

# SPONSORS AND SUPPORTERS NEWSLETTER

JULY 2023

Photo: Day Three (of four) PD training for teachers at Nga Taiatea Wharekura and Bernard Fergusson delivered by Paula from iDeal, Learning Matters

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E hāpai ana i te tipu o ngā tamariki  
Supporting the well-being of children

## Every child deserves to become a proficient reader

Kia ora Koutou. Supported by Trust Waikato we are doing important work to ensure that children have the opportunity to succeed at literacy and we are currently working with a number of schools and organisations to provide evidence-based literacy instruction. Every child deserves to become a proficient reader, and it is crucial that we have educators who are equipped with the necessary training including: 1. How our brain learns to read and; 2. What the research suggests regarding the most effective instructional approaches in the classroom when it comes to reading and writing particularly for struggling tamariki. Pictured above is Learning Matters consultant Paula with the teachers at Nga Taiatea Wharekura and Bernard Fergusson delivering Day Three of four sessions planned throughout 2023. It is a huge learning curve that has been embraced by the teachers. The Trust also supports a teacher aide at Nga Taiatea to help teachers by creating the specific resources required for each student. Each student is at a different place in the scope and sequence and require individualised learning pack and we are thrilled that a teacher aide is able to support the teachers so they can get on with the job of teaching. We are grateful to Natalie Muller, teachers and management at both Nga Taiatea and Bernard Fergusson for taking the leap, committing to the training required to help their struggling readers. We have a report on p3 with outcomes of Raglan based literacy group we are supporting. To ensure we understand the challenges tamariki face and the corresponding training options available



our staff at Tui Trust continue to study and research with organisations e.g. MSL Australia, Learning Matters, Mahi by Mahi and Liz Kane.

### Creating a Literate Community Conference 2023

Tui Trust held its Strategic Planning Board meeting in May (photo below) at Trust Waikato where we discussed among other things our literacy projects and the planning of another literacy conference, which is now a reality! Tickets are now on sale via [humanatix](#) on our website; click [here](#) for more information. We are grateful to our conference speakers Dr Michael Johnston, Dr Olwyn Johnston, Mahina Selby-Law, Lyn Stone and Emma Nahna who agreed to support this conference without hesitation (see p3).



Above: Tui Trust Board Meeting at Trust Waikato in May 2023. From the left, Rongo Kirkwood, Tania Simpson, Fonteyn Moses-Te Kani, Piki Knap and Lee Major behind the camera.

# Mid-year outcomes from children who find literacy very challenging yet stick at it and *try their best* week after week!

## Tui Trust supports literacy specialist Laura and tamariki in Raglan

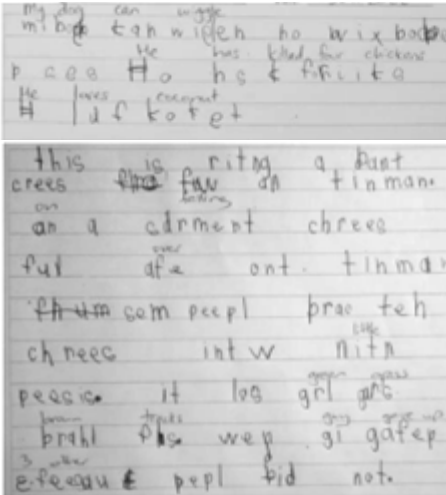
These literacy sessions have been filled with tamariki aged between 6-11 years old with severe dyslexic traits experience significant challenges and need this extra specialised support. Without intervention the literacy learning trajectory for these children is significantly lower than their peers. To make progress and thrive, targeting areas of challenge is required by providing multiple opportunities for explicit teaching, and supported repetition (or the Big Five). Intervention costs and official diagnosis are out of reach for whānau. The MOE does not provide funding or support for dyslexic learners, the school is only able to provide Tier Two support to a certain level. These children are clearly part of the cohort that require Tier Three support. Laura's Instruction will include the Big Five: phonological awareness, alphabetic principle (phonics), reading fluency, vocabulary and comprehension. It will also include explicit teaching in letter formation as needed, irregular words and will support orthographic mapping.

