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

Supporting tamariki and whānau from Tairawhiti to Raglan

Kia koutou. Welcome to our latest news covering our mahi from the last few months. We would like to firstly acknowledge whānau and communities affected by Cyclone Gabrielle in February. Seeking ways to help we reached out to affected communities including Te Puia General Store, north of Tokomaru Bay who turned to IOU's as currency while the community dealt with the aftermath including having no power, communications, cash or Eftpos. We contacted the owners of the store a few days after the cyclone hit and offered koha to displaced whānau "this is a massive help," says owner via text message "I cant wait to see people's faces, there are a few that cannot afford to pay their IOU, this is huge." The owner was able to clear some of the IOU's. We are exploring other ways we can support small rural towns get back on their feet in affected areas. Tui Trust is grateful to regular weekly donations, we used some of this fund to pass on the koha to Te Puia General Store.

Creating a Literate Community Project

With a grant from Trust Waikato we continue to administer our *Creating a Literate Community Project* that is committed to raising literacy rates for children with learning differences/disabilities (neurodiverse) in Waikato. We have partnered with Raglan-based Laura Coleman ([Growing Literacy](#) iDeal Specialist and Assessor) to provide structured literacy tutoring for struggling tamariki using the [iDeal Approach](#) to



Structured Literacy powered by Learning Matters. These sessions have been filled with tamariki aged between 6-11 years old with severe dyslexic traits experience significant challenges and need 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* see below). 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.

Our goal is that this targeted and personalised support will increase

(above photo) Literacy with Laura with Raglan harbour in the background—a variety of writing surfaces help to keep students engaged in multisensory encoding of concept words. Multisensory learning engages a range of senses, optimising the creation of new reading networks in the brain.

Continued ...

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confidence and self-perception and give children feelings of understanding, ownership and success in literacy. Whānau of a couple of these children recently shared with the school that their child “does not want to attend school because of their significant challenges with literacy.” We aim to turn this around and grow feelings of competence and agency in their literacy learning. We want children to feel empowered and for them to understand that their literacy difficulties are not their fault and do not mean that they are stupid but are a result of their brain being wired differently. These children need to be **commended** for all the hard work they put in and have their difficulties explicitly acknowledged.

Lessons started in January 2023 and students are enjoying the sessions and already showing progress which is heartening and exciting. The teacher of one of Laura’s lowest students shared that his “sense of empowerment and competence with literacy in class is already being positively affected.” Some of the challenges Laura has faced are pairing students with suitable partners, finding a suitable workspace and timetabling sessions around classroom needs. Laura has successfully overcome all of these challenges so far.

All the Raglan children willingly completed the *Huber Social* (refer page 8) online surveys. As this group of students find reading challenging, Laura read each question aloud and then looked away as the students selected their answer. The survey is designed so that when they did this, a new question automatically popped up. This helped with anonymity and enabled the students to feel safer to be honest.

Tui Trust first met Laura in 2022, Laura was well aware that this level of support is not something everyone has access to and had been wondering how to address this. When Tui Trust agreed to fund students in Raglan, Laura says she was “I was over the moon! These children would not be able to access this support without the funding and they all desperately need and deserve. I am deeply thankful to Tui Trust for adding even more meaning to what I do. I personally feel incredibly grateful,” says Laura, “I love working with children either 1:1 or in pairs as I can effectively target their needs in every moment and be responsive to what they show me throughout the session, whether this is something they have mastered or something they need further support with.” We are thankful for Laura for her dedication and commitment to ensure these children have a meaningful intervention and thrive.

Sponsoring iDeal Training at Nga Taiatea Wharekura

Targeting the development of teacher knowledge is the most powerful and sustainable way to help our tamariki. Although iDeal is mostly about teaching in English medium, much can be taken of these science based best practices and how the brain actually learns to panui, tātaki and tuhi (read, spell and write), and adapted for the school’s context.

