

Photo: PD at Nga Taiatea Wharekura

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Living the iDeal Life—PD with Learning Matters

Tui Trust sponsors three literacy groups, two in Hamilton and one in Raglan. This report is about the Hamilton Intermediate group. Paula Hastings is our Learning Matters Waikato consultant and early February Paula hosted the 1st of four PD teacher-only days at Nga Taiatea Wharekura. During the session on *how to use the iDeal platform for teaching students*, one of the teachers Michelle exclaimed "Living the iDeal Life alright!" which we all thought was quite humorous and original, so we borrowed it for our header, thanks Michelle! Teachers learned about the reading brain, orthographic mapping, the simple view of reading, dual-factor reading (i.e. Dr Olwyn Johnston, [The Kiwi Reading Doctor](#)) strategies for organising a literacy teaching block effectively and planning for quality instruction. Highlights were understanding of the science of reading and how our brains *learn to read*. Takeaways include ditching the *three cueing* method and embracing explicit instruction for student success!

One key aspect, and popular among teachers to learn, is to understand that in order to develop the neural systems necessary for learning to read, the brain requires *repeated* exposures to words and text. This process enables the development of automatic word recognition, so that upon encountering a word, one instantly recognizes it, potentially grasping its meaning as well.

However, for this to occur, the brain must grasp the alphabetic principle: the understanding that words symbolize the sounds processed in language. Difficulties arises when this connection

falters. Children with learning difficulties struggle to correlate sounds with print, impeding their ability to understand the phonetic structure of language. This difficulty extends to printed text, as the child fails to comprehend the relationship between sounds and written symbols—the alphabetic principle.¹

Consequently, affected children encounter challenges in accessing print, hindering their ability to read or spell words. This impedes the brain's exposure to the reading experience necessary for developing the neural systems crucial for reading proficiency. Early intervention plays a pivotal role in addressing struggling learners. By providing explicit, intensive instruction to children displaying early signs of risk, such as difficulties in recognising letter-sound relations or rhyming, intervention can mitigate problems with accessing print.

We are implementing PD interventions intended for primary into a intermediate setting and Paula and teachers have developed strategies to ensure that older children are receiving the best intervention strategies available to us to develop neural pathways essential for proficient reading, writing and comprehension.

Practising writing letter shapes is crucial and builds brain pathways for reading helping students learn and *remember* letter patterns and words—Tui Trust is pleased to support **The Great New Zealand Handwriting Challenge** with Dr Helen Walls and Dr Christine Braid.



Continued

¹@idaantario International Dyslexia Association Ontario

Tui Trust supports ...



TRANSFORMING LEARNING, LETTER BY LETTER.

The Great NZ Handwriting Challenge was initiated by Dr Helen Walls and Dr Christine Braid, who believe that this is the single most important step we can take to raise writing achievement in New Zealand.

Did you know...

Teaching students how to automatically write letters leads to better quality writing. When children can form letters easily, they **gain memory space** to express more interesting ideas.

Practising letter shapes builds brain pathways for reading, helping students learn and remember letter patterns and words.

Handwriting builds confidence and motivation. When students are able to hand-write easily, they feel better about their writing and are more motivated to write.

Teaching handwriting is easy and fun. Students love it, and we can teach it effectively in just **ten minutes a day**.

So, teachers and teacher-leaders, please join us for The Great New Zealand Handwriting Challenge.

Our goals

- to build a community of advocates,
- to share information about the importance of teaching handwriting,
- to ensure that it will soon be taught in every New Zealand classroom, every single day.



Together, we can make *handwriting* a priority and transform learning for New Zealand students.

Dr Helen Walls is a teacher, professional learning facilitator, and educational researcher, with twenty year's experience working in schools. For her doctoral thesis, Helen conducted two empirical studies to investigate best practice methods for the teaching of writing. She has spoken at national conferences and has published with The Australian Journal of Learning Difficulties and The Education Hub. Helen is an associate of Cognition Education and Tātai Angitu of Massey University.