### Collated Results

The collated results of the students show that they made collective gains in all areas and attendance was relatively high, depicted in Figures 1 and 2. The most dramatic gains were in nonword decoding and words per minute/fluency rate. The increase in the number of accurately read nonwords is likely due to students being able to correctly decode a greater number of graphemes, increased familiarity with different syllable types (e.g., open and silent e) and greater competence in reading and blending a sequence of graphemes. Gains in reading fluency are likely due to students having greater fluency with individual phoneme-grapheme correspondences, having an increased number of words orthographically mapped and experiencing greater ease and ability when decoding unmapped words.

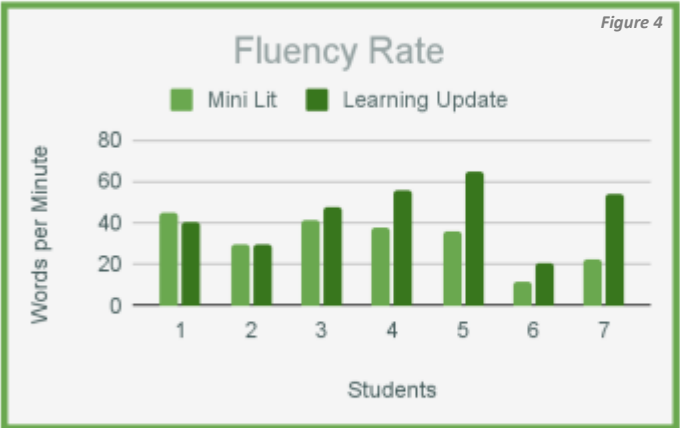
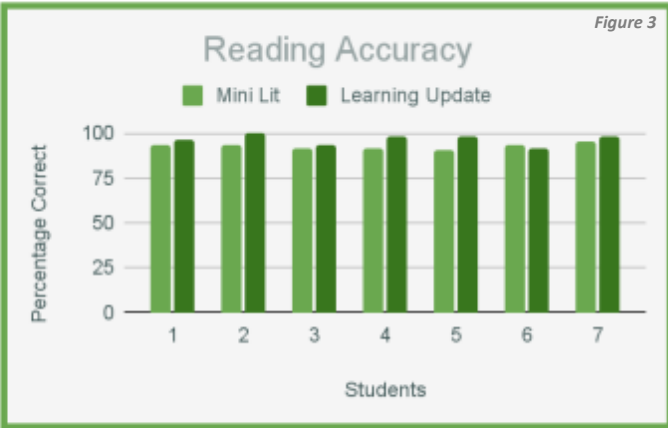
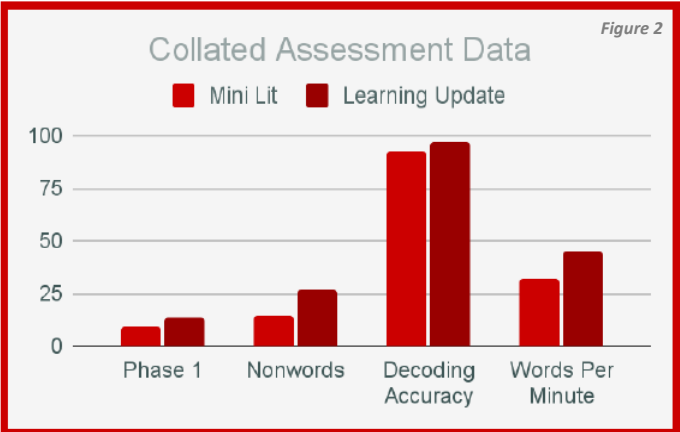
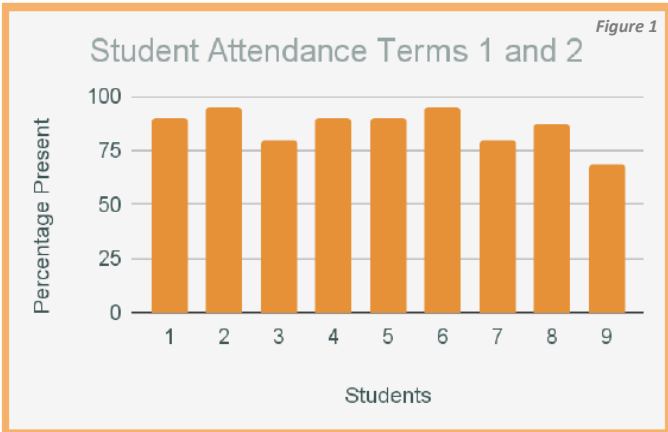
**Reading Skills:** When reading connected text, most students improved on the already-high level of accuracy that they had at the start of the intervention. As a group, the average accuracy went from 93% to 96%; individual results are displayed in Figure 3.