We are grateful to Natalie Muller and staff at Nga Taiatea Wharekura for participating in the *iDeal Pathway to Consistent Structured Pedagogy* (delivered on-site over 2023 by Paula Hastings Learning Matters Consultant) learning explicit skills that support children struggling with Reo English in the school’s Reo English class. There are 120 students in this class. Our feedback is that the first day’s training went well and all staff really enjoyed and benefitted from the training which will translate into having new skills and options to support and teach older students presenting with Reo English difficulties.

Starting at the end of March 2023 we will start supporting another group of children from Hamilton taught by an experienced specialised teacher having completed dyslexia and reading difficulties training at

the University of Waikato, Learning Matters and Liz Kane.

There is not enough funding within the school system to support the number of students who require academic support. The tamariki in the Hamilton group all have similar backgrounds to each other, are emotional and vulnerable, unable to emotionally self-regulate, can act aggressively in class i.e. scream at teacher, stomp, slam doors, throws things across the room, refusal to follow teacher requests and comply with classroom expectations i.e. will leave the classroom and refuse to come back in. These children suffer from high levels of anxiety, one has a speech impediment, one is violent and abusive, low confidence, low resilience but *all* respond well to one-on-one interaction in a teaching situation. All children embrace Te Reo with enthusiasm and none attended ECE. Here is a list of what this tutor needs to address and navigate for 1:1 literacy lessons. We are grateful for the commitment, dedication and energy this tutor has to help these kids: This is a typical:

- Time to build rapport with students.
- Setting them up with the resources they need.
- Parent/teacher time to explain the intervention and, the need for it and hopefully their engagement with it.
- Meetings with school management to explain the project and the school’s part in it.
- Meetings with classroom teachers/teacher aides to establish a partnership.
- Pre/post assessments including Huber Social surveys.
- Analysis of assessments.
- Planning and evaluations.

As is evident from the student profiles described, these students are not only academically falling below their peers, they are also behaviourally challenged. Negative behaviour is often a mask for *learning difficulties*. These students have already experienced **five** years of school failure. Redressing this will take time. **Time** is a key factor here. All students **can** learn given the time they need in a positive environment.

Once children begin to experience some success in their learning (and they will, because of the explicit, cumulative nature of Structured Literacy), their image of themselves as learners will become more positive, as will their self esteem. The positive effects of Structured Literacy enable students to be motivated and engaged with the learning process, because **they can** do it.

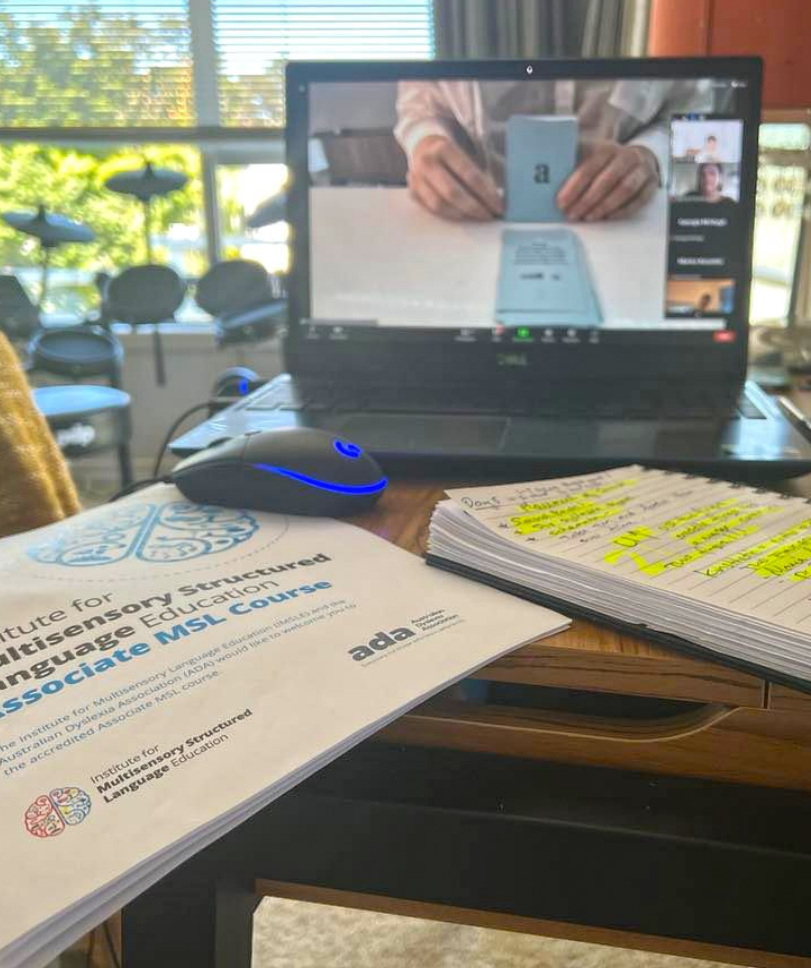
Their ability to access the curriculum and to participate in class will increase. The gap between their current level of achievement and their expected level of achievement will begin to close.

