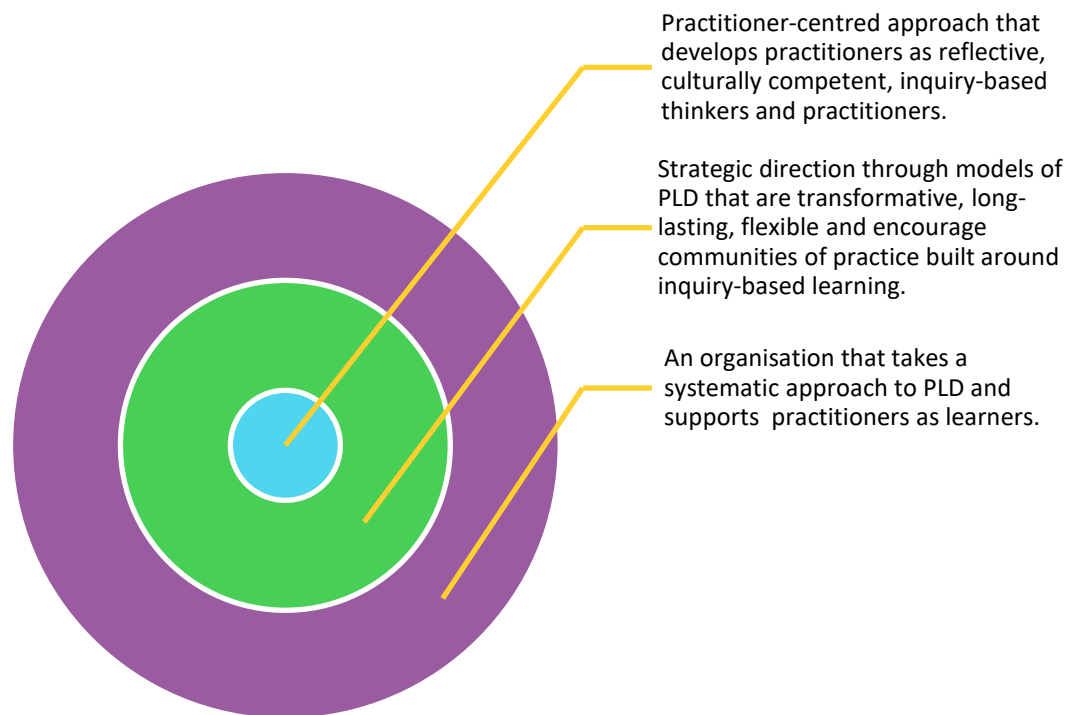
# Collaboration

<b>Co-operative leadership - mahitahi</b>	<p>Work in close collaboration with the TEC and relevant stakeholders to develop and monitor the Capability Building Model and implement the PLD programme<sup>6</sup></p>	<p>Convene a sector experts group and collaborate with this group to plan, develop, and implement the new PLD models and pathways</p>	<p>Collaborate with leaders to facilitate PLD, assess PLD need (e.g., through observations and mentoring<sup>7</sup>), and evaluate effectiveness<sup>47</sup></p>	<p>Collaborate with internal Ako Aotearoa advisory bodies, such as Te Rūnanga Māori Caucus, the Pacific Peoples' Caucus, and the Ako Aotearoa Hub Advisory Groups</p>
<b>Cohesion</b>	<p>Work closely with the sector experts group, including NZCER, the TEC, MoE, Skills Highway, ITF, ACE Aotearoa, and NZQA, to work towards a cohesive approach</p>	<p>Leverage the CPLs to enhance cohesion within the sector</p>	<p>Develop a process for the sharing of feedback among sector experts group members</p>	<p>Work closely with sector stakeholders, such as the Literacy Alliance, Te Tau Ihu o Ngā Wānanga, and the Māori and Pacific Rautaki group</p>
<b>Within organisations</b>	<p>Promote collective participation in PLD offerings (team members from one organisation participating together) and collaborative learning<sup>16,28,50,59</sup></p>	<p>Provide in-house PLD offerings</p>	<p>Identify LLN leaders within organisations and build their capability to support and mentor their colleagues</p>	<p>Build organisational capability in adopting a whole-of organisation approach to ELN and cultural capability by working with management staff</p>
<b>Across organisations</b>	<p>Create opportunities for practitioners to share experiences with peers<sup>27,28</sup> and foster collaboration across organisations, and between providers and employers</p>	<p>Build capability in engaging with employers to raise awareness of the importance of ALNACC and promote workplace literacy and numeracy programmes</p>	<p>Foster cross-sector collaboration and engagement to promote life-long learning, i.e., with early childhood, primary, and secondary education sectors</p>	<p>Promote the development of productive partnerships</p>
<b>National and international</b>	<p><b>Specialist Advisory Group</b></p> <ul style="list-style-type: none"> <li>• Prepare a database of a specialist advisory group to request feedback regarding PLD models and pathways</li> <li>• Include in this group people with research and practical expertise in ALN, PLD, and/or Māori and Pacific Cultural Capability</li> </ul>	<p><b>Sector Reference Group</b></p> <ul style="list-style-type: none"> <li>• Prepare a database of a sector reference group</li> <li>• Include in this group sector stakeholders, such as TEOs, practitioners, iwi, community organisations etc., to request feedback regarding PLD models and pathways</li> </ul>	<p><b>Conferences</b></p> <ul style="list-style-type: none"> <li>• Organise an annual ALNACC conference/symposium/hui/fono, provided funding is available</li> <li>• Contribute to relevant conferences/symposia/hui/fono in Aotearoa/New Zealand to promote ALNACC, PLD opportunities, disseminate research findings, and share practice</li> </ul>	<p>Identify opportunities to collaborate with international organisations with shared goals and objectives</p>