Handwriting should be a top priority in every New Zealand classroom.

Here are some reasons why.

- Teaching students how to automatically write letters leads to better quality writing. When children can form letters easily, they gain memory space to express more interesting ideas.
- Practising letter shapes builds brain pathways for reading, helping students learn and remember letter patterns and words.
- ▲ Handwriting builds confidence and motivation. When students are able to hand-write easily, they feel better about their writing and are more motivated to write.
- Teaching handwriting is easy and fun. Students love it, and we can teach it effectively in just ten minutes a day.



So, teachers and teacher-leaders, please join us for The Great New Zealand Handwriting Challenge.

OUR GOALS

To build a community of advocates.

To share information about the importance of teaching handwriting.

To ensure that it will soon be taught in every New Zealand classroom, every single day.

For further information, **join our Facebook group @ The Great New Zealand Handwriting Challenge.**

Free professional learning opportunities will be available in 2024.

OUR WEBSITE

thegreatnewzealandhandwritingchallenge.org



Report: Tier III students in Raglan tutored by Laura Coleman, Growing Literacy

After one year of tutoring we are pleased to see the positive assessment data (next page) from our Raglan group with Laura from *Growing Literacy*. Laura is a qualified structured literacy intervention teacher and has been supporting a group of Tier III¹ students in Raglan since the beginning of 2023. Always keen to grow her knowledge Laura recently attended the 5-day IDA-Accredited Learning *Matters Intervention Teaching Certificate*, aka *LIMIT*. Laura is pleased to report that most of her students have made gains in most areas (except for a couple of slightly lower reading accuracies and one slightly lower reading rate). “Students are feeling proud of the progress they have made,” says Laura, “and they have all elected to continue receiving literacy sessions in 2024”. Laura has had several parents say, “How grateful they are that the funding will continue for another year,” and as a teacher Laura knows what a difference it will make for these children to have more personalised explicit instruction using a structured literacy approach. Here are Laura’s collated results from January 2023-Dec 2024:

The end-of-year collated results show a continuing increase in *three* areas: spelling, decoding nonwords, and reading rate. There is a slight drop in accuracy from 97% to 96%; while we want students to be decoding with 100% accuracy, anything above 95% is considered satisfactory for independent (unprompted and unassisted) reading. The largest collective



increase was in spelling, with students on average spelling 26 test words correctly vs 15 mid-year. This is due to a variety of things dependent on where each student is at; increased proficiency at phoneme isolation; increased bank of sound-symbol correspondences; increased knowledge of spelling patterns, e.g., y=i, floss, silent e; thinking about words structurally, e.g., base words and suffixes; knowledge of suffixing rules; a greater number of words orthographically mapped and an increased ability to orthographically map words.

Spelling

The average number of words correct in the Phase 1 Mini Literacy Assessment was 9 per student, mid-year it was 15, and end-of-year it was 26. This is an average gain of 11 words per student over the second half of the year, where each word tends to represent a single concept in the *iDeaL Scope and Sequence*. Individual gains are depicted in Figure 3. The lower-achieving students are making steady gains whereas the more advanced students are starting to fly.

Nonword Decoding

All students showed gains in nonword decoding. The average number of nonwords read correctly in the Mini Literacy Assessments was 14, at mid-year it was 27, and at end-of-year, it was 35. Individual results are shown in Figure 4.

Reading Skills

When reading connected text, students continue to achieve high levels of accuracy. One student read below the 95% benchmark. This student is severely dyslexic and still sounding out most words. He read an unseen CVC text and made errors such as reading n for l (nogs for logs) and a for u (hat for hut).

All but one student made gains in their reading rate; one student more than doubled their speed! Another student read at a slower rate but achieved 99% accuracy. Their careful commitment to a code-based approach likely led to their reduced reading speed.

