

# REAP



## AOTEAROA

Taiako Taiwhenua ki Aotearoa

### Rural Literacy & Numeracy Practice

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TRANSCENDING LOW LITERACY & NUMERACY

LEARNER-CENTRED DIALOGUE WORKSHOP

AUCKLAND, 22<sup>ND</sup> & 23<sup>RD</sup> SEPTEMBER 2022

# REAPs Nationally

- ▶ 13 Rural Education Activities Programmes
- ▶ Established between 1979 and 1982
- ▶ Lifelong learning and development focus
- ▶ Responsive model for ECE, Schools, ACE
- ▶ Supporting rural population of 400,000
- ▶ Largest funded ACE provider in the country
  - ▶ In 2021, over 8,000 ACE learners supported
  - ▶ Of those 3,621 had low/no qualifications
  - ▶ 3,265 identify as Māori/1,465 aged under 24
  - ▶ Embedded literacy and numeracy key

REAP



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REAP Aotearoa is the national collective of REAPs (Rural Education Activities Programmes), whose shared purpose is to develop rural communities through quality lifelong education.

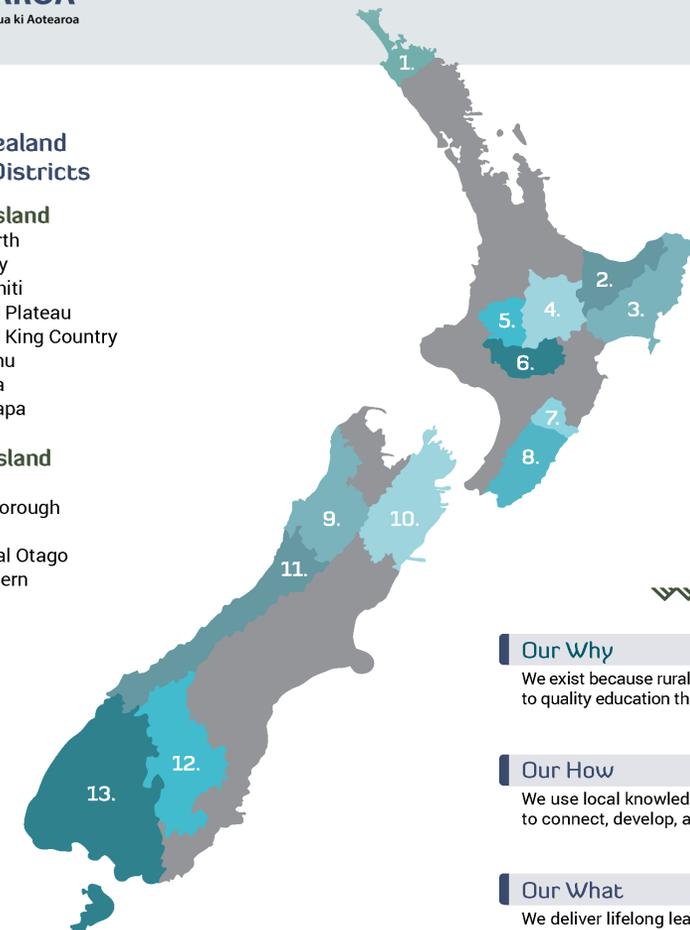
## New Zealand REAP Districts

### North Island

1. Far North
2. Eastbay
3. Tairāwhiti
4. Central Plateau
5. Central King Country
6. Ruapehu
7. Tairāraua
8. Wairarapa

### South Island

9. Buller
10. Marlborough
11. West
12. Central Otago
13. Southern



### Our Why

We exist because rural communities have the right to quality education that fulfills their aspirations