In addition, most students also made gains in fluency rate. The average rate went from 32 words per minute to 45; individual gains are shown in Figure 4. One student read a more difficult text which has resulted in a slower fluency rate, but their higher accuracy shows their commitment to a code-based approach. **Spelling Skills:** There was an average gain of 6 words per student where each word tends to represent a single concept in the iDeal Scope and Sequence. **Writing Samples:** This 8 year old was displaying strong school resistance and now attends school happily! As shown in their contrasting writing samples (right), they have made great gains in letter formation, general ease of writing and amount written. In the latter samples, there is evidence of orthographic knowledge of digraphs (th, ch) blends (pl, gr, br) and developing phoneme isolation skills (tinman, chrees for trees, peep for people). There is obviously still a long way to go, but they are making progress.



After six months of SL intervention routines are familiar and well established, and students have settled into their sessions. All students are enjoying their literacy time and making progress. We are so impressed by the diligence and persistence shown by Laura for these children who find literacy so very challenging yet stick at it and try their best week after week.

As well as adding to their literacy kete they are growing lifelong skills of perseverance, self-efficacy and a growth mindset. These will stand them in good stead!



# Our long-term decline in the international PISA tests should be a big wake-up call

## Many children are missing out on what is a basic human right

The long-term decline in New Zealand's PISA scores (below right) should be a wake-up call. It is clear that something is not working in our education system, and we are taking action to address this.

There are a number of factors that may be contributing to the decline in PISA scores but whatever the reasons we need to do more to ensure that students have the opportunity to succeed in school. This means investing in our education system, providing more support for teachers, and making sure that all students have access to high-quality learning opportunities. We are hopeful that doing the work that we are doing that we can turn things around for the children we support and start to improve overall outcomes, work together to ensure that all students have the opportunity to reach their full potential. The PISA tests are a useful tool for benchmarking our education system against other countries and provide us with valuable information about the areas where we need to improve.

### Literacy educational support in the Waikato

In addition to supporting two Waikato intermediate schools and smaller literacy groups in Hamilton and Raglan the Trust will be hosting another *Creating a Literate Community Conference* on October 5, 2023 for leaders, principals, whānau, parents and caregivers—an opportunity to learn how support children struggling to read and write. It is important that all children have access to a quality evidence-based education, regardless of their learning needs and backgrounds.