One of Laura's students was highly distractable needed constant attention to stay on task, Laura recalls “I decided to teach him in shorter 25-minute stints for Term 4. This was hugely successful and has resulted in him being on task for the majority of our session time!” This student likes the sessions and is happy that he will continue working with Laura in 2024.

It is wonderful to see the positive difference Laura is making with her struggling students. They see tangible results for their work and feel successful and increasingly competent. There is a long way to go for many of them but without this type of intervention these students are at risk of slipping through the cracks. Thank you Laura we look forward to seeing how these children progress over 2024.

¹ At Tier 3, these students receive more intensive, individualized support to improve their behavioural and academic outcomes. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioural disorders, and students with no diagnostic label at all.



End of year reports for Tier III students in Raglan

Laura Coleman, Growing Literacy

Figure 1: Student Attendance 2024

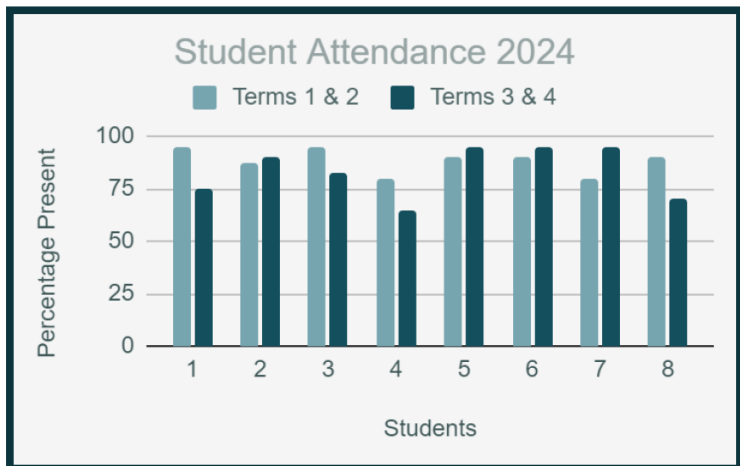


Figure 2: Collated Assessment Data Term 4 2023

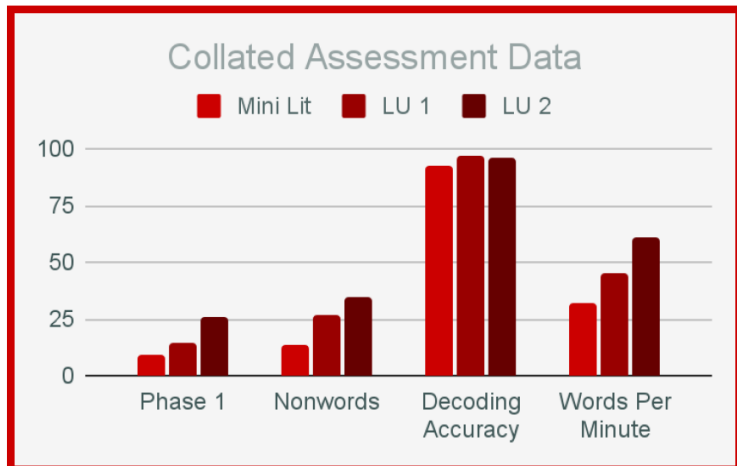


Figure 3: Individual Phase 1 Spelling Results

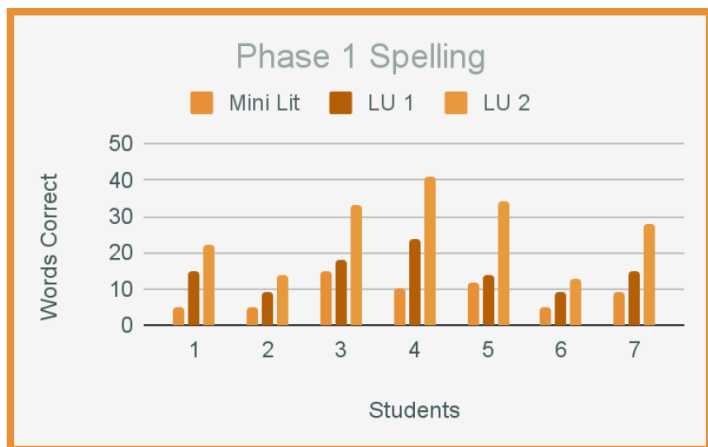


Figure 4: Individual Nonword Decoding Results

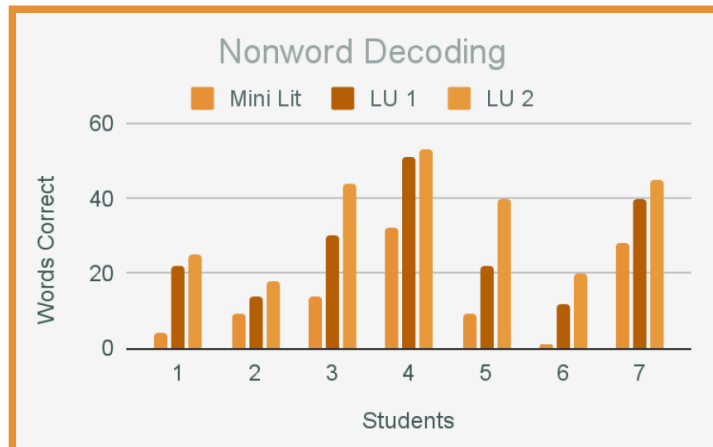


Figure 5: Individual Accuracy Results

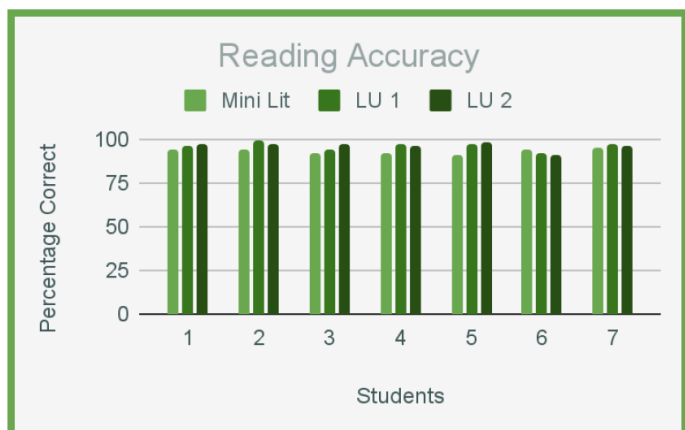
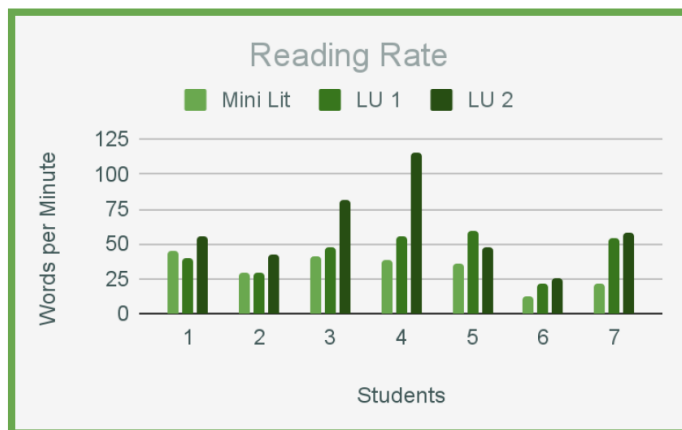


Figure 6: Individual WPMR Results



Thank you to our generous sponsors and supporters—
we couldn't do what we do without you !

