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 An Intervention Project**

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Photo: opening Ceremony at the Creating a Literate Community Conference in October 2022 at the Hamilton Gardens 2022. Our team from the left stage: Kaden Redward, Mabel Wharekawa-Burt, Olwyn Johnston, Natalie Muller and Brian Mitchell.



*E hāpai ana I te tika o ngā tamariki
 Supporting the well-being of children*

Creating a Literate Community Conference Oct 2022

Welcome to our October 2022 newsletter which showcases recent works undertaken and the effect we have on the communities we serve. We held our AGM on Tuesday September 27th at Trust Waikato where we approved our Financial Statements which were undertaken and sponsored by Craig Barrett, partner at Baker Tilly Staples Rodway Chartered Accountants Hamilton. The statements show activity had focused on educational and health projects for disadvantaged children and whānau particularly in high needs communities. Our Annual Report is available on our website. We wish to thank Craig Barrett and Carol Pereira (BTSR) for their commitment and providing the Trust with our 2022 end of year Performance Report. A special thanks to Fran Mitchell (Board Member) for her contributions towards our accounts this year. The hard work of this group means that we can continue to operate confidently.

Generational Change with Trust Waikato and Lottery Grants Board

Earlier this year we reviewed low-decile schools across the Waikato to establish how many children have poor literacy skills for their age and how many of these kids fall into the neurodiverse, dyslexic or learning disabilities category. Secondly, what strategies are in place to support these kids. We were looking for schools to support. However there were so many children in the 6-12 age group who cannot read adequately, we decided to gather the community together and hosted a [Creating a Literate Community Conference](#) at the Hamilton Gardens on October 13, 2022 to pin-point exactly where we can best invest for maximum benefits. These children deserve nothing less than access to quality education and learn to read in a way that works for them [[link to conference here](#)].

We were humbled to see so many people turn up and with a show of hands most were teachers, primary, intermediate and high school with a couple of parents. We are happy so many people care enough to turn up and learn how we can improve these tragic literacy rates. Guest speaker Dr Olwyn Johnston, [the Kiwi Reading Doctor](#) talked about how NZ got in this mess and the years of systemic failure; the last session Olwyn explained with explicit instructions

Thank you for your support



HOW to teach neurodiverse or dyslexic kids and feedback received all guests appreciated and learned from this session. Why is this not taught in the Teacher Degree we wonder. Unfortunately in NZ if you want to learn how to teach structured literacy, a course costs thousands, add in the cost of resources its no wonder schools may think twice about adopting Structured Literacy. The PD alone would mean taking a day off school, and the school then pays for a relief teacher—it's challenging to navigate, but we cannot sit by and let this continue (see our offer on page 2). Our second guest speaker Natalie Muller spoke from the heart about how poor literacy affects a child's life and her [Mana Chips](#) story has proved to be popular among many (see last page). It's not until struggling kids leave the safe haven of their primary school that they realise just how much damage has been done by their primary schools by not correctly picking up and teaching these kids properly. Therefore on behalf of these parents we will spend a minute explaining the effects that undiagnosed and unsupported children have on families as published by [DEB](#) and republished with permission:

Unless you have actually walked in their shoes of parent of a neurodiverse or dyslexic kid you have no idea, you might think you know how they feel but trust me you don't.

- *Parents are exhausted, they have been dealing with an emotional child and been riding an emotional roller coaster for years inside and outside of school.*
- *They feel they been let down by the school system and frustrated that the very people they were brought up to believe and never question, got it wrong.*

OFFER!!

If your school is considering **structured literacy (SL) PD and training in 2023** we have funding available to help you get started. Preference given to schools who are starting their SL journey. Please email us for more information tuitrust@hotmail.com

- They are angry and confused about how this could happen.
- They are furious that when they did question the school about their concerns, they were brushed off with 'don't worry, they will be right we see it all time, they are just a busy kid' or 'you need wait until he's 7!'
- They are upset they gave permission for [Reading Recovery](#) which made things worse but no one told them it wasn't a good programme for dyslexics.
- The guilt a parent carries is a huge burden and one many of us still carry with us today. 'How did I allow this to happen on my watch, he's my son or daughter. Why didn't I do more?'
- Parents are confused and they are annoyed because the extremely expensive assessment they had to do to get the diagnosis, doesn't make much sense and some of recommendations are not evidenced based. All they can think is, 'but these are the people that I paid 100's of dollars to—they are the specialists!'
- They have lost their faith in school system, teachers and possibly the doctors when they are refused referrals. Parents don't know who to trust!