## Summary of Research

---

As the reference list shows, a substantial body of research has been used to inform the approach outlined above. The research covered the range of factors that contribute to building the capability of practitioners. A high degree of convergence of findings was noted with respect to effective PLD approaches. At a high level the findings are summarised in Figure 3 below.



---

Figure 3. A practitioner-centred approach

### Practitioner-centred

In the PLD context, the practitioner is the learner. The literature supports the idea that PLD must be driven by practitioners' specific needs (e.g., 15, 16, 22, 26, 36, 37, 47, 49). In turn this drives the content of PLD offerings that need to be evidence-based and research-informed (e.g., 7, 10, 19, 27, 31, 36, 44, 51, 59) and built around both subject areas and pedagogies (e.g., 15, 18, 22, 28, 37).



## **Models of professional development**

It takes time to achieve deep change in practitioner practice and to develop reflective practitioners. This means that PLD is not a one-off event, but rather a process that is facilitated by both external and internal agents. This starts with:

- » practitioners developing a realistic and reflective understanding of their current pedagogical practices (e.g., 44, 51)
- » challenging practitioners about their beliefs and expectations of learners (e.g., 44, 51)
- » getting practitioners to explore the cultural competencies required for teaching in the Aotearoa/New Zealand context (e.g., 2, 13, 14, 20, 37, 48)
- » getting practitioners to participate in inquiry-based investigation into their own practice (e.g., 3, 19, 21, 28, 29, 31, 32, 47, 57, 58)
- » getting practitioners to work with others in communities of professional learning to share ideas and learning (e.g., 7, 21, 22, 31, 32, 34, 36, 50, 51, 57, 61).

Timperley et al. (2014) describe this approach as the ‘spiral of inquiry’ where the focus is on practitioner thinking, checking, acting, and sharing what they are doing and the extent to which this is making a difference for their learners.<sup>58</sup>

## **Organisational support**

While PLD is practitioner-centred it needs to be enabled, driven, and supported by organisations which need to take a systemic and systematic approach to the professional development of staff.<sup>52,57</sup> This means providing time, giving consideration to growing internal expertise, and supporting mechanisms that enhance the capability of teaching and support staff (e.g., 13, 14, 16, 22, 28, 29, 37, 47, 51, 57).