We wish to thank our Major Sponsors Trust Waikato, Lotteries Grant Board, WEL Energy Trust, people who made donations via our website. A special thank you to Waitomo-based Evangeline Naron-Tapara who organised a raffle to raise money for the children we support. Evangeline is participating in the [Mrs Aotearoa Beauty Pageant](#), a Pageant for married women devoted to children and women and we wish her the very best of luck! See below Maara Kai story for another THANK YOU !!!



Pictured from left: Lee (Tui Trust) Evangeline and husband Wayne from Waitomo.



Bringing
children
together by
growing kai!



Maara Kai—Garden to Table Project

Tui Trust supports four Maara Kai *Garden to Table* gardens in our community including student-led gardens at Nga Taiatea Wharekura, Hamilton. Thank you Natalie (LSC Hamilton) another great harvest! We are grateful to the teachers and students who find time and work consistently towards their vision of growing plentiful vegetable crops to share.

Thank you very much to Craig Stephen of Hamilton for your generous donation for Maara Kai!

Thanks to Craig's generous donation via our [website](#) we are on the lookout for a family wishing to teach their children to grow vegetables in their backyard. Please contact us at tuitrust@hotmail.com by March 31st, 2024 if you are interested. Terms and conditions apply i.e. we would love the recipient to keep in touch with us, tell us about your maara kai journey, write a short story, and take some photos.

Measuring the Social Impact of our work



Tui Trust has been working with Huber Social for the past 18 months to undertake social impact measurement on our intervention project to improve literacy education for Tamariki in Waikato communities. On February 2024 Huber provided a mid-project progress report. We are happy to see the largest positive shift for tamariki was feeling that people understood what help they need with their learning, which increased by 12% this indicates that Tui Trust programme is effectively meeting a key priority need of its students, and contributing to their wellbeing (see snapshot below). The final report is due January 2025. We wish to thank the teachers, students, and families for their time to complete the surveys for this study.

	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.

The Opportunity—Supporting neurodiverse or struggling children to get the best out of education

Tui Trust focused on responding to the immediate needs of families and children who struggle with the education system and falling behind their peers. Tui Trust is focusing its mission, looking to where the Trust can serve to have the greatest impact. Alarmed by the fact that the performance of primary and secondary school students continues to decline¹, Tui Trust embarked on a journey focusing on education, in particular, supporting neurodiverse or struggling children and their families to overcome challenges and engage with education.

To inform program design from the beginning (as well as ongoing), and to capture a baseline to measure performance against, Tui Trust is seeking to establish a measurement system.

To support Tui Trust, and achieve this goal, Huber Social established a measurement system that measures social impact in terms of wellbeing. Taking a well-being approach, not only ensures that overall, there is a positive impact, but also provides a whole-of-life approach to understanding the needs of children and their families to inform a systematic approach to addressing the issue.

Outcomes

The goal of Huber Social is to deliver Tui Trust a social impact measurement system to prove and improve your social impact. The system will deliver the following outcomes:

Deliverables

Each step of the Social Impact Measurement process produces deliverables that can be used to promote the social value of your services to customers, investors, and the community at large.

Planning

Clear articulation of how the impact will/is being achieved and how it will be measured.

Tui Trust Social Impact Measurement Plan

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

Measurement

- Measurement tools and approach to measure your impact and refine your approach as required.

Active Measurement System and Tools

- Surveys are the focus of the data collection and other qualitative and quantitative methods as appropriate, including research and

focus discussion groups.

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

Reporting

- Data-driven insights to demonstrate where resources may be directed to have the greatest impact.
- Basic and statistical analysis is used to determine well-being 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 well-being.

Final report: After the committed three years, a final report will summarise 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.

1 Medina, E. & McGregor, A. (2019). PISA 2018 Reading in New Zealand: Reading achievement & experiences of 15-year-olds. Ministry of Education. <https://www.educationcounts.govt.nz/publications/series/2543/pisa-2018/pisa-2018-reading-in-new-zealand>

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