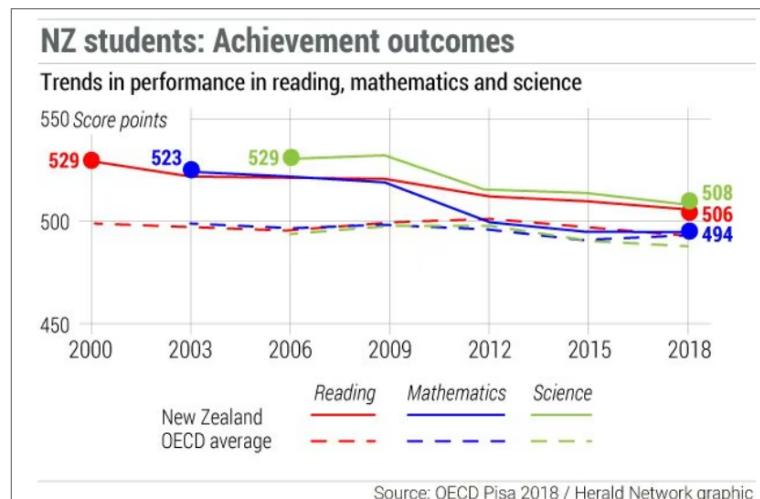
There are a variety of reasons that contribute to reading difficulties, including neurological differences and disabilities, dyslexia, interventions not suitable or early enough and limited access to skilled, qualified educators. This conference will provide information on how to quickly identify children who are struggling to read and explain interventions to ensure they receive the correct help they need and deserve. We have many children 8-14 year old children who, through no fault of their own are unable to access the curriculum as they cannot yet read and write. This event will be an important step in improving literacy rates for these students and we encourage you to attend to hear how. Here are some specific ways that we can support children with learning difficulties:

**Provide early intervention.** The earlier a child receives help, the better their chances of success. It is vital that we provide evidence-based instruction that is tailored to the individual needs of the struggling learner and we must understand how the brain learns to read.

**Use evidence-based interventions.** We must use evidence-based interventions to helping children with learning difficulties, neurodiverse children and those with dyslexia learn to read and write. By evidence we mean empirical evidence, able to be tested coming from large scale quantitative research.

**Provide support for parents and caregivers.** Parents and caregivers play a critical role in supporting their children's learning. It is important to provide them with the resources and support they need to help their children succeed. By working together, we can make a real difference in the lives of children with learning difficulties and we encourage you to get involved and help make a difference. If you are new to evidence based teaching methods this conference will help you navigate your way into a skilled educator. Please click [here](#) for ticket and a speaker information booklet.

It is important to remember that learning to read is a complex human process that is not naturally occurring. The human brain is hard-wired for spoken language making learning to speak natural. Any child, unless neurologically or hearing-impaired — or are sensory-deprived — will learn to speak at some point. Reading and writing, on the other hand is biologically secondary. The notion that simply surrounding students in a print-rich environment and fostering the love of reading will lead them to become readers may sound ideal, but that is not how learning to read works. We are not hard-wired to read; our brains repurpose different parts of the brain for reading to create a reading neural network. Immersing children in literature and language-rich environments is important, but not sufficient on its own to guarantee the development of the necessary literacy skills for successful reading. We are not hard-wired to read and because of this, these skills must be explicitly and systematically taught to students along with providing ample opportunity for students to practice these skills.<sup>1</sup>



<sup>1</sup>Dehaene, 2009; Lyon, 1998; Wolf, 2007

## Creating a Literate Community

Are you ready to help children become proficient readers? It is essential that we take action to improve literacy outcomes for struggling children.

If we implement effective, evidence-based instruction for every child, we can expect MOST children to learn to read well, regardless of their background. Join us to dig into the conversation!



### WHEN

Thursday, October 5, 2023  
9.00 am-4.00 pm  
(registrations open at 8.30)

### WHERE

Distinction Conference Centre  
100 Garnett Avenue, Te Rapa, Hamilton, NZ

REGISTRATIONS OPEN

hosted by [www.tuitrust.com](http://www.tuitrust.com)



Supporting the well-being of children

Thursday  
October 5,  
2023

## KEY NOTE SPEAKERS

Dr Michael Johnston

SENIOR FELLOW  
THE NEW ZEALAND INITIATIVE

Dr Olwyn Johnston

DEPUTY PRINCIPAL AT TAWA SCHOOL  
THE KIWI READING DOCTOR

Emma Nahna

SPEECH LANGUAGE THERAPIST  
SOUND FOUNDATIONS FOR LITERACY

Mahina Selby-Law

HANGANGA REO MATATINI  
MAHI-BY-MAHI

Lyn Stone

LINGUIST AND AUTHOR  
LIFE LONG LITERACY  
(via video link)

