

# Appedices

## Appendix A: Who are CABERN

### ***Who are CABERN and who is the research for?***

Tēnā koutou katoa.

CABERN is an informal local group of tutors, researchers, and other practitioners who are passionate about adult literacy. We come from a variety of backgrounds and workplaces – including community literacy, university and polytech, college of education, community college, high schools, PTEs, the city council, Māori health/social services... – and we are always keen to welcome more members.

CABERN does not represent any one approach or organisation, what we all share is a commitment to improving adult literacy in Canterbury, something we believe is assisted by us all working together and sharing our different knowledge, i.e. doing local research. Our approach to research is that it is best done by those involved in the area, and so our projects are designed and undertaken by those of us who have the time and energy to do so, no matter our usual designation. The research is by us, for us, and for the field of adult literacy in general.

We began this particular project because we felt that, while there is a lot of talk currently on what adult literacy tutors should do, there is actually very little material available on what they do do and why they do it; our project is an opportunity for tutors to tell their own stories. We want to continue the project on beyond this initial survey, and hope that anyone interested in further involvement in the research will let us know.

Thanks for your time and we look forward to hearing from you!



## Appendix B: Invitation

**Nau mai - Haere mai**

**Please join us...**

are warmly invited to come, share some mid-winter refreshments with us, and find out how the research has progressed.

As a participant in the  
CABERN Adult  
Literacy Practitioner  
Research Project you

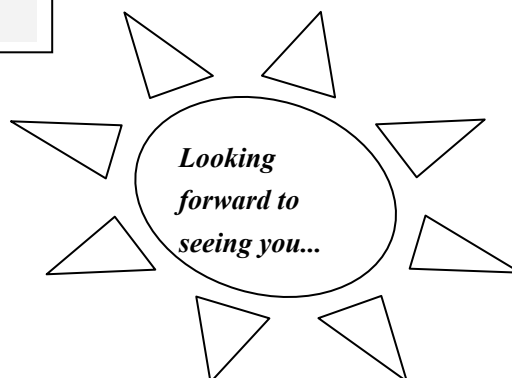
21 June 6pm

Christchurch College of Education/ Te  
Whare Whai Mātauraka ki Ōtautahi

***We hope you can come!***

Please RSVP to Robyn Chandler  
[robyn.chandler@cce.ac.nz](mailto:robyn.chandler@cce.ac.nz) or 3437780  
ex8394 by **3<sup>rd</sup> June**

We will send you directions on receipt  
of your RSVP





# Appendix C: Questionnaire

*Are you a tutor engaged in any aspect of adult literacy?*

*We are interested in finding out about the work of adult literacy tutors in Canterbury.*

**WHAT DO THEY DO? HOW DO THEY DO IT? AND WHY?**

## QUESTIONNAIRE

This questionnaire is the first step in an exploratory study being undertaken by a group of adult literacy practitioners and researchers in Canterbury who are members of an informal network called CABERN (Canterbury Adult Basic Education Research Network).

The aim of the study is to begin to explore the ways in which adult literacy tutors see their practice and their reasons for being involved in adult literacy. Your completion of this questionnaire will help build a foundation for further research and we appreciate your contribution.

1. *In what capacities have you been involved? (Please place a tick in one or more of the boxes below)*

|   |                          |
|---|--------------------------|
| <i>A group literacy tutor?</i>                                    | <input type="checkbox"/> |
| <i>A one-to-one literacy tutor?</i>                               | <input type="checkbox"/> |
| <i>A tutor of literacy within the context of another subject?</i> | <input type="checkbox"/> |
| <i>A workplace literacy tutor?</i>                                | <input type="checkbox"/> |
| <i>Any other (please specify):</i>                                | <input type="checkbox"/> |
  
2. *For how long have you been involved in tutoring in any aspect of adult literacy? (Please place a tick in one box)*

|                               |                          |
|-------------------------------|--------------------------|
| <i>Less than one year?</i>    | <input type="checkbox"/> |
| <i>One to two years?</i>      | <input type="checkbox"/> |
| <i>Between 2 and 5 years?</i> | <input type="checkbox"/> |
| <i>More than 5 years?</i>     | <input type="checkbox"/> |

*How many years?*
  
3. *Literacy tutors include people who are unpaid volunteers as well as people who are in paid jobs in the field. What is your position? (Please place a tick in one or more boxes) Are you*  
...

|                                      |                          |
|--------------------------------------|--------------------------|
| <i>A voluntary and unpaid tutor?</i> | <input type="checkbox"/> |
| <i>A full-time paid tutor?</i>       | <input type="checkbox"/> |
| <i>A part-time paid tutor?</i>       | <input type="checkbox"/> |
| <i>Other (please specify):</i>       | <input type="checkbox"/> |

4. *Literacy is defined in More than Words (2001); the Government's adult literacy strategy, as "a complex web of reading, writing, speaking, listening, problem solving, creative thinking and numeracy skills." If this definition does not fit with what you do, please place a tick in one box and add any comments.*

