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COLLEGE OF BUSINESS

Kaupapa Whai Pakihi

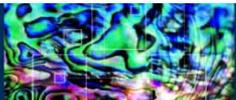
# Apprentices' Literacy Learning

## Upskilling Research Seminar

28 May 2009

Department of Labour

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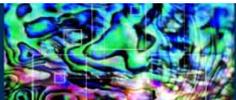


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# Overview of MA LLN Support

- ✓ Began in April 2008
- ✓ Literacy Aotearoa providers nationwide provide literacy, language and numeracy (LLN) support to MAs
- ✓ MAs can access up to 30 hours tuition time
- ✓ By 31 December 2008, 191 MAs had been seen for LLN tuition

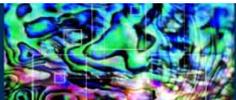




# Aims of this Research

- ✓ To identify the policy and provision implications of providing literacy, language, and numeracy (LLN) training alongside MA work and educational programmes to inform future possible initiatives
- ✓ To identify the extent of LLN issues for MAs
- ✓ To determine the impact of the LLN support provided by Literacy Aotearoa in an attempt to address these issues.

To be completed by August 2009



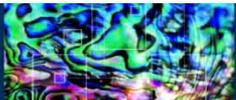


# Method

Collaboration with Literacy Aotearoa and nationwide providers (ongoing)

Frequency analyses of the demographic, need, and progress indicators recorded by the LLN providers (in final stages)

Case studies incorporating interviews with the MA, the LLN tutor, employer, and the MAC (all interviews completed).



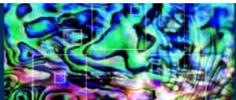
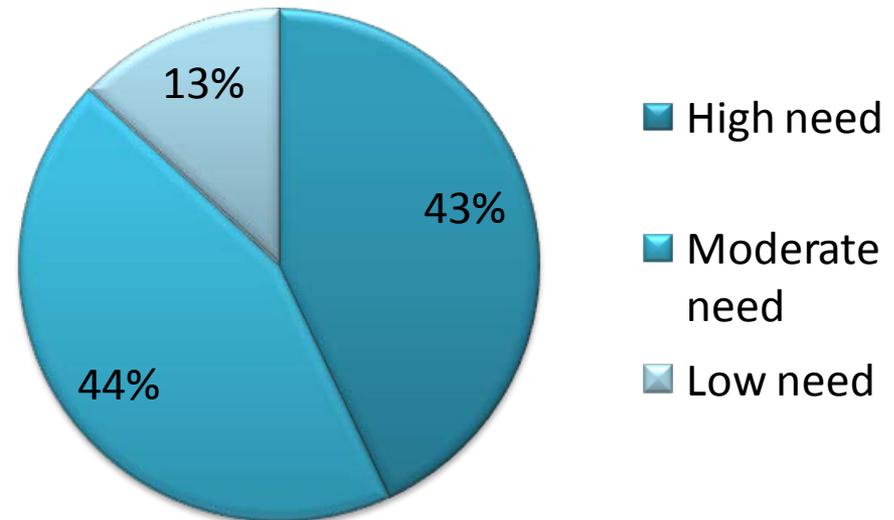


# Findings To Date – Learner Need

MAs are assigned to a level of tuition hour need:

- Low need  
1-19 hrs
- Moderate need  
20-30 hours
- High need  
30+ hours

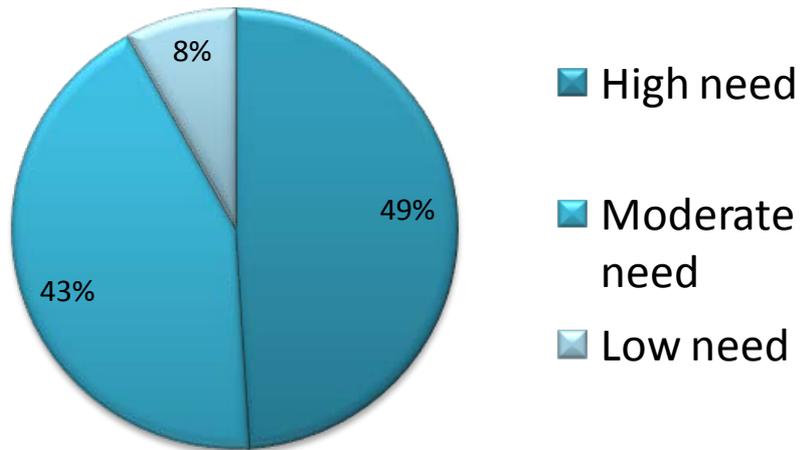
**Level of Need**



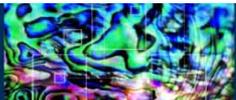
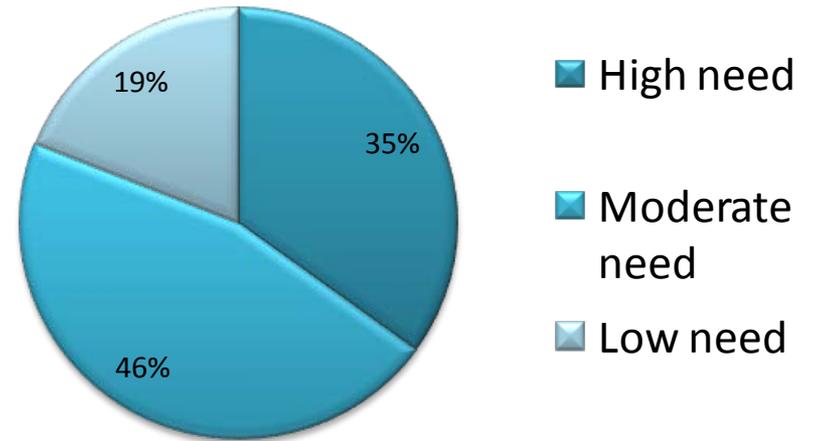