Supported by Trust Waikato and  
The Lotteries Grants Board

# New awnings for outdoor wood working area at Moko Club Ngāruawāhia—supported by DV Bryant Trust



Photo: Front entrance at Moko Club Ngāruawāhia

We continue to be involved with MCN projects with the support of DV Bryant Trust (photos below left and right). The DV Bryant Trust has been a long-time supporter of Moko Club, and their contributions have been invaluable. The Trust's work has helped to create a safe and supportive environment for hundreds of tamariki and has provided them with opportunities to learn and grow. Keep an eye out for our tribute to DV Bryant in our 2023 Annual Report which will be a fitting acknowledgement of the DV Bryant's legacy in Ngāruawāhia and Huntly.

DV Bryant Trust is one of the longest-running philanthropic trusts in the Waikato and established in 1960 but its origins

stretch back to 1924 when Waikato farmer Daniel Vickery Bryant (1882–1962) opened the Bryant Convalescent Home for Children in Raglan. There is a book about the Trust. 'A Stockman's Gift: Daniel Vickery Bryant and the Bryant Charitable Trusts – A Legacy for Waikato' published by the DV Bryant Trust in 2007. This is the story of Daniel Bryant, the third child of agricultural immigrants, and a Waikato farmer and livestock dealer. At age thirty-nine he decided to forego his former life purpose to make good, and instead embarked on a course that would touch the lives and renew the hopes of thousands of individuals in the Waikato region and beyond.



Photo: back outdoor patio area at Moko Club Ngāruawāhia



Photo: new covered patio area for outdoor wood working

## A trip down memory lane Moko Club Opens in Ngāruawāhia !

### Tamariki continue to flourish thanks to Moko Club initiatives

Waikato Times, Monday 11 September 2017

Two innovative pre-schools in Huntly West and Ngāruawāhia are achieving some wonderful community outcomes – and some of them unexpected. Moko Club has been operating in Huntly West since 2011 and in Ngāruawāhia since March 2016. Thanks to the Ngāruawāhia Club, there's been an anecdotal decline in vandalism and an upsurge in community pride. And thanks to Moko Club, kids are starting school with the crucial skills they need to give them a head start at school. Moko Club aims to support all families in the Huntly and Ngāruawāhia communities who wish to give their children an opportunity to learn in a fun, bi-lingual and bi-cultural space. Moko Club provides a fun learning environment with a Club ethos, which is spreading. It seems Ngāruawāhia's Moko Club has helped reduced crime in the community. Elaine Preston, a Board member at Ngāruawāhia High School, said vandalism had reduced at the school and suggested it could be due to the Moko Club being well lit at night. Elaine said there had been a noticeable uplifting in community pride with the Moko Club becoming an embedded member of the Kent/George Street neighbourhood. "Since the lights came on at Moko Club there has been a drop in vandalism and tagging. Whānau have

expressed that their tamariki feel safe walking home after training because the street lighting is better". Feedback from staff at Huntly West School has reiterated that children attending the school who had come from Moko Club Huntly demonstrate a high level of school preparedness. Anna Kisiona, a new entrant teacher at Huntly West School, said, "The moko club kids always come in with a great attitude towards learning and are confident in what they do." The Moko Club focuses on growing herbs and food as well as "Kaitiakitanga" or looking after the environment. The Clubs' new badge system, which will be introduced this year, will allow children to achieve club badges in kaitiakitanga (environmental practice), mara kai (growing food), rangatiratanga (leadership), mahi toi (visual arts), whakaari (performing arts), tinana (hygiene practices) and manaakitanga (hospitality). This system is part of the Club ethos, similarly practiced at Scouts or Brownies. However, all Moko Club badges are based on Māori concepts of learning. Moko Club also collaborates with other community organisations. "We have worked alongside Progress to Health and The Waikato River Trust Nursery to develop a Pā Harakeke (flax plantation) around the perimeter of the Ngāruawāhia centre," said Piki Knap, Moko Club CEO. "All the local community have access to this Pā Harakeke and in particular local weavers."



