

Professional Development Opportunities 2010

National Centre of Literacy and Numeracy for Adults

Inspiring Potential
Tukua Kia Rere

National Centre for Literacy and Numeracy for Adults

The improvement of levels of adult literacy and numeracy is a key goal in the Tertiary Education Strategy (2010-2015). Last year the Faculty of Education of the University of Waikato signed a three-year funding agreement with the Tertiary Education Commission. The agreement included the provision of professional development for leaders and tutors in Tertiary Educational Organisations (TEOs) to support them with embedding literacy and numeracy.

The Faculty of Education has taken this opportunity to establish The National Centre for Literacy and Numeracy for Adults. This publication documents the professional learning opportunities provided by the National Centre made possible by the support of the TEC.

We hope that leaders and tutors of ITPs, Wānanga and PTEs will take advantage of this exciting range of opportunities. The National Centre combines the talent of a group of developers who are experts in literacy and numeracy for adults with the strong research community of the University of Waikato and its wider network of organisations.



ALISTER JONES

BSc, MSc, PhD, DipT, MRSNZ

Professor Alister Jones is Dean of the Faculty of Education. Alister has been a school teacher, educational researcher and curriculum developer. He has worked in a number of countries and his research interests are in curriculum teaching, learning and assessment. His research has focused on ways to enhance teaching and learning for all learners from early childhood to adults. Alister is a past director of the Wilf Malcolm Institute of Educational Research and the Centre for Technology Education Research at the University. He has also acted as an advisor on international projects such as APEC and OECD as well as advising on the development of research centres.



Dean, Faculty of Education



Contents

Workshop Programmes	2	Members	11
Literacy Workshops 2010	2	Professional Leaders	11
Embedding Reading Comprehension Strategies	2	Roger Moltzen	11
Embedding Listening and Speaking Strategies	2	Sue Dymock	11
Enhancing Learners' Vocabulary	3	Margaret Franken	11
Catering for the Needs of Entry-level Readers	3	Margie Kahukura Hohepa (Ngāpuhi, Te Ati Awa)	11
Literacy Learning Progressions: An Introduction	4	Bronwen Cowie	11
Writing: Developing Learners' Writing Skills	4	Associate Directors	12
Assessment Tool: Marking Writing	4	Vince Wright	12
Numeracy Workshops 2010	5	Jenny Robbins	12
Introduction to Numeracy	5	Contract Managers	12
Developing Number Knowledge and Strategy	5	Janet Hogan (Provider Advisory Service and Symposium)	12
Understanding Statistics	6	Jan Martin (Leadership Programme)	12
Understanding Measurement	6	Team Leaders	13
Understanding Fractions, Decimals, Percentages and Ratios	7	Niki McCartney (Literacy)	13
		Nicky Mohan (Numeracy)	13
Professional Learning Opportunities	8	Developers	14
Advisory Service for Providers	8	Developers – Literacy	14
Leadership Programme	8	Claire Ashmore	14
Literacy and Numeracy for Adults Symposium	8	Janet McHardy	14
Professional Development for providers of NCALE Qualifications	9	Carole Craighead	14
		Annette van Lamoen	14
Research, Development and Evaluation	9	Developers – Numeracy	15
Numeracy and Literacy Website	10	Jenny Amaranathan	15
		Phil Kane	15
		Judy Paterson	15
		Warren Shepheard	15
		Lynette Winter	16
		Developer – Literacy and Numeracy	16
		Damon Whitten	16
		Ako Māori	16
		Mei Winitana – Literacy and Numeracy	16
		Centre Staff	17
		Sally Davies – Centre Manager	17
		Nikki Smith – Project Administrator	17
		Tozan Delman – Technology support and website	17
		Justine Allen – Travel Co-ordinator	17

The information contained in this document is correct at the time of publication. This publication uses vegetable based inks and environmentally responsible papers. The University of Waikato is committed to reducing its environmental footprint.

Workshop Programmes

The National Centre is pleased to offer the following range of courses. The courses are open to all tutors in the tertiary sector. However, we strongly recommend that tutors read the audience description in order to decide if the course is appropriate to their needs. Enrolment for these courses is made simple using our online registration at www.plan.ac.nz

Workshop numbers are restricted to 25 people so registration is on a "first in first served" basis. We will run a workshop twice where numbers warrant it. We will also consider running the workshops in different locations than those listed provided a minimum of 20 people are prepared to enrol.

LITERACY WORKSHOPS 2010

Embedding Reading Comprehension Strategies

Dates

» South Auckland	8 March and 31 March
» Auckland Central	9 March and 7 April
» Hamilton	10 March and 31 March
» Wellington	11 March and 1 April
» Christchurch	15 March and 12 April

Note: 1 workshop day followed 3-4 weeks later by another workshop day.

Audience

This workshop is for educators/trainers/tutors in PTEs, ITPs and Wānanga who are interested in learning effective ways of embedding comprehension strategies for NQF Level 1-3 learners in order to enhance their reading comprehension. It is anticipated that participants are familiar with the Literacy Learning Progressions.

Description

The research points to overwhelming evidence that comprehension strategies can, and should be, explicitly taught and modelled long-term by the tutor. Research suggests that tutors should focus on a small number of research-based comprehension strategies to enhance their students' understanding of written text. This workshop presents comprehension strategies tutors can teach to increase learners' understanding of written text.