Building a strong and growing ever stronger rapport with these students and their whānau will be key to these outcomes. Parents/

Continued ...



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



guardians, no matter how dysfunctional their family lives may be, want the best for their children. When they see this happening, they feel joy and gratitude. Becoming literate, can change a child's life trajectory.

IMSLE MSL training

PD, training and up-to-date knowledge is an important part of how we can support whānau, teachers and tamariki. Our staff completed the MSL (Multi-sensory Learning) IMSLE Australian-based one week training early 2023. This knowledge is essential to teach all children, particularly those with learning disabilities. Here is a snapshot of the training:

- The skills required for reading and spelling (Neurological framework - Language System)
- Phonology and Orthography (speech to print)
- The nature of dyslexia and reading (Neurological perspective)
- Models of Reading and what they mean for educational practice (SVR, Scarborough's Rope, 4 Part Processor)
- Dyslexia and the Brain (Underpinnings of dyslexia- cognitive and linguistic model)
- Dyslexia Identification and profiling for effective instruction.

We are grateful and thankful to all our sponsors for their continued support that allows us to continue our mahi that ensures all children have access to QUALITY education.

- Tui Trust Board

Thank you to our Sponsors for supporting our projects



Comments from Raglan whānau with tamariki learning to read and write with Laura

"I'm so grateful for this funding, it will make the world of difference to my daughter to have one on one support to improve her reading ability. She loves going too." - Grandparents

"We feel so grateful that our daughter is able to access such quality tutoring at her school. She absolutely loves her sessions with Laura and looks forward to them each week. It has motivated her to keep up with her homework and is empowering her with her learning." - Parents

"Our son loves your class. Bless our son because school has been so hard for him, even getting to school is often an impossibility! He cries and vomits with anxiety even - but your class has given him the support and gentle steps needed to lift his confidence, he even says he likes it ha which is like a miracle considering how sad reading and writing have made him feel in the past. Honestly, our son has progressed so much under your influence and kindness, he finds the quieter space and one on one/two ratio easier to understand and braver to ask if confused (he is often scared to do that in class) he really enjoys the games you play together with the words and finds it fun. I believe this programme is invaluable for our son, that Laura is a guiding light, and that our son will grow into a stronger learner as a direct result to this opportunity." - Parents

Feedback

"Offering our son funded literacy intervention as he transitions from intermediate to secondary is very positive for him and his family. His struggles with learning impact on his confidence, self-esteem, behaviour and attitude to learning. Each day he faces a multitude of reading and writing tasks that his dyslexia makes impossible to complete without assistance. Each day he anticipates failure and behaves accordingly. Structured support to target and reinforce the reading skills he struggles with and strategies to build his confidence to apply these independently will be invaluable to him. Our son is articulate and empathetic and has advanced reasoning, comprehension and memory skills coupled with a practical ability to make and create astonishing things. We hope that this intervention will be a solid stepping stone to fulfilling the potential we know he has." - Parents

"Our son is doing amazing thanks to Laura and enjoys doing his homework which is great! I have noticed a difference in the way he works out how to pronounce words and his reading has more flow. Ngā mihi nui!" - Parents

NB: Names of tamariki and whānau have been omitted for privacy reasons.