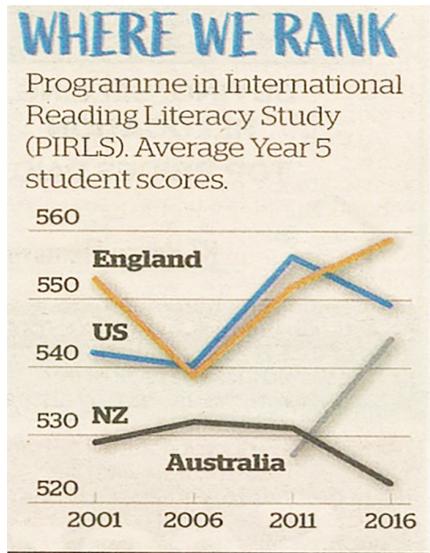
Some heavy reading isn't it, but this is the reality for the whānau we are trying to help, add into this parents who had awful school experiences and may not be very good at reading, you can see how easily things go from bad to worse very quickly. Onto some better news the feedback we received at our conference we can report that people:

- Wanted more FREE evidenced based structured literacy training.
- Wanted our team to take the conference *on the road* to their town.
- Grateful for the knowledge and information.
- Grateful for the explicit instruction examples from Olwyn.
- People loved Natalie's Mana Chips story.
- Encouragement that we must keep going.
- 100% respondents were grateful that the conference was FREE which was made possible by the support of a Lotteries Community Grant.

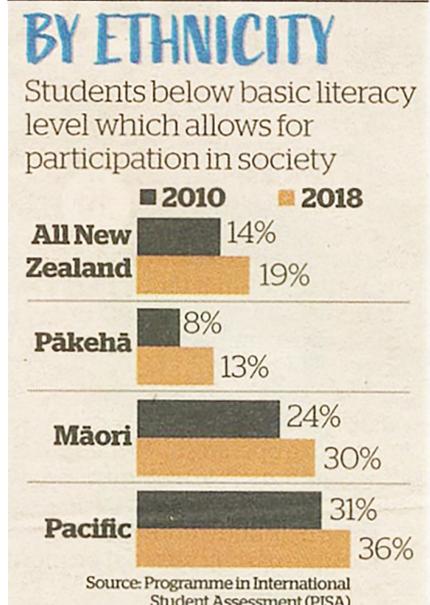
In the weeks following our conference we have identified schools which we will support structured literacy programmes, PD and training in 2023. We also talked with a number of schools in Waikato who have implemented or in the process of implementing the SL programmes i.e. The Kiwi Reading Doctor, Learning Matters, Liz Kane, IMSLE and Orton Gillingham. Some of these programmes come at a massive cost to schools and we congratulate everyone who is making an effort to change. We know it isn't easy. Please remember with the support of Trust Waikato we are able to support schools on their SL journey, parents if you need help please get in touch. If you have a child who hasn't learned to read by the time he/she is seven please get in touch, if you child is dyslexic he or she **will** need a tutor who has a specific set of skills to be learn to read and currently this is not currently taught adequately in the Teaching Degree. It's called the science of reading or structured literacy, explicit, systematic, and sequential teaching of literacy at multiple levels – phonemes, letter–sound relationships, syllable patterns, morphemes, vocabulary, sentence structure, paragraph structure, and text structure. By intervening now we can quickly change the trajectory of children who would may otherwise suffer needlessly.

We would like to finish off by saying thank you to our guests at our Conference - we had representatives from our sponsors, The Ministry of Education, parents, caregivers, teachers, SENCOs and RTLBs. Thank you to our amazing guest speakers Dr Olwyn Johnston and Natalie Muller, our facilitator Mabel Wharekawa-Burt, Brian the IT guy, Jennifer our caterer, volunteers Lorena Register and last but not least a huge thank you to hardworking 11-year-old Kaden Redward who stood tall and represented all the neurodiverse and dyslexic kids we are trying to help.

Tui Trust Board of Trustees



Roimata Harahap student at Nga Taiatea Wharekura, Hamilton



WEL Energy Trust supports Ngā Taiātea Wharekura

We would like to extend our gratitude to the WEL Energy Trust Trustees, David Cowley, Sarah Lewis, Shannon Clarke and Shelley Helpin for supporting us in the past and we look forward to meeting newly appointed Trust Chief Executive Officer Marcel Mendes.