# Continuing and Exited Learner Need

**Continuing**



**Exited**





# Types of Assistance Required

## High needs

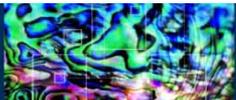
- Reading and comprehension
- Maths/ numeracy
- Writing
- Spelling
- Study skills
- General literacy
- Motivation
- Confidence
- Speaking & listening

## Moderate needs

- Writing
- Maths/ numeracy
- Comprehension
- Spelling
- Reading
- Vocabulary
- Planning/ composing
- Revision/ editing
- Study skills
- Critical analysis

## Low needs

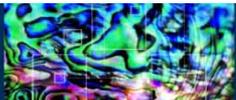
- Maths/ numeracy and writing
- Comprehension
- Spelling and reading
- Planning/ composing
- Motivation and time management
- Study skills
- Vocabulary





# Key Points

- ✓ Learner-focused assessment rightfully places learner goals at the forefront. However, this may not address all of the learner's LLN needs
- ✓ Terminology and measurement differences by industry and literacy provider make it difficult to compare progress across apprenticeships
- ✓ Progress indicators are reported by LLN tutors, however, there are no consistent measures of progress between or within providers.

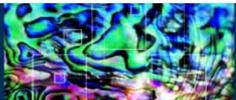




# Initial Impact Indicators: MAs

“[The literacy programme gave me] back my confidence with writing, you know because I don’t think if I hadn’t starting coming here, I wouldn’t have started staying late at work just because my writing is pretty bad. I need practice at it to bring it up to any sort of real level”.

“Basically I wasn’t understanding what I was reading correctly and with a lot of the apprenticeship books as you read, the questions sounded the same, so I went to [the literacy programme] and they helped me decipher what I was actually reading and gave me a refresher on spelling and all the basics which I’d forgotten after the last 6 years...[it] made it easier to interpret the manuals because I’d be able to actually understand what I was reading”.





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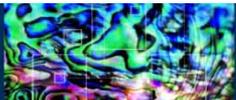
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# Initial Impact Indicators: Employers

“Two guys going to literacy skills costs me 2 hours of time per week, so...say their pay rate is \$20 an hour, so that’s \$40 a week it costs me. But because of their abilities and what they learn my profit for my company increases probably 3 or 4 times that amount per week. Because I’ve spent the time and put the effort into the guys I don’t have to run around at \$45-\$50 an hour to check up them...And also the increase of productivity because they know what they’re doing instead of just standing there”.

“I have to process the timesheets and the job sheets and...the most important thing that they need to do is write their name...date, where they’re working and any equipment that they’ve used, and...these guys that are going through [tutor] are actually able to do that perfectly, and whereas when they first started it was just a real effort to even try and read what they were trying to say but now you can actually sit down and anybody could pick up a timesheet and read it and understand exactly what they’ll be doing for that day”.



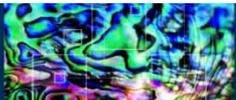
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# Initial Impact Indicators: MACs

“I think he just needs that help to get through and the confidence to say “yes, I am doing it right”. I think that’s what the literacy people have been doing for him is giving [him] that...The workplace assessments are quite heavily weighted towards writing an explanation about what you’re doing. He is more confident now in writing those explanations than he has ever been. He struggled first of all asking the question of himself, ‘do I understand what they want?’ And then having the words to write down what he believed is the right thing”.

“We have these guys floating around that weren’t progressing and soon as we got Literacy Aotearoa...involved in it these boys started progressing because it was a one-on-one situation, they had no peers watching them and if they did have problems they would talk about it and work through it”.

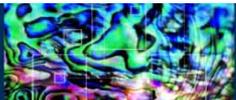




# Initial Impact Indicators: Tutors

“Even after a very limited number of sessions...the benefits for him were being seen by his other workmates as well, he was much happier, he was more motivated in what he was doing, he wasn't quite so surly in his attitudes towards others, so the social benefits were coming through with him were quite marked”.

“One person is really...almost illiterate. He has real trouble writing, can't spell...so he's really struggling. But we've worked, we have a system where he doesn't read everything, we don't read the notes we sit and discuss the notes...And then he copies it by hand...He's remembering it and he's actually starting now to identify words that he has seen before so...I think his reading speed is improving”.





# Next Steps

- ✓ 14 case studies completed in Blenheim, Tauranga, Hamilton, Dunedin, Palmerston North, and Northland
- ✓ Continued quantitative analysis of database of MAs
- ✓ Qualitative analysis and writing of final report (due August 2009).