## References

---

1. Ako Aotearoa. (2013). *Te mahi ngātahi me te Māori: Working with Māori educators and learners*. Wellington, New Zealand: Author
2. Alkema, A. (2014). *Success for Pacific in tertiary education: Highlights from Ako Aotearoa-supported research*. Wellington, New Zealand: Ako Aotearoa.
3. Alkema, A. (2016). *Educating health practitioners: What works? Highlights from Ako Aotearoa projects*. Wellington, New Zealand: Ako Aotearoa.
4. Anderson, H. (2017.) *Designing the bridges: Highlights from Ako Aotearoa supported foundation, bridging and LLN research projects*. Wellington, New Zealand: Ako Aotearoa.
5. Beeli-Zimmerman, S. (2015). From teaching literacy to teaching numeracy: How teachers' previous experiences shape their teaching beliefs. *Literacy and Numeracy Studies 2015*, 23(1), 20-49.
6. Belzer, A., Drennon, C., & Smith, C. (2001). Building professional development systems in adult basic education: Lessons from the field. In J. Comings, B. Garner, & C. Smith (Eds.), *The annual review of adult learning and literacy* (Volume 2, pp. 151-188). San Francisco: Jossey Bass.
7. Benseman, J. (2013). *Research-informed teaching of adults: a worthy alternative to old habits and hearsay?* Unitec ePress Occasional and Discussion Paper Series. 2013/2:23. Auckland, New Zealand: Unitec Press.
8. Benseman, J. (2014). Practitioners' perspectives on the value of a national adult literacy and numeracy qualification. *New Zealand Journal of Teachers' Work*, 11(1), 107-126.
9. Benseman, J. (2016). *Effective workplace literacy and numeracy programmes: A research-based reader*. Auckland, New Zealand: Critical Insight. Retrieved from [https://www.researchgate.net/publication/308151794\\_Effective\\_workplace\\_literacy\\_and\\_numeracy\\_programmes\\_a\\_research-based\\_reader](https://www.researchgate.net/publication/308151794_Effective_workplace_literacy_and_numeracy_programmes_a_research-based_reader)
10. Benseman, J. (2017). *Teaching and research: Bridging the abyss for effective practice*. Keynote presented at Victorian Adult Literacy Basic Education Council conference, Melbourne, Australia. Retrieved from <http://valbec.org.au/2017conference/presentations/>
11. Benseman, J. (2017). Utilising research in everyday practice: A rationale and guideline for practitioners. *Fine Print*, 40(2), 3-8.

12. Berghella, T., Molenaar, J., & Wyse, L. (2006). *The professional development requirements of workplace English language and literacy programme practitioners*. Adelaide, Australia: National Centre for Vocational Education Research.
13. Chauvel, F. (2014). *Professional development practices and needs to enhance responsiveness to Māori and Pacific learners in tertiary settings*. Wellington, New Zealand: Tertiary Education Commission.
14. Chu, C., Samala Abella, I., & Paruini, S. (2013). *Educational practices that benefit Pacific learners in tertiary education*. Wellington, New Zealand: Ako Aotearoa.
15. Coben, D., Brown, M., Rhodes, V., Swain, J., Ananiadou, K., Brown, P., ... Storey, V. (2007). *Effective teaching and learning: Numeracy*. London: National Research and Development Centre for Adult Literacy and Numeracy.
16. Denny, G. (2008). Building our expertise: The professional development of foundation learning tutors. In Benseman, J., & Sutton, A. (Eds.), *Facing the challenge: Foundation learning for adults in Aotearoa New Zealand* (pp. 179-190). Wellington, New Zealand: Dunmore.
17. Department of State Development, South Australian Government. (2017). Foundation skills professional standards framework: Final draft for trialling. Accessed 21 March 2017 at <http://www.statedevelopment.sa.gov.au/upload/NFSS/fsps-framework.pdf?t=1489104000023>
18. Education Scotland (2013). *A professional development framework for Scotland's adult literacies workforce*. Livingston, Scotland. Retrieved from <https://education.gov.scot/Documents/AdultLiteraciesCPDFramework.pdf>
19. Faraday, S., Overton, C., & Cooper, S. (2011). *Effective teaching and learning in vocational education*. London: LSN.
20. Fiso, T., & Huthnance, L. (2012). *Le So'otaga: Bridging the divide. Holistic teaching and learning practices at Pacific training establishments in Aotearoa, New Zealand*. Wellington, New Zealand: Ako Aotearoa.
21. Green, C. (2010). *Delivering research-based professional development to adult educators: Innovative online options*. Adult Education Research Conference. Retrieved from <http://newprairiepress.org/aerc/2010/papers/26>
22. Guthrie, H. (2010). *Professional development in the vocational education and training workforce*. Adelaide, Australia: National Centre for Vocational Education Research.