Outcomes

By the end of the two workshops participants will have an understanding of how to:

- » teach and embed strategies to enhance reading comprehension;
- » apply the strategies using the Collections resources;
- » apply the strategies using their own material/coursework.

Embedding Listening and Speaking Strategies

Dates

» South Auckland	13 May
» Auckland Central	14 May
» Hamilton	24 May
» Rotorua	19 May
» Napier/Hastings	20 May
» Palmerston North	21 May
» Wellington	24 May
» Christchurch	25 May
» Dunedin	26 May

Audience

This workshop is for educators/trainer/tutors in PTEs, ITPs and Wānanga who are interested in effective ways of embedding listening and speaking strategies for learners in NQF level 1-3 courses to enhance listening comprehension and interactive communication. It is anticipated that participants are familiar with the Literacy Learning Progressions.

Description

Adults need to develop active listening skills and be able to speak competently and confidently to participate effectively in the workforce, family and community. This workshop presents strategies to enhance listening comprehension and interactive communication.

Outcomes

By the end of the workshop participants will have an understanding of how to:

- » embed strategies to enhance listening comprehension and interactive communication;
- » use embedded strategies and activities for delivery;
- » apply strategies to a range of contexts.

Enhancing Learners' Vocabulary

Dates

» South Auckland	1 July
» Auckland Central	2 July
» Hamilton	5 July
» Wellington	5 July
» Christchurch	7 July

Audience

This workshop is for educators/trainers/tutors in PTEs, ITPs and Wānanga who are interested in increasing NQF Level 1-3 learners' vocabulary through embedding vocabulary teaching within their course context.

Description

Vocabulary is critical to oral and written literacy (i.e., listening, speaking, reading & writing). The learner who can understand and use effectively a large number of words has a better chance of becoming a good reader, writer and communicator, and in turn experience success in their coursework. Effective embedding practices provide learners with meaningful encounters with word meanings. The purpose of this workshop is to build tutor capability by presenting research-based strategies tutors can use for increasing learners' vocabulary. It is anticipated that participants are familiar with the Literacy Learning Progressions.

Outcomes

By the end of this workshop participants will have an understanding of how to embed vocabulary through:

- » word analysis instruction (e.g., Latin roots, prefixes, suffixes, Greek combining forms);
- » associational instruction (e.g., semantic mapping, synonyms, antonyms);
- » teaching the effective use of a dictionary and thesaurus.

Participants will also take away:

- » a tool-box of practical activities for immediate application in the classroom;
- » become familiar with and learn to apply the strategies using the Collections resources;
- » be encouraged to identify the links between vocabulary and vocational learning;
- » learn to develop relevant, contextualised teaching resources and to differentiate resource material according to learners' needs.

Catering for the Needs of Entry-level Readers

Dates

» South Auckland	31 May and 21 June
» Auckland Central	1 June and 22 June
» Hamilton	2 June and 23 June
» Wellington	14 June and 5 July
» Christchurch	15 June and 6 July

Note: 1 workshop day followed 3 weeks later by another workshop day.

Audience

This workshop is for educators/trainers/tutors in PTEs, ITPs and Wānanga who want to learn more about catering for entry-level readers.

Description

Entry-level readers typically encounter difficulties with decoding. This workshop will focus on the specific difficulties entry-level readers experience as well as provide ways to assist and support these learners. It is anticipated that participants are familiar with the Literacy Learning Progressions.

Outcomes

By the end of this workshop participants will have an understanding of:

- » the reasons why some learners experience difficulty learning to decode (e.g. causes of dyslexia);
- » the sensitivity some of these learners may feel (e.g., anxiety and reluctance to learn due to previous negative educational experiences);
- » concepts about print;
- » the stages of reading development (in particular phonological awareness, letter-sound relationships, word recognition);
- » strategies for embedding decoding (accuracy and fluency);
- » instructional approaches;
- » the concepts and resources outlined in *Starting Points: Supporting the Learning Progressions for Adult Literacy*;
- » planning decoding activities to match the vocational course programme.



LITERACY WORKSHOPS 2010 – CONTINUED

Literacy Learning Progressions: An Introduction

Dates

» Auckland Central	1 March or 2 March
» Hamilton	3 March
» Rotorua	4 March
» Napier/Hastings	8 March
» Wellington	9 March
» Christchurch	10 March

Audience

This workshop is for educators/trainers/tutors who are involved with teaching adult learners at NQF Levels 1-3 and are interested in the Literacy Learning Progressions framework. Ideally suited to educators new to the tertiary sector or who have not yet had exposure to the Literacy Learning Progressions.

Description

The Learning Progressions provide a framework for developing adult literacy and numeracy skills by identifying course demands and learner skills and informing tutors on the development of competencies. The Learning Progressions underpin the National Assessment Tool and online literacy and numeracy resources. This workshop will provide an introduction to the Literacy Learning Progressions with practical application to matching identified course/task demands with learner needs.

Outcomes

By the end of the workshop participants will have an understanding of how to:

- » use the Literacy Learning Progressions to identify course/task demands and learner skills levels;
- » embed literacy activities from the supporting resources to meet identified needs.