Ngāruawāhia Moko Club manager Paretakaka Jefferies, left, and Ngāruawāhia High School Board of Trustees member Elaine Preston say the Moko Club has uplifted the neighbourhood with the use of the night time lights.

# Sharing Best Practice NZ Conference in Christchurch 2023



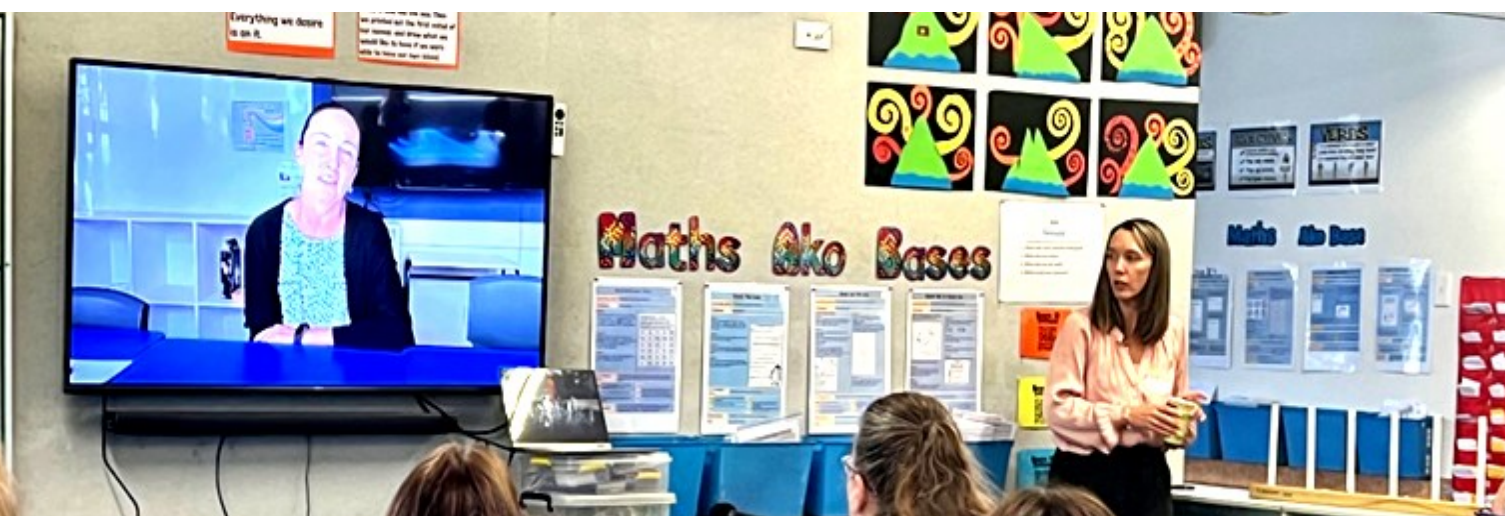
Sharing Best Practice Australia, Liz Kane Literacy and Literacy Connections conference *Sharing Best Practice New Zealand 2023*. was held on May 6, 2023 at Avonhead School, Christchurch and Tui Trust there! Sharing Best Practice is comprised of educators and allied health professionals who, through conferences across Australia, and now New Zealand, share best practice pedagogies and current, scientifically-backed practices. This conference strengthened the nationwide conversations about best practice in literacy instruction underpinned by the science of reading. Encouraged by the growth in evidence-based instruction in New Zealand, we must all strive to ensure the standards of practice and instruction are collectively understood and maintained. Over 300 people attended with speakers including Lyn Stone, Liz Kane, our 2023 literacy conference speakers Emma Nahna, Dr Olwyn Johnston, Mahina Selby-Law and many others. The event was so popular two more are planned for 2023 in Wellington (sold out) and Auckland!