23. Hattie, J. (2011). *Visible Learning for Teachers: Maximising Impact on Learning*. London: Routledge.
24. Hazlewood, K., & Alkema, A. (2013). *Literacy and numeracy professional development: Research findings*. Wellington, New Zealand: Tertiary Education Commission.
25. Honeyfield, J., Petersen, L., Bidois, V., Fitchett, L., van Toor, H., Nicholls, L., & Crossan, M. (2016). *Professional development decision-making to support under-25 student success*. Wellington, New Zealand: Ako Aotearoa.
26. Greenhalgh, A., Fussell, E., & Petersen, L. (2016). *The identification of tutor practices that achieve positive outcomes for Youth Guarantee students*. Wellington, New Zealand: Ako Aotearoa
27. Hynds, A., & McDonald, L. (2010). Motivating teachers to improve learning for culturally diverse students in New Zealand: Promoting Māori and Pacific Islands student achievement. *Professional Development in Education*, 36(3), 525-540.
28. Johnston, S. (2014). Professional Development of the Adult Numeracy Teaching Workforce. [ALM Conference.] Retrieved from <http://www.alm-online.net/images/ALM/conferences/ALM14/proceedings/ALM14-proceedings-p034-052.pdf>
29. Kelly, J. (2013). *2011-2012 iFL review of CPD: Making professional learning work*. London: Institute for Learning
30. Kennedy, A. (2005). Models of continuing professional development: A framework for analysis. *Journal of In-service Education*, 31(2), 235-250.
31. Kerka, S. (2003). Does adult educator professional development make a difference? *ERIC: Myths and Realities*, 28, 1-2.
32. Lipowski, L., & Rzejak, D. (2015). Key features of effective professional development programmes for teachers. *Journal on Learning Research and Innovation in Education*, 7(2), 27-51.
33. Mackay, S., Burgoyne, U., Warwick, D., & Cipollone, J. (2006). *Current and future professional development needs of the language, literacy and numeracy workforce*. Adelaide, Australia: National Centre for Vocational Education Research.
34. Marshall, S., & Shepherd, D. (2016). *e- Learning in tertiary education: Highlights from Ako Aotearoa projects*. Wellington, New Zealand: Ako Aotearoa.

35. McHardy, J., & Chapman, E. (2016). Adult reading teachers' beliefs about how less-skilled adult reader can be taught to read. *Literacy and Numeracy Studies* 24(2), 24-42.
36. Medlin, J. (2016). *The Australian literacy and numeracy workforce: A literature review*. Adelaide, Australia: National Centre for Vocational Education Research.
37. Ministry of Education. (2013). *Ka Hikitia: Accelerating success 2013 – 2017*. Wellington, New Zealand: Ministry of Education.
38. Ministry of Education. (2017). *Youth skills: Survey of adult skills (PIAAC)*. Wellington, New Zealand: Ministry of Education.
39. Ministry of Education. (2017). *Māori adults' literacy, numeracy and problem solving skills: Survey of adult skills (PIAAC)*. Wellington, New Zealand: Ministry of Education.
40. Ministry of Education and Ministry of Business, Innovation and Employment. (2016). *Skills and Education: Survey of Adult Skills*. Wellington, New Zealand: Author.
41. Moats, L.C. (2009). Still wanted: Teachers with knowledge of language. *Journal of Learning Disabilities*, 42(5), 387-391.
42. Moats, L. (2014). What teachers don't know and why they aren't learning it: Addressing the need for content and pedagogy in teacher education. *Australian Journal of Learning Difficulties*, 19, 75-91.
43. Mullins, D., Lepicki, T., & Glandon, A. (2010). *A professional development evaluation framework for the Ohio ABLE system*. Retrieved from [http://uso.edu/network/workforce/able/reference/development/PD\\_Eval\\_Framework\\_Report.pdf](http://uso.edu/network/workforce/able/reference/development/PD_Eval_Framework_Report.pdf)
44. NALA. (2015). *A framework for meeting the professional development needs of tutors in adult numeracy in the Irish further education and training sector*. Dublin: Author.
45. NZCER. (2005). *Assessment for foundation learning. Final report*. Wellington, New Zealand: New Zealand Council for Educational Research.
46. OECD. (2008). *Teaching, learning and assessment for adults: Improving foundation skills*. Paris: OECD Publishing.
47. Professional Development Advisory Group. (2014). *Report of the professional learning and development advisory group*. Wellington, New Zealand: Ministry of Education