Writing: Developing Learners' Writing Skills

Dates

» Auckland Central	7 September
» South Auckland	16,17 August and 6 September
» Hamilton	18 August and 8 September
» Wellington	23 August and 13 September
» Christchurch	24 August and 14 September

Audience

This workshop is for educators/trainers/tutors in PTEs, ITPs and Wānanga who are interested in learning effective ways of embedding strategies for enhancing NQF Level 1-3 learners' writing. It is anticipated that participants are familiar with the Literacy Learning Progressions.

Workshop description

Adults write for a range of purposes and in different contexts. This workshop will address learners' writing needs, their skill development and strategies for supporting the writing process. In this workshop participants will work together to develop embedded strategies for supporting their learners' writing skill development. It is anticipated that participants are familiar with the Literacy Learning Progressions.

Outcomes

By the end of the workshop participants will have an understanding of the writing process and an understanding of how to:

- » identify the learner's writing skills and areas needing support;
- » support learners' writing skill development;
- » embed writing strategies for a range of skill level and purposes;
- » apply and use the strategies using their own context.

Assessment Tool: Marking Writing

Dates

» Whangarei	12 April
» South Auckland	14 April
» Auckland Central	15 April and 16 April
» Hamilton	19 April
» Tauranga	20 April
» Rotorua	22 April
» Gisborne	26 April
» Palmerston North	28 April

» Napier/Hastings	29 April
» New Plymouth	3 May
» Wellington	10 May
» Nelson	11 May
» Christchurch	12 May
» Dunedin	13 May

Description

The primary focus of this workshop is to support PTE tutors/educators/managers in marking the Assessment Tool writing tasks. A full workshop description and outcomes will be available 9 March.

NUMERACY WORKSHOPS 2010

Introduction to Numeracy

Dates

» South Auckland	10 March
» Auckland Central	11 March
» Hamilton	12 March
» Rotorua	15 March
» Napier/Hastings	16 March
» Wellington	22 March
» Christchurch	18 March

Audience

Tutors in ITPs, Wānanga, and PTEs who have little knowledge of the numeracy Learning Progressions. Ideal for tutors new to the tertiary sector.

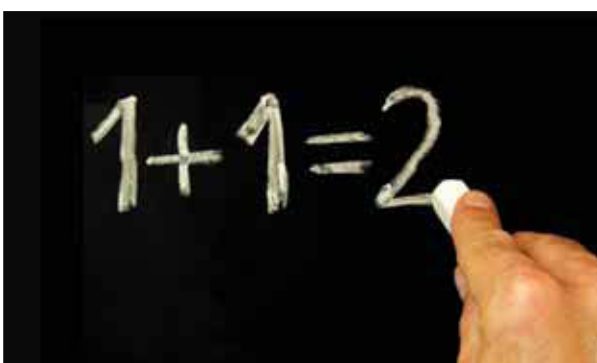
Description

The learning progressions and associated teaching guides are a key part of the national infra-structure for numeracy. These tools help tutors to map the entry level of their students to the numeracy requirements of the course. The teaching guides give valuable ideas for teaching students in a targeted way.

Outcomes

Tutors attending the course will learn to:

- » Use the Learning Progressions to match their course demands to the current step of their learner/s.
- » Assess their learners against the Learning Progressions.
- » Use the professional development ideas to create lessons for learners.



Developing Number Knowledge and Strategy

Dates

» Whangarei	31 March
» Auckland Central	7 and 8 April
» South Auckland	9 April
» Hamilton	12 April
» Tauranga	26 April
» Rotorua	27 April
» Gisborne	8 April
» New Plymouth	20 April
» Napier/Hastings	21 April
» Palmerston North	22 April
» Wellington	20 April
» Nelson	21 April
» Christchurch	30 April
» Dunedin	23 April

Audience

Tutors in ITPs, Wānanga, and PTEs who have some knowledge of the numeracy Learning Progressions but want to get more in-depth knowledge of how to teach the Making Sense of Number strand.

Description

This workshop will explore the various ways in which learners strategise in solving number problems. These strategies will be analysed to see what structures lie beneath them and will be linked to the progressions.

The importance of knowledge, both automated recall of facts and understanding of key ideas, will be illustrated. Tutors will learn practical ways to represent key strategies and knowledge to help their learners to progress.

Outcomes

Tutors attending the course will learn to:

- » Use a learner's response to problems to establish where the learner is positioned on the Learning Progressions.
- » Understand how key ideas in number may be built through the Progressions.
- » Improve opportunities for learning by using representations/diagrams, sharing key ideas, and asking good questions.

NUMERACY WORKSHOPS 2010 – CONTINUED

Understanding Statistics

Dates

» South Auckland	12 July
» Auckland Central	13 July
» Hamilton	14 July
» Tauranga	26 July
» Rotorua	15 July
» Napier/Hastings	19 July
» Palmerston North	20 July
» Wellington	21 July
» Christchurch	22 July

Note: 1 followed 3 weeks later by another (March-April).

Audience

Tutors in ITPs, Wānanga, and PTEs who teach courses at levels 1-3 that have a high demand for statistical literacy.

Description

Statistical investigation and literacy skills have become critical abilities for job seekers in modern economies. This course explores how technology has changed the way statisticians work from a narrow focus on measures of centrality and spread to the use of visual displays to look for patterns, differences, trends and relationships.

