

SPONSORS AND SUPPORTERS NEWSLETTER

JULY 2026

Contents ...

- *St Anthony's Catholic School, Huntly*
- *National Youth Week, Hamilton*
- *Congratulations Sir James Chapman*
- *The Great NZ Handwriting Micro-Challenge is now OPEN !*
- *'Learning is Learning' Conference review*

Photo: Children at St Anthony's Catholic School, Huntly



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

Children at St Anthony's Catholic School, Huntly learning to use their new headphones

Headphones used in short bursts provide “an immersive auditory environment, allowing kids to focus on pronunciation, listening comprehension, and vocabulary **without distractions**” says Natalie, SENCO teacher at St Anthony's. By listening to stories, songs, and educational programs, children can improve their language skills in a fun and engaging way. Additionally, using headphones can make learning interactive when paired with language apps like MOE approved Reading Eggs encouraging active participation. It is important for our young people to build digital skills and become digitally capable. Keeping in mind that using screen-based digital devices for learning needs to be age appropriate, and balanced with non-screen based learning tasks. For more information and recommendations for the use of digital technologies for schools, kura and early education on the latest evidence, to provide holistic support to students who are using screen-based digital devices for learning click [here](#).

Something exciting is happening in Term 3, 2026!!

STAEDTLER and Tui Trust are supporting the next Micro Handwriting Challenge with some amazing Sample Handwriting Packs and TWO \$250* School Lunch shouts up for grabs!

Handwriting Entries:

Submit your entry by sharing two photos of one student's handwriting onto [The Great New Zealand Handwriting Challenge Facebook Page](#) by the end of Term 3, 2026. (One dated handwriting sample from Term 1 or 2 and one sample from Term 3 that shows their progression and improvement!)

Simply state their Year level and what their goal was. e.g. Establishing a correct pencil grip, improving letter formation or size, overall quality, building fluency, etc. School lunch shouts will be awarded based on Facebook reactions, so cast your vote at [The Great New Zealand Handwriting Challenge!](#) The two winning schools will each receive a lunch shout valued at up to \$250. Handwriting sample packs will be awarded to the first 25 entries. Join the many who have already posted their handwriting samples resulting in some staggering view numbers! We can't wait to see how handwriting is progressing in your schools. GOOD LUCK!





Supporting National Youth Week event, Te Tangi o te Pīpīwharau

Organised by Te Rūnanga o Kirikiriroa the National Youth Week event, Te Tangi o te Pīpīwharau, was a highly successful Hamilton based initiative, bringing together more than 200 taiohi and whānau alongside 15 local service providers to foster connection, participation, and youth empowerment. Inspired by this year's national Youth Week theme, "Our voices matter, we deserve to be heard," Te Tangi o Te Pīpīwharau reflects the natural space in the world that taiohi step into, offering kōrero and whakaaro to shape their future. In Te Ao Māori, the pīpīwharau is known for its distinctive call that carries messages or signals a change in season. "*Ka tangi te wharau, ko ngā karere a Mahuru.*" *When the shining cuckoo cries, it is the messenger of spring.*

Te Tangi o Te Pīpīwharau is an opportunity for taiohi to come together, connect with one another, take part in activities that uplift hauora, and share kōrero about the kaupapa that matter most to them. It is also a chance for taiohi to step into their rangatiratanga and speak about the change they want to see. Held at the Western Community Centre, the kaupapa was designed to create an inclusive platform where taiohi could express their perspectives while engaging meaningfully with local organisations and the wider community.

Throughout the event, participants engaged in a diverse range of activities, accessed information and support services, and developed positive relationships within a safe, welcoming, and culturally responsive environment. By strengthening connections between young people and community providers, the event supported taiohi to enhance their sense of belonging, explore future education, employment, and wellbeing pathways, and increase awareness of the services available to assist them in achieving their aspirations.

The strong level of participation and collaboration demonstrated the value of community-led initiatives that *amplify youth voice*, promote social connectedness, and strengthen partnerships across the local support network.

We are delighted to support the event with funding from the Order of St Lazarus by contributing to a welcoming atmosphere, providing food and refreshments, encouraging connection and engagement among attendees, and helping to create a positive and inclusive experience for all participants. The support enabled Te Rūnanga o Kirikiriroa create a memorable and impactful Youth Week event that strengthened community connections and celebrated the potential of our young people.

Thank you to Tania Simpson and Order of St Lazarus for their support



Honouring a Lifetime of Service to Literacy: Sir James Chapman

Tui Trust extends its warmest congratulations to Emeritus Professor Sir James Chapman on his appointment as a Knight Companion of the New Zealand Order of Merit (KNZM) in the 2026 King's Birthday Honours for his outstanding services to literacy education. This prestigious recognition acknowledges more than four decades of internationally respected research and unwavering advocacy dedicated to improving literacy outcomes for New Zealand children, particularly those experiencing reading difficulties and dyslexia. Throughout his distinguished career, Sir James has combined rigorous scientific research with a steadfast commitment to ensuring that educational practice is informed by the best available evidence, helping to shape both national policy and classroom practice. His legacy is reflected not only in educational policy but also in the thousands of teachers whose practice has been strengthened and the countless children whose life opportunities have been enhanced through improved literacy achievement.

From Inquiry to a National Literacy Imperative

Late 2020, we undertook a *literacy decline research project* with the primary objective of identifying effective solutions to support children experiencing persistent difficulties with reading. The ensuing investigation led us down numerous avenues of research and inquiry before we discovered a conference hosted by The New Zealand Initiative, featuring Sir James Chapman as the keynote speaker. His presentation, *The Past and Future of Literacy Education in New Zealand*, proved to be a significant turning point in our understanding of literacy education and its implications for children who were struggling to learn to read.