48. Sciascia, A. (2017). *Māori learner success: Highlights from Ako Aotearoa supported research projects*. Wellington, New Zealand: Ako Aotearoa.
49. Smith, C., Hofer, J., Gillespie, M., Solomon, M., & Rowe, K. (2003). *How teachers change: A study in professional development in adult education*. Cambridge, MA: NCSALL.
50. Smith, C., & Gillespie, M. (2007). Research on professional development and teacher change: Implications for Adult Basic Education. In J. Comings, B. Garner, & C. Smith (Eds.), *Review of adult learning and literacy* (Volume 7, pp. 205-244). San Francisco: Jossey Bass.
51. Smith, C. (2016). The role of professional development in bridging research and practice in adult literacy and basic education. *Journal of Research & Practice for Adult Literacy, Secondary & Basic Education*, 5(3), 40-42.
52. SOLAS. (2017). *Professional development strategy 2017 -2019*. Dublin: Department of Education and Skills.
53. Stewart, C. (2012). *Teacher preparation and professional development in adult literacy education*. [Doctoral dissertation]. Cleveland State University, Cleveland, OH.
54. Taylor, J. (2008). Tapping online professional development through communities of practice: Examples from the NIFL discussion lists. *Adult Basic Education and Literacy Journal*, 2(3), 182-186.
55. The Council of Australian Governments (COAG) Standing Council on Tertiary Education, Skills and Employment (SCOTESE). (2012). *National foundation skills strategy for adults*. Australia: Department of Education and Training.
56. The Scottish Government. (2011). *Adult literacies in Scotland 2020: Strategic guidance*. Edinburgh: Author.
57. Timperley, H., Wilson, A., Barrar, H., & Fung, I. (2007). *Teacher professional learning and development*. Wellington, New Zealand: Ministry of Education.
58. Timperley, H., Kasar, L., & Halbert, J. (2014). *A framework for transforming learning in schools: Innovation and the spiral of inquiry*. Victoria, Australia: Centre for Strategic Education.
59. van Veen, K., Zwart, R., & Meirink, J. (2012). What makes teacher professional development effective? A literature review. In M. Kooy & K. van Veen (Eds.), *Teacher learning that matters: International perspectives* (pp. 3-21). (Routledge research in education; Vol. 62). Routledge.

60. Vorhaus, J., Litster, J., Frearson, M., & Johnson, S. (2011). *Review of research and evaluation on improving adult literacy and numeracy skills*. London: Department of Business, Innovation and Skills.
61. Wenger, E., & Wenger-Trayner, B. (2015). *Communities of Practice: A brief introduction*. Retrieved from <http://wenger-trayner.com/introduction-to-communities-of-practice/>
62. Wignall, L. (2015). *Research to identify and qualify professional practice in foundation skills: Final Report*. Australia: Department of Education and Training.