Outcomes

Tutors attending the course will learn to:

- » Understand how statistics is used to solve problems in everyday life, including work contexts.
- » Recognise the main ways in which data is analysed and presented.
- » Connect learners' ideas about data to their number and spatial concepts.
- » Develop practical lesson ideas to teach statistics to their learners.



Understanding Measurement

Dates

» Auckland Central	2 and 8 June
» Hamilton	9 June
» Wellington	10 June
» Christchurch	11 June

Audience

Tutors in ITPs, Wānanga, and PTEs who teach courses at levels 1-3 that have a high demand for measurement.

Description

Measurement is a critical component of most technical and trade related courses. Research evidence suggests that learners' difficulties with measurement lie in their understanding of the concept of a unit, the structure of measurement scales, and the connections between number and how measures are "counted".

The workshop will explore the core units in the metric system and how they are related through the use of a common unit and prefixes. It will also look at the systems used for time and angle and why these measures can be difficult for learners.

Outcomes

Tutors attending the course will learn to:

- » Understand how measurements in the standard international system are related.
- » Connect measurement demands to learners' concepts of number and space.
- » Develop practical lesson ideas to teach measurement to their learners.



NUMERACY WORKSHOPS 2010 – CONTINUED

Understanding Fractions, Decimals, Percentages and Ratios

Dates

» South Auckland	26 April and 24 May
» Auckland Central	27 April and 25 May
» Hamilton	28 April and 19 May
» Wellington	13 April and 20 May,
» Christchurch	14 April and 21 May.

Note: 1 workshop day followed 3 weeks later by another workshop day.

Audience

Tutors in ITPs, Wānanga, and PTEs who teach courses at levels 1-3 who want to know how to help learners with fractions, decimals, percentages and ratios.

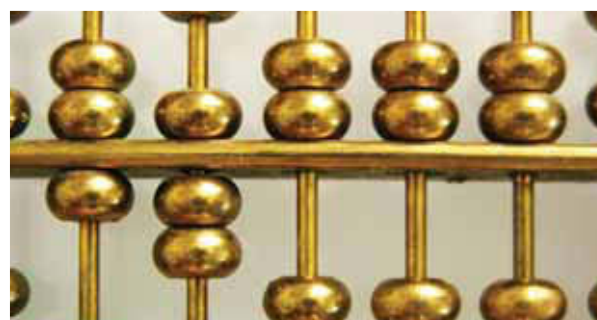
Description

Understanding fractions is fundamental to working with numbers in everyday life contexts, especially in jobs that demand measurement and financial skills. There is a large body of research about the sources of difficulty for learners. The workshop will explore how to use the progressions as a useful tool in helping learners to overcome their problems. It will look at the simple ideas that hold back many adult learners and show some teaching methods to represent these ideas.

Outcomes

Tutors attending the course will learn to:

- » Understand how fractions, decimals, percentages and ratios are related.
- » Recognise the situations in which fractions occur.
- » Know how to help learners with common misconceptions.
- » Use models, words and symbols to make ideas clearer.
- » Develop and try practical lesson ideas with learners.



ADVISORY SERVICE FOR PROVIDERS

Audience

ITP and Wānanga leaders and tutor/educators.

PTE leaders and tutor/educators for PTEs exiting University of Waikato literacy and numeracy cluster professional development.

Purpose

The advisory service offers support to providers to embed literacy and numeracy in courses, programmes and organisational structures. The service has a focus on building sustained organisational capability. The form of the support will be negotiated with each provider in response to the needs of that organisation. It may include support for self assessment and improvement, advice on organisational structures that facilitate

embedding of literacy and numeracy, mentoring of literacy and numeracy champions and leaders, support for the design of internal literacy and numeracy professional development programmes, support for the design of course materials and provision of professional learning in targeted areas.

Facilitators

The advisory service will be provided by a combination of University of Waikato staff and contracted consultants.

Contact

Contact will be made by the National Centre of Literacy and Numeracy for Adults with CEOs and relevant managers for those organisations eligible for this service.

LEADERSHIP PROGRAMME

The leadership programme is being developed in response to feedback from the sector. It is targeted at academic/programme managers who lead organisational change to embed literacy and numeracy programmes into their organisations. The programme is designed to develop key leadership activities, areas of practice and qualities. The programme will have a residential component of 3-5 days followed by an online component where participants undertake and discuss a personal inquiry linked to the organisation's capability plan. All participants will be expected to engage in the online forum.

The programme will be run in two cohorts of 15-20 participants.

Location

The programme for the first cohort will be run from the Hamilton campus of the University of Waikato. Subsequent programmes may be run at different venues.

Timing

The programme is planned to run in May/June.

Audience

Participation is limited to one or two middle managers from each ITP and Wānanga to be selected by that institution.

Programme length

The programme will be 3-5 days long.

Costs:

The majority of accommodation and meal costs will be covered. There will be some contribution from the project for travel to Hamilton. Course costs will be covered by the project.

Contact

Each ITP and Wānanga will be contacted directly to nominate participants.

LITERACY AND NUMERACY FOR ADULTS SYMPOSIUM

Event

Two day symposium for literacy and numeracy champions.