Not only did the QR grant we received help the Trust with office technology we also purchased 25 Chromebooks for [Ngā Taiātea Wharekura](#), Baverstock, Hamilton. This is to support students in both Reo Pakeha and Reo Māori to improve their literacy. The Chromebooks allow accessibility to up-to-date resources for students and unlock experiences for all students including those with diverse needs, abilities and learning styles. Chromebooks engage

every student and allows catered learning to match where they are in their learning. "We believe every student deserves a quality education" says Natalie Muller at Ngā Taiātea Wharekura "and the chromes provide tools for kids to explore, discover, create and achieve. Mana of students is kept in tact as they won't need to be removed from class for extra support and confidence levels will improve." The kids are able to take the chromebooks home to complete homework and study—if the household doesn't have wi-fi it doesn't matter because Ngā Taiātea Wharekura is a [Google School](#) and when the Chromebook connects back to the school wi-fi the child's homework/study is automatically uploaded—thank you WEL Energy Trust!

D.V. Bryant Trust

We would like to extend our *gratitude* to D.V. Bryant Trust which one of the longest-running philanthropic Trusts in the Waikato. Established in 1960 with origins stretching back to 1924 when Waikato farmer Daniel Vickery Bryant (1882–1962) opened the *Bryant Convalescent Home* for Children in Raglan. In May 2022 D.V. Bryant supported both Moko Clubs with projects.

Moko Club Huntly

Moko Club Huntly goal is to provide a healthy and beautiful space for children, “some of our tamariki come from vulnerable households with no or limited access to quality equipment,” says Juanita, owner of Moko Club Huntly, “and we want them to have that at Moko Club!” Needed were balance bikes, crafting resources, helmets, sandspit cover and uniforms to improve and enhance the centre and provide a better environment that will allow tamariki to feel safe, nurtured and happy.

Moko Club Ngāruawāhia

New owners of Moko Club Wendy Diamond are building up their resources and establishing a new covered outdoor woodworking area (pictured right). “Our tamariki love being outdoors,” says Wendy, “this allows them to be outdoors all year and learn new skills with woodworking tools as well as learning share, problem solving, perseverance and whanaungatanga.”



Photo: area where the outdoor woodworking room will be built at Moko Club, George St, Ngāruawāhia

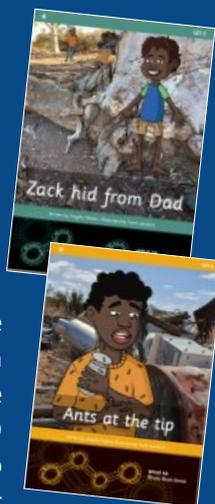
We thank our regular supporters

We would like to make special mention to our private donors who make regular donations to us. Your commitment and support is not overlooked and we acknowledged and appreciated your help. We will ensure we update everyone with how their contributions have helped children. Thank you for your trust and regular support:

- Jan Gatley, Partner and Lead Trustee PwC Foundation
- Jamie McAuslan, PwC Foundation
- Piki Knap
- Cecilia Tarrant

Hamilton City Council

The Hamilton City Council have supported us for the third year in a row with a grant towards our administration and operations, we are grateful for your support. This year we stocked up on essential office equipment that assist us with making reports, booklets and literacy resources. We had an opportunity in August 2022 where, for 24 hours, SPELD Australia gave FREE access to their decodable SL phonics books and worksheets for kids aged 5-12 years old. These incredible resources were designed with Indigenous Australian stories in mind and some resemble stories of Aotearoa. The SPELD resources would cost in excess of \$20,000 and, so long as organisations that download do not profit, they can be printed used to help neurodiverse kids learn to read. It is with funding from the Hamilton City Council that we were able to make a series of these books to assist kids in Hamilton.



Tui Trust AGM 2022 at Trust Waikato

Due to the unexpected one-off public holiday for Queen Elizabeth II we had a skeleton crew at our AGM held on September 28, 2022 in the Puna Koorero Room, Trust Waikato Hamilton. Our Board discussed all legals prior to our AGM and we are pleased to publish our Annual Report, available now on our website. Thank you to Eatcetera Caters for delivering our lunch, and thank you to Danielle for joining us (pictured above with our Board Chair Piki Knap). Grateful to Trust Waikato for hosting our AGM, we'll be back!