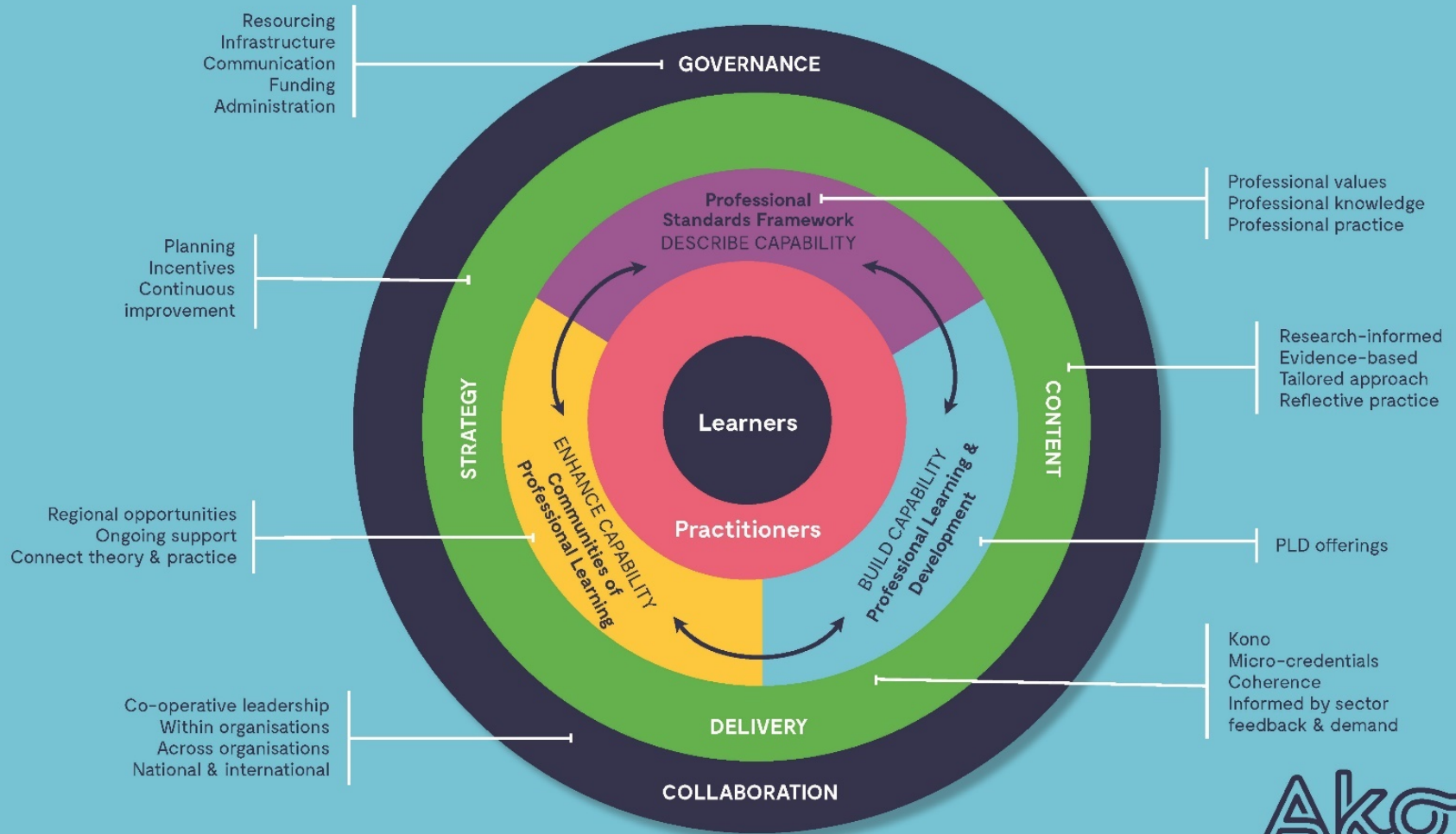
# Glossary

Acronym	Meaning
ALN	Adult Literacy and Numeracy
ALNACC	Adult Literacy, Numeracy and Cultural Capability
CPL	Community of Professional Learning
EER	External Evaluation and Review
ELN	Embedded Literacy and Numeracy
ESOL	English for Speakers of Other Languages
ILN	Intensive Literacy and Numeracy
ITF	Industry Training Federation
ITO	Industry Training Organisation
LLN	Language, Literacy and Numeracy
LNAAT	Literacy and Numeracy for Adults Assessment Tool
MoE	Ministry of Education
NCLANA	National Centre of Literacy and Numeracy for Adults
NZCALNE	New Zealand Certificate in Adult Literacy and Numeracy Education
NZCER	New Zealand Council for Educational Research
NZDipALNE	New Zealand Diploma in Adult Literacy and Numeracy Education
NZQA	New Zealand Qualifications Authority
NZQF	New Zealand Qualifications Framework
PIAAC	Programme for the International Assessment of Adult Competencies
PLD	Professional Learning and Development
TEC	Tertiary Education Commission
TEO	Tertiary Education Organisation



# Appendix 1: The Capability Building Model

## Capability Building Model



## Appendix 2: Te Tauākī Ako

### Te Tauākī Ako – Our Ako (Teaching and Learning) Framework

The purpose of this document is to provide a framework that underpins how we support Māori learners and educators but also informs how we work for all learners. It also reflects the dimensions that we believe organisations and educators working within a kaupapa Māori context should address and incorporate into their practice. Ako Aotearoa is committed to being an organisation that is based on the principles of the Treaty of Waitangi. This commitment is underpinned by robust internal systems, strategies that specifically relate to positive outcomes for Māori learners and an organisational structure that includes a Māori Caucus comprising respected Māori tertiary educators, members of the Māori Caucus sit on the Ako Aotearoa board. It is intended that this is a living document that is continually referred to and reviewed in the operation and development of Ako Aotearoa's service delivery.