Audience

Managers/tutors/educators in ITPs, Wānanga and PTEs who are champions for literacy and numeracy in their organisations.

Purpose

To enhance attendees content knowledge for teaching literacy and numeracy.

To expand attendees range of strategies for using the national tools and resources.

To enhance understanding of teaching for diverse groups with particular emphasis on effective practice for Māori learners.

To establish communities of literacy and numeracy champions that can be sustained through advisory work and ICT based networks.

To increase attendees familiarity with up-to-date research in adult literacy and numeracy.

Date/Venue

To be confirmed.

Contact

Information about the symposium will be available online at www.literacyandnumeracyforadults.com/nationalcentre from March 1.

» **Registration will be online at www.plan.ac.nz from March 1.**

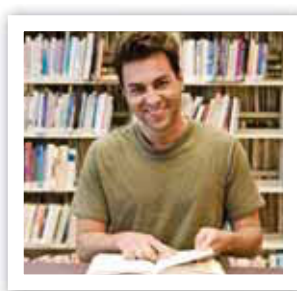


PROFESSIONAL DEVELOPMENT FOR PROVIDERS OF NCALE QUALIFICATIONS

This series of workshops will provide information and support for providers of the two qualifications, National Certificate in Adult Literacy Education (Educators) and National Certificate in Adult Literacy Education (Vocational).

The purpose of these workshops is to support providers to ensure the high quality evidence based programme design and delivery of these key qualifications. The purpose of this professional development is to support providers as they plan for delivery of one or both of these qualifications.

The workshops will focus on developing the pedagogical content knowledge of the NCALE trainers so they, in turn, can support tutors in catering for students. A key theme will be catering for student diversity. The workshops will build on the 2009 workshops by exploring the use of technology, tools and resources to support effective pedagogy, and research informed NCALE provision.



Dates and locations for the workshops are as follows:

Workshop 1

» Auckland	12 May
» Wellington	19 May
» Christchurch	5 May

Workshop 2

» Auckland	14 July
» Wellington	21 July
» Christchurch	7 July

Workshop 3

» Auckland	15 Sept
» Wellington	22 Sept
» Christchurch	8 Sept

Note: This schedule shows the same workshop repeated in three locations.

» Register online for this lively and highly interactive series of workshops through the online system at www.plan.ac.nz

Join in on a community of practice conversation. This is your opportunity to work with other providers and national experts to identify challenges and discuss how to manage them and to work through the facilitator's guide.

Research and Development Evaluation

In 2010 the National Centre will carry out several pieces of research in the area of literacy and numeracy for adults. The purpose of the work is to inform future programmes of work in the tertiary sector.

Important work this year will be:

- » Analysis of learner perceptions about the teaching programmes of tutors who have received professional development in literacy and numeracy;
- » Evaluation of the leadership programme run for academic managers of ITPs and Wānanga by the National Centre;

- » Evaluation of the uptake and engagement of leaders and tutors with the www.literacyandnumeracy.com website;
- » Assessment of impact of the National Centre Advisory Service on programmes offered by ITPs, Wānanga and PTEs;
- » A forum of experts in literacy and numeracy for adults to identify areas for the improvement of the literacy and numeracy provision to adults;
- » A survey of recent literature on literacy and numeracy for adults;
- » A synthesis of the work programme offered by the National Centre.

Numeracy and Literacy Website

www.literacyandnumeracyforadults.com is the “go to” place for the latest information about literacy and numeracy initiatives in New Zealand. The site is jointly managed by the Tertiary Education Commission and the National Centre for Adult Literacy and Numeracy.

The screenshot shows the homepage of the Literacy and Numeracy for Adults website. At the top left is the logo featuring a kiwi bird and the text 'Literacy and Numeracy for Adults Te Arapiki Ako'. To the right is a search bar. Below the header is a green navigation bar with links: 'New Zealand overview', 'Learning progressions', 'Educator resources', 'Learner resources', 'Assessment for learning', and 'National Centre'. The main content area features a large green banner with the Māori proverb 'Mā te mōhio ka ora: mā te ora ka mōhio' and the English translation 'Through learning there is life: through life there is learning'. To the right of the banner are vertical navigation links for 'Tertiary Organisations', 'Educators', and 'Employers'. Further right is a 'Site highlight' section titled 'Knowing your Learner, Engaging Māori Learners', which includes a DVD cover image and a 'Find out more...' link. Below the banner are four content boxes: 'Welcome' (text about the website's purpose), 'Assessment Tool' (text about the tool's availability in March 2010), 'Programme in action' (text about a Pacific cluster group with an accompanying photo), and 'News and events' (text about the assessment tool's release date and a 'More news and events...' link).

Look for these developments on the site through 2010:

- » Regular updates through news items, site highlights, and programmes in action;
- » A link to the National Assessment Tool;
- » Creation of learning units for tutors based on common course needs;
- » Creation of case studies that showcase quality teaching of literacy and numeracy;
- » Success stories that present interesting examples of embedding literacy and numeracy.

An exciting programme of webinars will take place throughout 2010. An updated programme of webinars can be seen in the “Online professional learning and communities” section of the site. New webinar offerings will appear as site highlights in the top right corner of your screen.