### Our How

We use local knowledge and relationships to connect, develop, and empower people

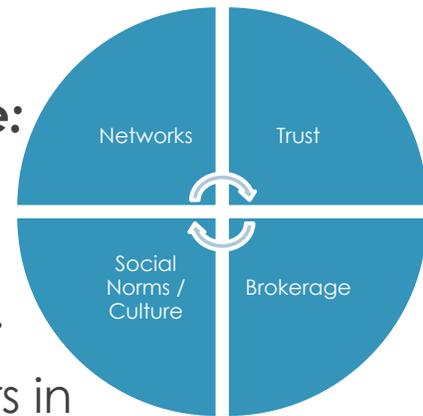
### Our What

We deliver lifelong learning activities that are responsive, contextual, and collaborative

# The REAP model (a globally unique solution)

## **REAPs' social capital approach is built on networks, trust, cultural norms, and brokerage:**

- ▶ REAPs are locally led community development organisations – this means regularly seeking community views on needs and gaps in learning provision and then co-designing a **responsive** solution that works for that group of learners, **in their context**.
- ▶ REAPs support **all ages and stages** of learning, from children, parents, and educators in the early years and compulsory schooling, to youth and adults (including school leavers and those who didn't engage well with education) and 'third-age' learners.
- ▶ REAPs are **brokers and connectors** of learning opportunities as much as providers - their long-standing presence/networks in communities enables REAPs to work with agencies, hapu, iwi, and partners. The focus is on **collaboration**, moving on once a need is met.



# Learner-centred from a REAP perspective

- ▶ REAP definition of learner-centred is a flexible one with several key principles:
  - ▶ **Individual learning plans** based on learner skills, experience, and aspirations
    - ▶ Looks like ... regular conversations to build relationships and gauge interest and confidence so what learners bring is recognised, learners demonstrating their strengths so they can be built upon
  - ▶ **Focus on contextual/functional literacy** in the real world through the lens of the learners
    - ▶ Looks like ... computing, CVs, licensing, group speaking, interviewing, exposure to workplaces, credits through arts, marae-based, tukutuku, raranga, bringing resources from local whenua into the learning
  - ▶ **Relationship building and connections** between tutors/learners and communities essential
    - ▶ Looks like ... shared meals, out-of-class delivery, culturally safe relationships where culture is recognised (waiata, te reo, leaderful learners who have kapa haka experience help lead the day)
  - ▶ **Flexible content and learning goals**, both self-directed and guided (can change daily/weekly)
    - ▶ Looks like ... learning environments that allow coming and going over long periods (taking time for seasonal work and coming back), exploring work placements and study aligned to learning and lifestyle/rhythms
  - ▶ **Student-led learning spaces** that are inclusive, purposeful, diverse, and adaptable
    - ▶ Looks like ... culture of spaces shaped with karakia, morning check-ins, shared decisions around timetables with plans visible for the day, adapting as needed, drawing on gifts of learners to feel included in activities

# REAP examples of learner-centred practice



## Drivers Licensing

**Learner Led = Mobile Units & Rolling 'Anytime' Theory Courses**

Literacy embedded in Road Code learning, symbols, form filling, ID (e.g. birth certificates), communicating to whanau around requirements to drive



## Youth Employability

**Learner Led = Social Learning Focus & Skills-embedded**

Literacy embedded in speaking daily, building new relationships, pepeha, CVs, sharing family skills, experiences in marae, bush, budgeting, employer connects



## Digital & Computing

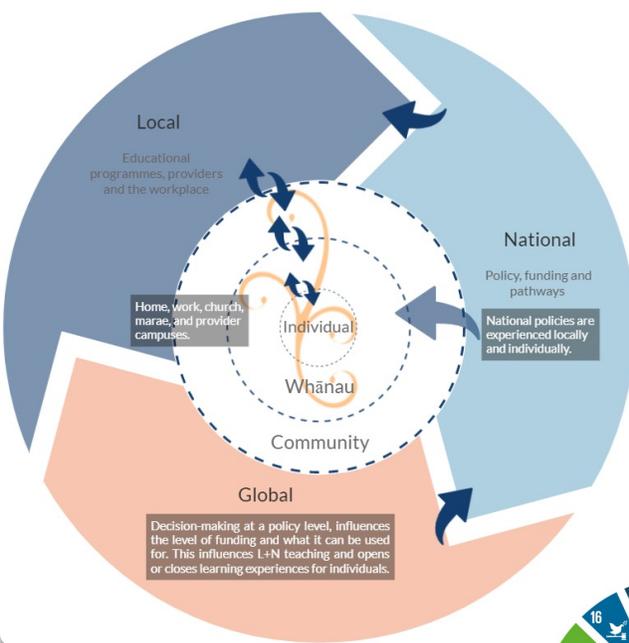
**Learner Led = Purposeful Technology Exposure & Practice**