Sponsorship assists us to deliver our mission and purpose on a large scale; assisting whānau with support they need to ensure tamariki don't just turn up to school, but that they have equal opportunity, thrive and confidently engage in a meaningful education. We are thrilled to be in a position where we can administer a literacy programme plan which is critically required to address the inequities of education in the areas we support. Tui Trust continues to support the work for children and whanau to alleviate poverty and increase educational outcomes for vulnerable tamariki in the Waikato. Overall the Board is pleased with the progress of the Trust and look forward to supporting more community based projects in 2022-2023.



Te Tahua Whakatinana Papakāinga

Grants that help improve the quality of people's lives

Lottery Community grants are available for not-for-profit organisations with a community or social service focus for ongoing operating costs or projects which help improve the quality of people's lives in their communities. Te Puna Tahua, Lotteries Grant Board distributes the profits made from New Zealand state lotteries, such as Lotto and Instant Kiwi, for the benefit of New Zealand communities. This year the Lottery Community supported Tui Trust operations and community projects such as our Literacy Conference on October 13, 2022—guests pictured above. You will see on the last page of this newsletter we reached thousands of people with our message. We are grateful to Lottery Community Waikato for supporting Tui Trust — Thank you!



Tui Trust and our environment

Tui Trust uses:
OfficeMax
premium paper



This paper is made from elemental chlorine free pulp. This paper is produced in a plant awarded the ISO 9001:2008 for Quality Management System, ISO 14001:2004 for Environmental Management System and complies to ISO 9706 for permanency of paper.



Conscious of the effect the Trust has on our environment we use recycle practices in all that we do and encourage all those we come into contact with to adopt practices that care for our planet earth.

Paper industries world-wide have worked incredibly hard to ensure their practices are sustainable, ethical while caring for their environment. Given that one of our main goals over the next few years is raising literacy rates we acknowledge the work that printing industries around the world have taken on to ensure the books produced are in-line with international agreements. Dyslexic or neurodiverse kids cannot learn by using on-line programmes alone, they need interaction and are taught by reading books and practice their writing and essay skills.



The Trust supports Office Max Carbon Neutral Copy Paper for all our printing requirements. It is packaged in a non-plastic, recyclable wrapper that is biodegradable and compostable. This paper is great for everyday printing and copying, and is ideal for use at home or the office to produce printed documents of a professional standard.

- Office Max is a Silver sponsor Max e-Grants. programme for children in need.
- Carbon Neutral Products.

We are happy to see the statistics and audience reach associated with our *Creating a Literate Community* Conference posts and information, alongside a steady flow of emails and phone calls reached many thousands of people with our message. Although this is still be a drop in the ocean it's a real triumph for us and we are grateful. We thank Trust Waikato and the Lotteries Grant Board for backing us.

Posts 28 September - 25 October
8 posts published in the last 28 days.

MOST ENGAGING POSTS

	Nau mai, haere mai 20 September	Reach 6.3k Engagemen... 1.2k
	Creating a Literate Com... 18 September	Reach 36 Engagements 18

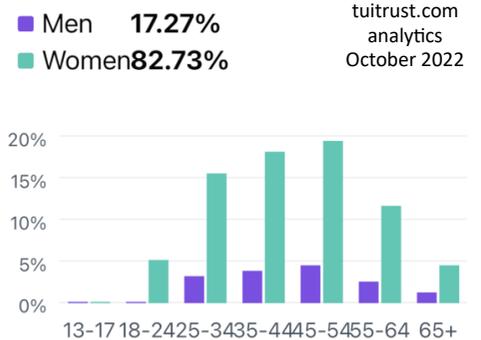
Discovery 28 September - 25 October

8,866 Page reach **305** Page views
▲8.7k last 28 days ▲228 last 28 days

28 September - 25 October

Post reach 8,866 ▲8.7k	Post engagements 1,435 ▲1.3k	New Page likes 28 ▲22
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Age and gender Google