With support from MSD Food Secure Communities Implementation Fund

we are proud to sponsor:

‘Whaingaroa Maara Seed’ Community Garden in Raglan and Moko Club



Whaingaroa Maara Seed, Raglan — Organic Permaculture Community Garden

Photo top left: Small selection of recently planted daikon, broccoli and carrots. Planting on a waxing moon is advantageous when planting root vegetables, a waning moon (the moon cycle after the upcoming full moon) is beneficial for above ground leafy vegetables. It will be about two weeks before these seedlings will be in the garden beds. Left: worm bin. Background: Snapshot of Whaingaroa Maara Seed greenhouse to the right.

‘Whaingaroa Maara Seed’ Community Garden

Established in Raglan 2021 for the community by volunteers *Whaingaroa Maara Seed* enables Māori to exercise tino rangatiratanga over kai in multiple ways; these include workshops for whānau and youth, sharing produce, creating food sovereignty literacy and encouraging people to go back to the land and empower themselves to feed their whānau with healthy food options. *Whaingaroa Maara Seed* aims to elevate the original custodians of the land and see Māori bring back heirloom kai to their gardens, normalising back-yard Maara and community gardens.

Tui Trust provided funding to *Whaingaroa Maara Seed* in January 2023 to upgrade soil health, purchase organic seeds and create market garden beds with a huge boost of materials i.e. soil and building materials—significantly advancing project timelines.

Across *Whaingaroa Maara Seed* the foundations are being laid for optimal soil health and growing Kai. The process will evolve as the gardener’s understand the land i.e. the relentless and heavy rain in January 2022 gave insight into weak spots in the garden where swales would be beneficial - in turn any amendments made in the garden reflects adjustments where to plant, in this instance the gardener’s recognise where the build up of water comes down from the hill there’s where the dampest part of the Maara will be, and plant accordingly.

The recent addition of a worm farm has been much welcomed, the castings (worm wee) will be used in a diluted water/castings tea concoction and then fed to the plant beds. Strengthening the plants internal structure to produce and fight of pests and diseases. Soil health is the back bone of any thriving garden. Alongside the normal PH testing ideally soil would be sent away to be tested in a laboratory - this would afford insight into what is lacking and needed. Whaingaroa Maara has a compost pantry, using locally sourced organic coffee grinds, untreated horse manure, fish compost, recycling cardboard from local businesses to use for reducing weeds in the Maara and as a supplement for nurturing composting systems.



Photo: planted late tomatoes growing strong at Whaingaroa Maara Seed, Raglan Organic Permaculture Community Garden

A little late to be planting tomatoes however seeds were recently raised (above) and have responded extremely well. The climate, shelter and area the Maara is placed the gardener’s are optimistic the tomatoes may have a chance of producing a crop of tomatoes before autumn comes into full swing.

Raglan has a sub-tropical climate with micro climates pocketed throughout the area - Whaingaroa Maara has an evenly sheltered space which allows plants to have up to a pleasing eight hours of full day sun. Pumice (a light, porous volcanic rock that forms during volcanic eruptions) is placed next to each plant, pumice is said to purify negative energy. These pumice are from the river mouth of Waitahanui, Lake Taupo. “There is much work to be done in our Maara,” says volunteer gardener from Whaingaroa Maara, “even if it’s a small contribution—mighty oaks from little acorns grow.” Gardener’s at Whaingaroa Maara are passionate and committed to the regeneration of not only the planet but locally the te nana of our people in Raglan and New Zealand. We are grateful for the work that is being undertaken at Whaingaroa Maara to regenerate, restore and provide organic healthy vegetables for whānau and the community.



Maara Kai at Moko Club Ngāruawāhia

Growing food with confidence, helping tamariki grow, nurture, harvest, cook and share fresh food Moko Club Ngāruawāhia harvesting new potatoes, silverbeet, peas and strawberries. Also growing are blue berries and in the orchard are apples, pears, nectarines and peaches.