Webinars for March and April are:

March

Māori pedagogy – Aroha Puketapu-Dahm

Aroha will talk about pedagogies that are known to enhance learning for Māori students. This coincides with the release of the DVD, “Knowing Your Learner-Engaging Māori Learners: An introductory resource for adult literacy and numeracy educators.” Tertiary organisations can order the DVD at www.literacyandnumeracyforadults.com/Educator-resources/Knowing-your-Learner

April

The ITP Synthesis – Dr Bronwen Cowie.

Bronwen will share the results of the ITP synthesis. This piece of research investigated the success of ITPs in embedding the teaching of literacy and numeracy in courses. It has important implications for academic managers in ITPs.



PROFESSIONAL LEADERS

ROGER MOLTZEN

BEd, MEd, PhD, DipT

Professor Roger Moltzen is Deputy Dean of the Faculty of Education. Roger is a former school teacher and principal whose teaching and research interests focus on learners with special needs and learners with special abilities. His most recent research investigates talent across the lifespan. Roger has worked on a large number of research and development contracts and his involvement with the National Centre offers an added dimension to this interest



MARGARET FRANKEN

BA(Hons), MA, PhD, Dip TESL, DipT

Margaret has worked in language and literacy education related to both the adult and school sector contexts. She has taught at Victoria University, Massey University and the Auckland College of Education, before joining the University of Waikato in 2002. She has an extensive research background in second language literacy, and has contributed to a number of significant developments in the area of adult literacy including the literacy progressions.



SUE DYMOCK

BSocSc, MEd, PhD, DipT

Sue is a Senior Lecturer at the Faculty of Education, University of Waikato. Sue's research and teaching interests are in reading comprehension, reading acquisition, reading difficulties, and dyslexia. She is an active researcher in the field of reading and has published many articles, chapters, and books on reading comprehension. Sue has extensive experience working with pre- and in-service primary teachers as well as tutors and educators in the adult sector. Sue was a member of the development team for the Learning Progressions for Adult Literacy and Starting Points: Supporting the Learning Progressions for Adult Literacy.



MARGIE KAHUKURA HOHEPA (NGĀPUHI, TE ATI AWA)

BA, MA(Hons), PhD, DipT

Margie is an Associate Professorship in the Faculty of Education, University of Waikato. She has also previously taught in primary sectors of education. Her research areas include Māori educational leadership and Māori learning and development in Māori medium educational contexts, particularly in relation to language & literacy development. She is one of the writers of the BES on educational leadership. Margie was also a member of the appointed Literacy Experts Groups, which provided advice to the New Zealand Government on the direction for literacy in Aotearoa-New Zealand.



BRONWEN COWIE

BSc, MSc, PhD

Bronwen has worked on a number of large national research and evaluation projects. She has extensive experience in classroom-based research with years 1 to 10 teachers and students. Most recently, she was a co-leader of a three year study of interactions around ideas in science and technology primary classrooms. Currently, she is involved in the Curriculum implementation exploratory studies project which is a joint WMIER/NZCER project. She is a co-director of the Science Learning Hub, which is a MoRST initiative to make New Zealand science accessible to New Zealand teachers via a multimedia web-based resource.



ASSOCIATE DIRECTORS

VINCE WRIGHT

BEd, DipEd, MEd

Vince has been involved in mathematics education for over twenty years as a teacher, lecturer, professional developer and national co-ordinator. He has written a wide range of teacher and student resources that are used extensively throughout New Zealand. Vince was the lead writer for the mathematics and statistics are of the New Zealand Curriculum and the national standards for mathematics. Though his experience is mainly in the school sector Vince is looking forward to the challenge of working with adult learners. His research interests are in quality teaching and the teaching of proportional reasoning.



JENNY ROBBINS

BSocSc, MBA (Distinction), DipLib

Jenny has been involved in the education system throughout most of her life, growing up in a family where both parents were teachers and loved books. She has worked extensively with organisational and sector change management in tertiary education, local and central government. This includes twelve years in a range of roles with the Tertiary Education Commission and the University of Waikato. Jenny is committed to making a difference for families and children and sees numeracy and literacy as key tools in achieving this.



CONTRACT MANAGERS

JANET HOGAN (PROVIDER ADVISORY SERVICE AND SYMPOSIUM)

BSc, DipT, GDLT

Janet has been involved in foundation maths education for adults for many years as both a teacher and advisor. Most recently she has been working in the government initiated adult numeracy project. In this project, along with others, she has developed and facilitated a professional development programme for the embedding of numeracy into foundation level courses and programmes in the tertiary sector. She has also written resources to support numeracy teaching and learning. Currently she is working with providers to support literacy and numeracy initiatives.



JAN MARTIN (LEADERSHIP PROGRAMME)

BA(SocSc), DipEd, MEd Leadership(Hons), DipT, JP

Jan is the Development Manager of the Faculty of Education. Jan has worked with adult educators in REAP programmes, in Community Education, as a school principal and a school adviser. She is particularly interested in leadership development, especially as it relates to improved outcomes for students. She is also very interested in the involvement of parents, whanau and the wider community in educational organisations. Jan has completed the Kellogg Rural Leadership Programme and is currently studying for a Graduate Diploma in Disputes Resolution.