Kaupapa	Whakamārama	Tikanga
Whakapapa	Genealogy, heredity	<ul style="list-style-type: none"> <li>Understands and celebrates the origins of the wider organisation and the whakapapa of the individuals within it.</li> <li>Understanding the organisation and its place in the sector.</li> <li>Understands the whakapapa of knowledge and our place in that whakapapa i.e. Tane-nui-ā-Rangi.</li> <li>Understands and recognising the validity of the history, perspectives, beliefs and values of Māori in Aotearoa.</li> </ul>
Wairuatanga	Spirituality, belief, faith	<ul style="list-style-type: none"> <li>Integrates wairua into all practices.</li> <li>Recognises wairuatanga as an essential component of an individual along with taha tinana (physical), taha hinengaro (intellectual), and taha whānau (family).</li> <li>Is inclusive of moemoeā and matakitetanga – vision.</li> <li>Recognises and respects other belief systems.</li> </ul>
Whanaungatanga	Kinship, relationships	<ul style="list-style-type: none"> <li>Understands the relationships between individuals, iwi, hapū and pan-Māori groups and how to promote, establish and manage mutually beneficial relationships.</li> <li>Strong support systems for members of the organisation.</li> <li>Maintains strong relationships with key stakeholders.</li> </ul>
Mana	Authority, reputation	<ul style="list-style-type: none"> <li>Builds, values, promotes and protects the reputation of Ako Aotearoa.</li> <li>Recognises and respects the authority and reputation of whānau, hapū, iwi and Māori groups around the country.</li> </ul>
Te Reo		<ul style="list-style-type: none"> <li>Respects and values for te reo Māori.</li> <li>Promotes and uses te reo Māori.</li> <li>Promotes and supports excellence in the teaching and learning of te reo Māori.</li> </ul>
Mātauranga Māori	Māori Knowledge	<ul style="list-style-type: none"> <li>Promotes Mātauranga Māori to the tertiary sector.</li> <li>Promotes discussion and use of Māori learning frameworks.</li> </ul>

<b>Kaupapa</b>	<b>Whakamārama</b>	<b>Maintains strong relationships with key stakeholders.</b>
Kaitiakitanga	Guardianship, conservation, sustainability	Sources of knowledge acknowledged and respected. Values the longevity of the organisation. Establishes systems to ensure the sustainability of the organisation. Ensures that practices are consistent with conservation and sustainability of natural resources.
Manaakitanga	Hospitality, generosity	Manaakitanga is integrated into all aspects of our service. Educators and learners are an important/the focus. Guidelines and processes are culturally appropriate user friendly and accessible to client groups. Is inclusive and readily shares information.
Whakanui	Respect, value	Values our people and stakeholders. Values the contributions we receive from all parts of the sector. Values excellent and good teaching and good learning practice.
Kotahitanga	Unity	Promotes and encourages collaboration. Is focused on positive outcomes for Māori learners and national Māori development.
Whakamana	Empowerment	Empowers Māori by aspiring and working towards being a TOW based organisation and increasing capability to service Māori. Empowers teachers and learners. Empowers the sector to do better for Māori teachers and learners.
Akoranga & whakaakoranga	Learning & teaching	Is learner-focused. Understands learner needs. Identifies, encourages and promotes excellence/emancipatory praxis in teaching.
Taunaki	Evidence based	Bases research on sound methodology. Research has a practice focus. All assertions and frameworks are supported by robust evidence particularly around outcomes for learners.
Kairangi	Excellence, high standards	Maintains high standards of project and research evaluation. Maintains and values high standards in the work we do.

Note: This document has its origins in work that has been carried out into kaupapa Māori and mātauranga Māori frameworks by many notable Māori educators including Graham Smith, Linda Smith, Leonie Pihama, Mereana Selby and Ako Aotearoa's Māori Caucus.

## Appendix 3: Ako Aotearoa's Values

---



### Pūmautanga

We are a trusted and credible advocate for tertiary teaching and learning excellence and the best possible outcomes for all learners. With our expertise and experience, we lead from the front and alongside to grow and share knowledge, inspire tertiary educators, and strengthen sector capability.