Literacy embedded in software language (e.g. what's a PDF), transferring social media practices, Google suite, app-based learning, design tools

# REAP partner ('stakeholder') engagement

- ▶ REAP partners and stakeholders (including learners) 'interact' with our model by being part of our **locally led, co-designed** approach
- ▶ He Poutama Rangatahi is an example of engaging with partners to add **localised literacy and numeracy value** to training opportunities
  - ▶ ACE is a non-formal responsive, contextual, and literacy-informed model that many of our partners' funded programmes benefit from in a practice sense
- ▶ NZQA rates **learner-led practice and stakeholder engagement highly** for the two REAPs who receive Intensive Literacy & Numeracy funding
- ▶ REAPs have the benefit of working with families, teachers/educators, and whole communities to **connect/facilitate larger literacy conversations**

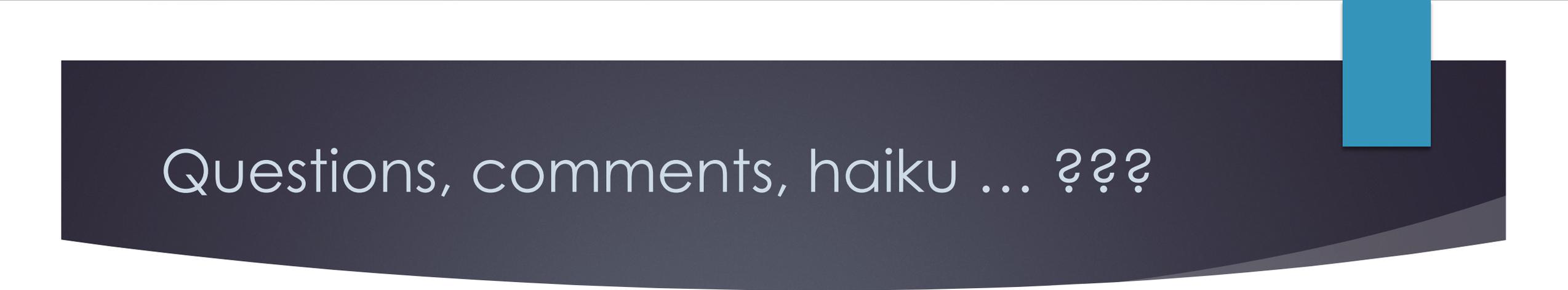
# Suggestions around the proposed model



- ▶ Recognise oral language development in the early years is a predictor of later success with literacy and numeracy (and breaking poverty cycles!)
- ▶ Ensure a strong cultural and contextual requirement so that an ‘ecological’ model can operate that doesn’t exclude from capability
- ▶ Alignment to the Common Practice Framework being explored as part of the **Literacy, Numeracy & Maths Action Plan** within Ministry of Education
- ▶ Balance Global, National, and Local through the Sustainable Development Goals as a rights-based collective impact tool (REAPs progressing this nationally across our lifelong learning work):



- ▶ *Target 4.4 Increase youth and adults who have relevant skills (including technical and vocational) for employment, decent jobs, and entrepreneurship*
- ▶ *Target 4.6 Ensure all youth and a substantial portion of adults achieve literacy and numeracy*



Questions, comments, haiku ... ????

*Responsive learning*

*For all our communities*

*Makes a difference*