TEAM LEADERS

NIKI MCCARTNEY (LITERACY)

BEd, MPhil (Business), DipT,
Dip TEFLA,

Niki's work in professional development has been in the tertiary sector of ESOL and adult literacy and numeracy. Her work focuses on facilitator development using a practical approach of collaboration, demonstration and application. She is interested in how tutors can model the quality of learning they would like from their students. She is past-chair of FIELS (Federation of Independent English Language Schools) and past owner of an English language school. She has completed post graduate studies in international and comparative education, a master's thesis in New Zealand workplace literacy and numeracy programmes. Her research interests are in professional development approaches and experiences.



NICKY MOHAN (NUMERACY)

BA, MA(LitNumEd), UDE

Nicky has more than 20 years experience in the education sector both as a classroom teacher and as Associate Principal, with an emphasis on developing and delivering practical professional development activities for teachers. Nicky also has extensive experience in delivering literacy and numeracy programmes especially the NCALE course in tertiary Institutions. As Learning & Development Manager at Workbase she was responsible for the design and delivery of professional development courses and resource materials. Based on research of best practice, these workshops focused on methodologies and instructional strategies that would assist tutors effectively, engage and develop their learners especially in the areas of literacy and numeracy.



DEVELOPERS – LITERACY

CLAIRE ASHMORE

BA, MA (Applied), DipT,
DipTESL, CELTA

Claire has enjoyed a career in education spanning 25 years. Starting out as a school teacher and teacher trainer in New Zealand, she went on to work in several countries in Asia. Claire also researched language policy and grassroots adult literacy in Melanesia over several years. Working at two New Zealand universities teaching ESOL and specialising in writing skills led on to materials design and development. This included contracts with school administrators in America, public school teachers in China, and also with the US military based in Korea, Korean teachers and the Korean social service sector. Back in New Zealand, and after a year at Workbase delivering the (NCALE voc) across a wide range of contexts, Claire is now working as a developer for the National Centre for Adult Literacy and Numeracy for Adults – inspiring potential.



CAROLE CRAIGHEAD

BEd, MEd(Hons), TTC

Carole has a background in secondary education where she taught English and Maths for many years and latterly was involved in a student pastoral care for six years. She was director of Kohia Teachers Centre - a resource and post training arm of the Auckland Teachers College. For ten years Carole was a director of Rodney Community Learning Centre, a training establishment. Funding for this was received from the TEC for Youth Training and TOPs. In this role Carole had responsibility for the literacy and numeracy programme and education for course participants. Two years part time work at AUT following this in the Pathways Programme which supported people from PTEs to study at certificate level. For the past 5 years Carole has been employed on the Literacy and Numeracy project for Adults in Foundation Studies facilitating literacy staff development in ITPs and PTEs.



JANET MCHARDY

BA, PGDip (LangLitEd),
MEd(Hons), DipT

Janet has over twenty years of teaching experience, both in New Zealand and overseas. Since 1997 this work has been chiefly in adult literacy in both the community and tertiary sector and in workplace literacy. She has worked as a tutor, an advisor and as a developer in a range of national projects. She has a special interest in developing reading skill. Her current research has examined the characteristics of adult readers in entry level tertiary courses.



ANNETTE VAN LAMOEN

BEd, BA

Annette is a secondary trained teacher with over twenty years of teaching experience, both in New Zealand and overseas. She has been involved in teaching English, ESOL, literacy and numeracy as well as remedial teaching, mainly at secondary and tertiary level. She is currently studying towards a Master of Education degree with particular research interests in the areas of adult literacy and numeracy education, reading difficulties and interventions, the development of writing skills and linguistics.



DEVELOPERS – NUMERACY

JENNY AMARANATHAN

BEd, DipMathsEd, TTC,
International Marketing Certificate

Jenny has been involved in mathematics education for over twenty years as a teacher, facilitator and professional developer. She was a member of the team that worked on the development of the 'Learning Progressions for Adult Literacy and Numeracy' and the adult numeracy professional development. For over four years she has worked with educators/trainers in ITPs, PTEs, Wānanga and ITOs focusing on numeracy development. Jenny looks forward to continuing to give support in the area of adult numeracy with a particular interest in 'attitudes to numeracy' and lifting the profile of numeracy in the workplace.



JUDY PATERSON

BSc, PhD

Judy has extensive teaching experience in both South Africa and New Zealand and has been involved in the teaching and learning of mathematics, statistics and numeracy all her working life. She has taught at secondary schools, bridging colleges, at university and in the adult numeracy sector. At Auckland University she set up and delivered the mathematics curriculum programme for teacher training for specialist mathematics and statistics teachers on the city campus. In 2007 she completed her doctoral study that looked at using the stimulus of engaging with unfamiliar mathematics as a mechanism for encouraging teachers to re-examine their pedagogy. In 2008 she began work in the adult numeracy field with tutors in the ITPs and PTEs.



PHIL KANE

BSc, MA(MAdLitNumEd), DipT

Phil was first involved in mathematics learning as a teacher at area and secondary schools and he has written some secondary level student revision resources for Mahobe Resources. Following some working years in industry he became a mathematics lecturer on a polytechnic bridging programme. More recently he has been involved in numeracy education with NCALE tutors, and general education mathematics with primary teachers on their university degree studies. He has also been part of the Numeracy Developers' Team with the Ministry of Education, then TEC, and most recently NCLANA in Waikato. The experience in working on foundation level mathematics courses has led to Phil's interest in how adults acquire and apply the many aspects of numeracy within their everyday working and community lives.