Above: Principal Micah Hocquard welcoming over 300 people to his school and the Sharing Best Practices Literacy conference Christchurch in May 2023.



Above: Dr Olwyn Johnston, *The Kiwi Reading Doctor* packing up after a day of learning and networking. It was at this conference that we put together our speakers for the Tui Trust Creating a Literate Community Conference 2023!



Picture: Janice Langford, build awareness, grow knowledge, unlock potential: understanding and supporting Intermediate and secondary students with Dyslexia. Janice Langford is founder and director of *Freedom Literacy*, a Gisborne based literacy facilitation and specialist teaching provider. Janice's vision is to empower equity and success in literacy education through a science based literacy approach.

# Maara Kai Garden to Table

Nga Taiatea Wharekura



Tui Trust supports Maara Kai initiatives that enable children and whānau grow their own organic sustainable vege gardens. These projects in Hamilton include the creation of vegetables gardens at schools, community gardens and homes. These photos are taken at Nga Taiatea Wharekura School, Hamilton who are turning an unused paddock (top right) into a vegetable garden, with bee hives, herb boxes, food recycling station, worm farms and an orchard. We were proud to be at the opening of these gardens in June 2023. We are grateful for the support of the Food Sustainability Initiative.



*Kiwis have been rated the second-most generous country in the world and we are grateful and thankful to our sponsors and supporters!*



COGS  
Hamilton City Council  
Tania Simpson

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Fonteyn Moses-Te Kani  
Jan Gatley

PwC Hamilton Staff  
Piki Knap  
Anonymous Donations



# Measuring the Social Impact of our work



Tui Trust is working with Huber Social to undertake social impact measurement on our intervention projects to improve literacy education for Tamariki in the North Waikato and Hamilton communities. The Huber Social measurement process involves four phases:

	1. Plan	2. Ready	3. Measure	4. Findings
<b>Outcome</b>	Clear articulation of how the impact will/is being achieved and how it will be measured.	Measurement tools and team ready for ethical and accurate data collection.	Data collected and integrity assured.	Wellbeing measured and findings delivered.

### Measurement activities and data collection

For data collection, Huber Social will focus on the use of surveys for measuring the impact of the programme based on the Huber Social Wellbeing Measurement Framework. Surveys can be distributed electronically, by email, text message or other means. Participation is voluntary and all data will remain de-identified to Huber Social.

Data will be collected from two groups:

1. Neurodiverse/struggling children in need of suitable education over the age of eight\* (suitable for surveys); and
2. Their caregivers/parents.

Surveys will be completed by these two groups on entry to the programme (baseline measurement) and at completion of the programme (shift measurement), where programme refers to the assistance provided by Tui Trust. The appropriate points to embed survey measurement were agreed in the co-design process, for example a shift measurement may be best a month after diagnosis and other assistance has been provided to ensure families have plenty of time to experience the impact of the literacy interventions.

In addition to these two groups, as part of the planning process, Huber Social will explore with Tui Trust the possibility of including children aged 5-7 in the study\*. Due to the level of comprehension and cognitive ability at this young age, this may involve developing alternative measurement tools, such as shorter surveys with specific language or even gamifying data collection activities.

### Completion of surveys

The challenges we face in asking children with low literacy levels and time-poor parents to complete surveys were explored with Tui Trust and partners during the co-design phase of the measurement planning and solutions approved from the Ethical Review Board.

In addition to survey data, Huber Social will set up and train Tui Trust on any metrics that are to be collected outside of survey format. This may include objective measures or existing community level datasets. For young people under the age of 16 years, an important step is to ensure Parental/Guardian consent is obtained.

### Tui Trust Social Impact Measurement Plan

1. Development of the Social Impact Model (inclusive of Impact Thesis and metrics) and measurement activities clearly articulate your approach to social impact as well as the metrics and activities used to measure performance.
2. Providing clarity for both internal and external stakeholders.

### Measurement

Measurement tools and approach to keep measuring your impact and refine your approach as required.