At the time, Balanced Literacy remained firmly established within much of the education system, while Structured Literacy was relatively unfamiliar and, in some contexts, viewed with considerable scepticism. Like many others seeking answers, we were attempting to navigate a complex and often contradictory landscape of literacy research, theory, and practice. The conference provided a critical shift in direction, introducing a research-informed framework that would fundamentally influence the course of our work. From that point, our focus on Structured Literacy became unwavering.

Sir James Chapman also became a hero to many children experiencing literacy difficulties, particularly those who, after years of primary schooling, had internalised the belief that their inability to read and write at the same level as their peers was a personal failure. His work helped shift this perception from “*it is my fault*” to an understanding that there were identifiable reasons why they found literacy challenging. This change in perspective was significant enabling students to separate their literacy difficulties from their sense of self-worth. In turn, understanding the underlying reasons for their challenges could replace feelings of insecurity, guilt and failure with greater self-awareness, confidence and a more *constructive understanding* of themselves as learners. Pictured above right is Kaden Redward with Sir James Chapman at a literacy conference, pupil meets hero!



Above: Sir James Chapman and HBHS student Kade Redward at a Learning Matters Literacy Conference.

Below: an oldie but a goodie! The Past Present and Future of Literacy NZ worth a watch to remind us how far we have come in the last few years.



Prof James Chapman: The past and future of literacy education in New Zealand:
The New Zealand Initiative

We would also like to extend our warmest congratulations to Ken Williamson, on being appointed an Officer of the New Zealand Order of Merit, for services to governance and the community. Ken is a Trustee at Trust Waikato, business mentor and long-serving volunteer who has held significant governance, leadership, and fundraising roles within his community. A well-deserved recognition of your dedication, leadership, and contribution to our communities.



Let's Go!

The Great New Zealand
Handwriting
Micro
Challenge!

TERM 3, 2026



**A LUNCH SHOUT
FOR THE 2 SCHOOLS
OF 'SUPREME
WINNERS!'
*EACH
UP TO **\$250****

See our
Facebook post
for details!

THANKS TO STAEDTLER
& TUI TRUST



**FIRST 25 ENTRIES
WILL RECEIVE A
STAEDTLER
HANDWRITING
SAMPLE PACK!**

<https://www.facebook.com/groups/nzhandwriting>

**School lunch shouts will be awarded based on Facebook reactions, so cast your vote! The two winning schools will each receive a lunch shout valued at up to \$250.*

**Handwriting sample packs will be awarded to the first 25 entries.*



STAEDTLER

OPEN TO ALL NZ SCHOOLS

**Proudly sponsored by
Staedtler and Tui Trust!**

Payroll giving enabled



give

Ensuring access to quality PD for educators

The implementation of Structured Literacy across New Zealand primary schools represents one of the most significant educational reforms in recent decades. Grounded in the science of reading and supported by an extensive international evidence base, Structured Literacy provides explicit, systematic, and cumulative instruction in the foundational components of literacy, including phonological awareness, phonics, spelling, vocabulary, fluency, and language comprehension. While these approaches are now becoming increasingly embedded within primary education, there remains a critical need to extend evidence-based literacy instruction into secondary schools to support adolescents who continue to experience persistent reading and writing difficulties.

Research consistently demonstrates that it is never too late to improve literacy outcomes. Adolescents continue to benefit from explicit, structured, diagnostic, and responsive instruction that targets the underlying skills required for successful reading and writing. Intermediate and Secondary schools therefore play a vital role in ensuring that literacy intervention remains available to students who require ongoing support throughout their educational journey. Ensuring quality PD is available for educators at the coal-face is one way we can support our older learners. That is why we provided complimentary tickets to the Learning Matters *Learning is Learning Symposium 2026* in Auckland, an opportunity to learn at a high level.

Feedback

It was a great opportunity to spend the day with educators who are focused on improving practice. There were plenty of ideas worth taking back into the classroom, but just as importantly, it challenged some of the thinking we can easily fall into.

Dr Sarah Brown

Sarah Brown opened the day by talking about building MTSS systems that actually work. One message stood out. Data on its own changes nothing. What matters is how we use it. Collecting information is the easy part. Interpreting it well and acting on it is what makes the difference for our learners.

Brendan Lee

Brendan Lee was the standout speaker. His session on ***Why Effective Teaching Transfers Across Subjects*** was practical, evidence-informed, and immediately useful. His breakdown of the *Stages of Learning* reinforced something we often overcomplicate. Good teaching still comes back to "I Do, We Do, You Do." Another point that really landed was the importance of timely feedback. Learners make better progress when feedback happens while the learning is still taking place, not days later.

Rhys Coulson shared the story of Templestowe Heights Primary School and what it actually takes to build sustained improvement. One line was memorable: ***The role of the teacher is to cause learning.*** His presentation reinforced that leadership comes before programmes, inclusion benefits everyone, and schools cannot solve Tier 1 problems by adding more Tier 2 interventions. It was a practical reminder that lasting improvement starts with strong classroom teaching and a clear vision.



Thank you for your support



Piki Knap
Cecilia Tarrant
Tania Simpson
Order of St Lazareth



Tui Trust Registered Charity CC10123. Level 3, Union Square, 192 Anglesea St, Hamilton
Email tuitrust@hotmail.com ph 027 232 2440 www.tuitrust.com