WARREN SHEPHEARD

TTC, DipT

Warren spent 16 years as a teacher working in primary and intermediate schools in the Rotorua area. In 1985 he joined the Ministry of Education as a mathematics adviser in the Waikato/Bay of Plenty region. After 'Tomorrows Schools' in 1989 he worked as a maths advisor with the University of Waikato. In 2000 he went into private enterprise as a mathematics consultant and contracted to SkillINZ where he ran numeracy workshops for tutors throughout New Zealand. For the last 5 years he has contracted to TEC working in adult numeracy education. Warren was also a member of the development team for the Learning Progressions: Adult Numeracy.



DEVELOPERS – NUMERACY

– CONTINUED

LYNETTE WINTER

BSc, Mathematics, Teaching Certification (Secondary) US and NZ, GDID

Lynette trained as a secondary school maths teacher but has spent her career teaching maths and statistics to adults in both polytechnics and work place training environments. She has worked with programme leaders and content experts from a variety of vocational fields and degree programmes to develop and deliver contextualised maths and numeracy content for adult learners. She has also been involved in developing and delivering online and distance courses. For the past three years, Lynette has divided her time between work as an educator in a polytechnic, and work as a national numeracy developer contributing to the development and delivery of professional development programmes for vocational tutors in the tertiary sector. She is passionate about helping non-maths educators overcome their own anxieties and learn to teach the maths and numeracy content in their courses in ways that are effective and engaging for learners.



DEVELOPER – LITERACY AND NUMERACY

DAMON WHITTEN

BSocSc, PGDip(LanLitEd), DipHol, NCAED

Damon has a rich background in the fields of literacy, language and numeracy. This background includes extensive tutoring experience specialising in providing diagnoses and literacy interventions for adults who have significant learning difficulties. It also includes providing support for tutors, professional development for embedding literacy, facilitating workplace needs analysis and conducting research into adult numeracy issues. Damon has a passion to see tutors and learners alike develop their full potential through the professional development of dynamic literacy and numeracy strategies. Damon is currently completing his Masters in Education, conducting research into the relationship between math anxiety and the development of thinking.



AKO MĀORI

MEI WINITANA – LITERACY AND NUMERACY

MEd, DipT

Kia ora! Mei is a Literacy / Numeracy Developer for the NCLANA project. She comes from a background in Special Education using Māori pedagogy, and as Resource Teacher: Learning and Behaviour (RTL B Māori) for seven years. Her Masters research evaluated the assessment tools in a transition to English programme in a Kaupapa Māori School.



Centre Staff

SALLY DAVIES – CENTRE MANAGER

Sally has an extensive background delivering nationwide projects and overcoming the complexities that large projects bring. Her past project management skills have been utilised working for corporate and government organisations and involved working in both Australia and New Zealand. When not dotting her i's and crossing her t's, Sally loves travelling especially around NZ on her motorbike.



TOZAN DELMAN – TECHNOLOGY SUPPORT AND WEBSITE

BA(Hons) Accounting & Finance

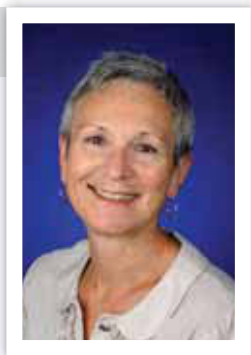
Tozan joins the team as a Programmer Analyst, responsible for online media and statistical data collection.



Tozan has worked as an Accounting and IT Consultant for over 10 years in London, Sydney and most recently Hamilton. Clients include private practice, corporate and tertiary sector. Tozan runs several successful online businesses and is passionate about creative online solutions and is looking forward to contributing positively to the furtherance of adult education within New Zealand.

NIKKI SMITH – PROJECT ADMINISTRATOR

Nikki has been part of the Literacy and Numeracy team since June 2009 and is employed as Project Administrator. In her role she organises all the venue hire and catering requirements throughout the country and other administration. Previously she was employed at the Waikato Management School in the Department of Accounting as Administrator. Nikki also enjoys entertaining with friends, walking and is also learning Te Reo Māori.



JUSTINE ALLEN TRAVEL CO-ORDINATOR

BA Screen and Media,
Management Communication

Justine has been part of the Literacy and Numeracy team for almost a year now, and is responsible for all things travel related. She has previously worked at the University of Waikato for six years as a Senior Tutor in Management Communication. Justine also moonlights as a professional singer, performing with the pop-opera quartet LYRICA.





THE UNIVERSITY OF
WAIKATO
Tē Whare Wānanga o Waikato

THE UNIVERSITY OF WAIKATO



Tukua Kia Rere

NATIONAL
CENTRE OF
LITERACY &
NUMERACY
FOR ADULTS

Inspiring Potential

To register visit www.plan.ac.nz

National Centre of Literacy and
Numeracy for Adults (NCLANA)
Faculty of Education
University of Waikato
Private Bag 3105
Hamilton 3240

Phone: 07 838 4466
Sally Davies ext 6676
Nikki Smith ext 6403
Website: www.plan.ac.nz
Website: www.literacyandnumeracyforadults.com