Location Towns/cities

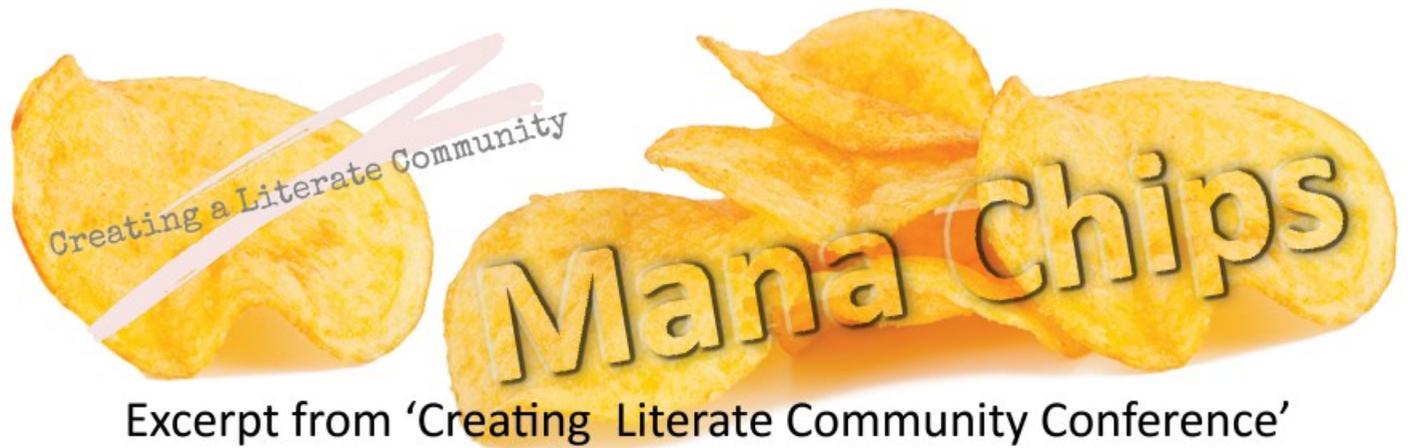
Hamilton, New Zealand	49%
Huntly, New Zealand	19%
Auckland, New Zealand	9%
Ngaruawahia, New Zealand	8%

Remaining % NZ, Australia, USA, India, Africa, Perth

Thank you to Laura—The Cake Detective for the beautiful rugby themed birthday cake for Moko Club Ngāruawāhia

The Cake Detective is a Hamilton based Charity that ensures every child's birthday is celebrated; Recipients have often experienced neglect, abuse, serious illness or family violence. What these cakes do is send a message of hope, love and solidarity: "We see you. We care about you. You matter. You deserve love and happiness."





Excerpt from 'Creating Literate Community Conference'

by Natalie Muller

Mana chips are needed for everything a child has to do. If they want to ask a question, they need a mana chip, if they want to answer a question, they need a mana chip, for them to sit and actively listen on the mat, they need a mana chip, for them to sing the school song - mana chip, participate in class activity - mana chip and so forth. Everything requires a mana chip.

To earn these mana chips, that they need to get through the day, is easy. It comes from positive experiences. Here's 2 scenarios:

Hayley: Mum wakes her up and says good morning - 1 chip
Her bed is warm from the blankets and the heater is on - 1 chip
has breakfast on the table or available in the kitchen - 1 chip
Her uniform and is washed and clean, ready to go - 1 chip
She brushes her teeth - 1 chip
Pulls on a jacket for the rain - 1 chip
She jumps in the car with mum or dad for a ride to school - 1 chip
As she hops out 20 mins before class, mum yells I love you! - 1 chip
She arrives and her friends are waiting - 1 chip
She heads to class where her teacher is setting up and smiles saying good morning - 1 chip

Already, Hayley has 10 Mana chips simply from doing her morning routine.

Tamara: on the other hand, wakes herself up
Her blankets did a good job, but she is cold, the old house does not retain heat
Tamara wakes her younger siblings up and helps them get dressed
Her uniform is still wet from the day before and has not been washed since last week
She smells herself putting it on but can do nothing
There is no breakfast
Mum is nowhere to be found
She puts her jacket from Kids Can on and she is warm - 1 chip
She puts her siblings jackets on from kids can
She walks them to school in the rain
She arrives to school late and rushes in
The office lady gently scolds her for being late and tells her to tell mum she has to be on time
Class has already started
The teacher warmly tells her to take a seat

Tamara only has 1 mana chip.

She will hold that chip for dear life, Hayley has heaps to give so she will give them. That is all she has for the day. She will not let it go by asking a question that could be wrong, if she does and it's wrong, she won't have another chip.

Her teacher has an opportunity to build her mana chips up without any effort at all. A quick hug and good morning, a towel to quietly dry her hair and her jacket hung up so it is dry, smiles, smiles and more smiles will build her chips.

We cannot help what happened in the morning, but we can definitely change how many chips she leaves school with. I ask that we as adults, make an effort to ensure that as we have interactions with children throughout the day, we leave them with more mana chips than when they started. Even if its negative interactions, find a way to build those mana chips up in that student. **There is always a way.**