### Active Measurement System and Tools

1. Surveys are the focus of the data collection as well as other qualitative and quantitative methods as appropriate, including research and focus discussion groups.

2. A methodology to collect and incorporate objective output metrics or existing community level data.

### Reporting

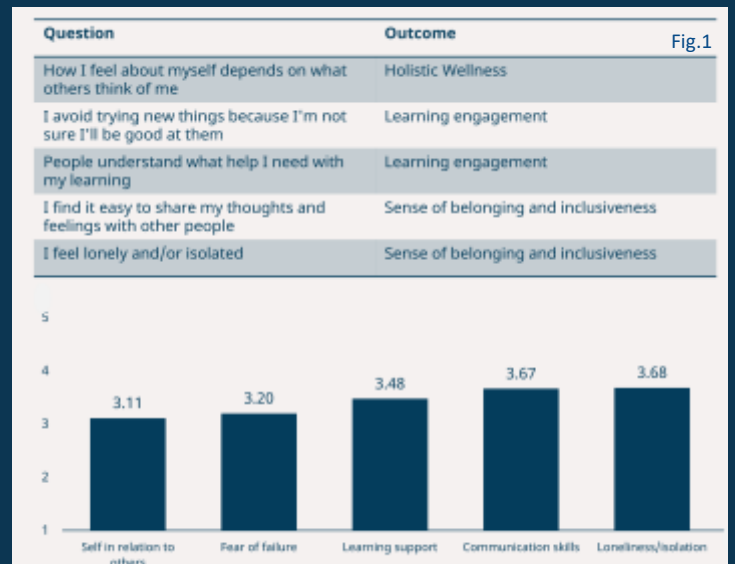
1. Data driven insights to demonstrate where resources maybe directed to have the greatest impact.
2. Basic and statistical analysis is used to determine wellbeing and driving factors.

*Baseline report:* a summary of where families in the programme are scoring low or high and an understanding of their demographics.

*Progress report:* mid project performance against target outcomes and highlighting any opportunities to maximise impact. Allows Tui Trust to stay accountable to the needs of families as any changes occur and understand the driving needs for families to be in a position of wellbeing.

*Final report:* After the committed three years, a final report will summary the overall impact of the program and any insights into what worked best for families and where improvements could be made. This report will be written for an external audience to help inform systematic solutions for all families in New Zealand.

**We have collected our baseline data and this will be published in full late 2023.** The initial findings suggest that Tui Trust is well-targeted in supporting young people and suggests children are facing challenges with feelings of inclusion, self perception and resistance in their learning. The factors on Fig.1 from the Baseline Data are those that scored lowest among tamariki. These are areas where the children rate themselves as not doing so well. All scores are on a scale from 1-5.



# Upcoming ...



## Thursday July 16, 2003

Celebrate Matariki with Moko Club Ngāruawāhia between 4-6 pm, the tamariki are working hard to finish their mahi to show everyone!

## Thursday September 21, 2023

We will present our Annual Report at our AGM at Trust Waikato, Little London Lane, Hamilton. All welcome please email [tuitrust@hotmail.com](mailto:tuitrust@hotmail.com) for catering purposes.

## Thursday October 5, 2023

Creating a Literate Community II Conference on with speakers: Dr Michael Johnston, Dr Olwyn Johnston, Mahina Selby-Law, Lyn Stone and Emma Nahna. Click on image below for more information.

Supporting intermediate schools through Learning Matters into 2024! We continue research and training with MSL Australia, Learning Matters, Liz Kane, Mahi-by-Mahi and others. It is important that we know the challenges our tamariki face and the training options available that will support this.

## Creating a *Literate* Community

Are you ready to help children become proficient readers? It is essential that we take action to improve literacy outcomes for struggling children. If we implement effective, evidence-based instruction for every child, we can expect MOST children to learn to read well, regardless of their background. Join us to dig into the conversation!

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MAHI-BY-MAHI

**Lyn Stone**

LINGUIST AND AUTHOR  
LIFE LONG LITERACY  
(via video link)

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