Grow, nurture ...



... harvest, share

Garden to Table
**Maara Kai at
Moko Club
Ngāruawāhia**



Tamariki at Moko Club
Ngāruawāhia harvesting potatoes



True example of manaakitanga and whakawhanaungatanga

Thank you to the women in our community who give so much!

The repercussions of COVID-19 had a long lasting and disproportionate effect on women/wāhine and girls/kōtiro in Aotearoa/New Zealand, including job losses, increased caring work and increased family violence. In order to support organisations to continue to support acute and immediate needs, the (then) Minister for Women, Hon Jan Tinetti, announced a COVID-19 Community Fund. Tui Trust is grateful to the Ministry for Women for assisting us with a grant that supported wāhine and kōtiro in the Waikato that were facing hardship in the communities we serve.

In December, 2022 Tui Trust partnered with Kelly Anne Spriggs, Relationship Manager for Maternal Birth Injury – Te Rangapu Hauora Māori to support the community of women in Waikato that work in health, tirelessly giving to whānau that require additional support day-to-day to keep their whānau well. With funding from the Ministry for Women Tui Trust purchased food vouchers that Kelly was able to give back to those that give so much in our communities.

This supported woman health workers across the Waikato region, who give tirelessly, share their time, and dedicate their lives to their respective communities. These women are also mothers, some with large families that are just keeping their heads above water financially, and the support gave these women the acknowledgement and respect they deserve.

“I wasn’t expecting this koha, in the first instance I wanted to give it away to families I work with!” says one of the recipients. When Kelly explained what it was for and the reasoning behind the funding, this lady was able to buy a large ham with all the

trimmings for my whānau to celebrate Christmas. These food vouchers were shared out to many health and community workers, that receive nothing but are always giving, This koha is a true example of manaakitanga and whakawhanaungatanga, every pillar of Te Whare Tapa Wha is acknowledged.



Measuring the Social Impact of our work



Tui Trust is working with Huber Social to undertake social impact measurement on our intervention project 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
Outcome	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.

To date Tui Trust and Huber Social have completed phases one and two, and we are now in phase three. The original plan had been to complete phases one and two, as well as begin phase three in 2022, with initial data collected and a baseline need assessment completed. However, phases one and two took longer than expected and all parties felt it was important not to rush the process and instead ensure there was solid buy - in and contributions from all stakeholders. Tui Trust also identified additional partners that would be included in the program and so a decision was made to delay the beginning of measurement until the start of 2023. This will mean that all partners begin the work on the same timeline. An initial baseline report will be provided in the first quarter of 2023.

Work Completed

To date, Huber Social and Tui Trust have completed all the phase one and the majority of phase two. This has included:

Phase One:

- Desktop research to incorporate existing government frameworks and research required for influence.
- Co-design of measurement process to build understanding of who is impacted by the Tui Trust programme and develop an Impact Thesis (including impact, outcomes, outputs activities and resources), along with metrics to measure this. This process also involved agreeing how the measurement activities will be conducted, including surveys, and any supporting communications or consent

that must accompany the measurement, with a particular focus on the ethical implications of working with neurodiverse children.

- Writing of Social Impact Measurement Plan which includes the development of the Social Impact Model and measurement activities clearly articulate the approach to social impact as well as the metrics and activities used to measure performance, therefore providing clarity for both internal and external stakeholders.
- Stakeholder management.

Phase Two:

- Configuration of survey, information and consent forms for children and families.
- Validation of measurement tools – this involved testing with the school community
- Ethics Approval.

The remaining piece of work for phase two is to undertake training with all partner staff who will be implementing the measurement. This will take place early 2023 as data collection begins and phases three and four to follow over 2023-2024.

NB: Each Tui Trust *Literacy* Project student achievement data is also being measured separately by individuals' qualified to do so, these will be published separately.

Thank you to our Sponsors and Supporters



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