### Māramatanga

We are insightful, with a sound understanding of the tertiary sector and an independent voice. We foster innovation to help transform Aotearoa New Zealand's tertiary sector in a rapidly changing world.



### Whakamanatanga

We seek to empower. We are guided by Te Tiriti o Waitangi and our Te Tāuakī Ako framework in our journey to become a bicultural organisation.



### Awhitanga

We are inclusive. We value and enable diversity, equity, and success for all learners, particularly Māori and Pacific, and the people who support them across our dynamic tertiary sector.



### Whanaungatanga

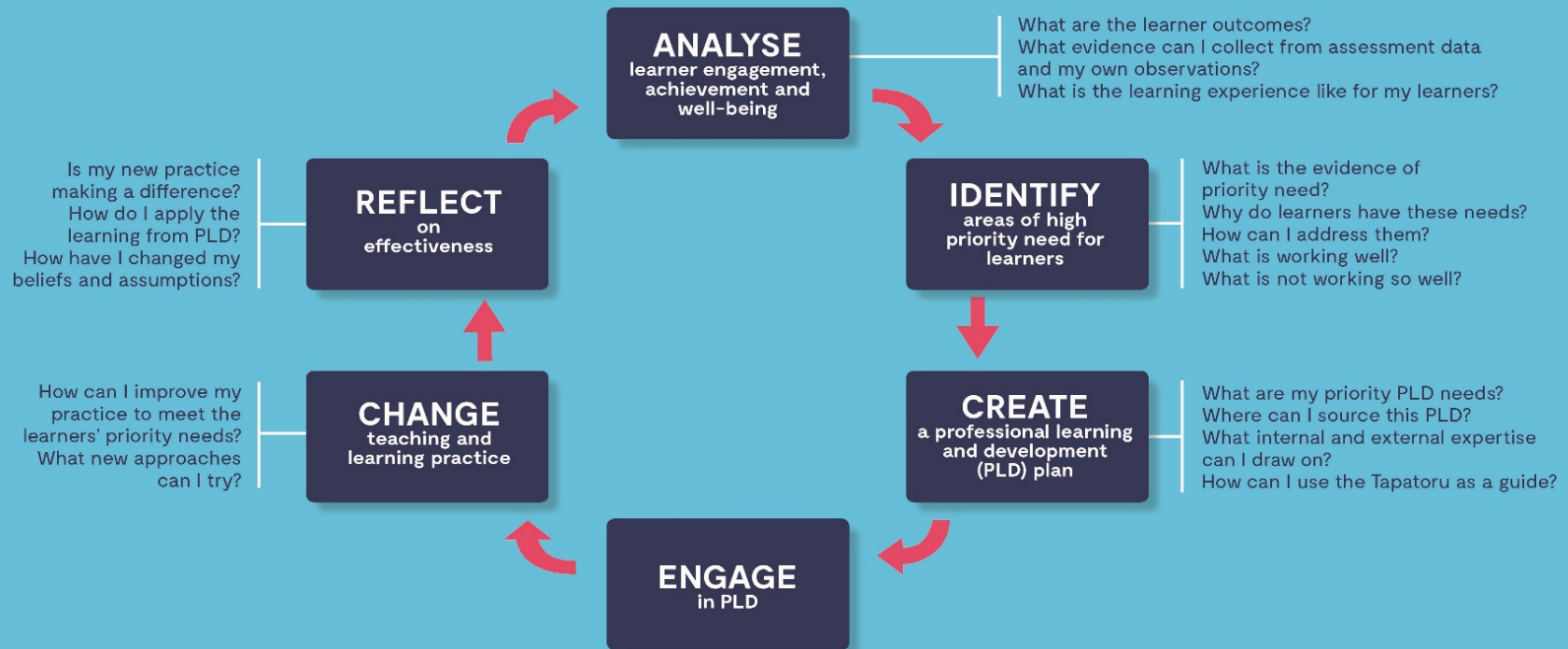
We value our relationships. We work with others through positive, productive partnerships by sharing knowledge and expertise to contribute towards shared goals.

We collaborate with educators, learners, communities, and industry leaders to generate innovative and sustainable solutions to achieve success for all learners.



## Appendix 4: The Collaborative Reflective Practice Cycle

# Collaborative Reflective Practice Cycle



Adapted from Professional Development Advisory Group (2014) and Timperley, Kasar, & Halbert (2014)

# Appendix 5: PLD Modules