*It's too general or broad*

*Comments:* \_\_\_\_\_

*It's too narrow or specific*

*Comments:* \_\_\_\_\_

*If you wish, add your own personal definition. Continue on a separate page if needed.*

5. *Adult literacy tutors are likely to include people who have come into literacy work for a variety of different reasons. Please indicate below in order of importance your reasons for becoming involved in adult literacy work. (1 = most important reason).*

*I needed a job and a position in this field was offered to me*

*It was/is something worthwhile which I can do*

*Adult literacy fascinates me*

*I enjoy working with adults*

*I enjoy working with young adults*

*I wanted to move from teaching children to teaching adults*

*By chance*

*The part time nature of the job*

*Other reasons (please specify):*

6. *What training have you had that is relevant to your current tutoring position?*

\_\_\_\_\_  
\_\_\_\_\_

7. *Please indicate your:*
- |                  |       |
|------------------|-------|
| <i>Gender</i>    | _____ |
| <i>Age</i>       | _____ |
| <i>Ethnicity</i> | _____ |

*No person or organisation will be identified in the report on this research. We do not need your name if you would prefer to remain anonymous, however, if you would like to receive a copy of the research report, please send a self addressed and stamped envelope, A4 size, or include your email address. If you wish to have further involvement in this research please complete the following.*

*Name:* \_\_\_\_\_

*Postal address:* \_\_\_\_\_

*Telephone Number/s:* \_\_\_\_\_

*Email address:* \_\_\_\_\_

**THANK YOU VERY MUCH FOR YOUR CONTRIBUTION TO THIS RESEARCH**

*You may choose to mail the hardcopy to the address below, or alternatively, this form may also be accessed on [www.literacy.gen.nz](http://www.literacy.gen.nz).*

*Return to:       Robyn Chandler  
                  c/- Centre for Adult Education and Training  
                  PO Box 31-065  
                  CHRISTCHURCH*

*Return by:       22 September 2003*





## Appendix D: Focus group invitation

### Adult Literacy Practitioner Research – phase 2

Kia ora,

CABERN are now moving on to the next phase of the Adult Literacy Practitioner research project involving focus groups, interviews and practice journals and we would value your involvement in one or more of these activities.

Our overall research aims for this next phase of the project are to find out more about:

1. the backgrounds, characteristics, motivations and training of adult literacy practitioners
2. How they work and where
3. What they hope and aim for in their practice and what they see as positive and negative about literacy work
4. How gender, socio-economic and cultural factors impact on their work

We also hope

5. To contribute to the building of relevant research capacities in the field.

Right now we would like to invite you to participate in one of four focus groups we are running in the first few weeks of March.

A focus group involves participants discussing certain topics with the assistance of a facilitator. The point is to get everyone interacting together; what we're interested in (and hopefully you will be too) is what *you* think, the facilitator is just there to keep the discussion 'focussed' on the topics. Each group will meet for an hour and a half.

We will be using the focus group data to help fulfil our research aims (above): to collect data that will answer these questions, that can be compared to other data we are collecting using different methods, to have the opportunity to find out what adult literacy tutors think about things as a professional group as well as individually, and to help us tease out themes and issues to include in the next stage of our project (individual interviews and practice diaries), as well as to identify those of you who may be interested in participating in these next activities.

The focus groups will be held at:

|  |  |
|--|--|
| Tuesday, 2 <sup>nd</sup> March at 10.30am –12 noon | Christchurch South Library                         |
| Thursday, 4 <sup>th</sup> March at 5.30-7pm        | Christchurch Polytechnic Institute of Technology   |
| Wednesday, 10 <sup>th</sup> March at 3.30-5pm      | Adult Reading Assistance Scheme (72 Gloucester St) |
| Thursday, 11 <sup>th</sup> March at 7-9pm          | Christchurch College of Education                  |

If you are interested in some lively discussion with colleagues – come along!

Please let us know which session you would like to attend (reply to Robyn [robyn.chandler@cce.ac.nz](mailto:robyn.chandler@cce.ac.nz) or call 3437780 ex 8394). We will then send you an outline of the topics to be discussed, and details about the venue and facilitator for your group. If you cannot make the focus group but are still interested in participating in the research in some way (either as a participant or as a researcher), please let us know.

Looking forward to hearing from you.

Regards,  
Robyn Chandler



## Appendix E: Focus group guidelines

Kia ora,

Thank you for agreeing to facilitate a Focus Group.

Here is the question guide and some resources that can assist you to facilitate your group most effectively.

Probably the most important thing to remember is that a focus group is an opportunity for people to interact together; i.e. your job is to assist the group to discuss the topics amongst themselves, not to hold a series of sequential interviews.

### Prior to facilitating the group

Please arrive at least 15 minutes prior to the agreed start time.

Check:

- The room is arranged appropriately – chairs around a table for example and you have everything you need.
- Tea/coffee etc are available
- Tape recorder is set up with tapes (we will provide)
- Note-taker has a place to work
- Sign is on the door
- Participants are checked off against a list of expected group members, and any extra people added to the list.
- Please ensure all participants fill out the information sheet before the group commences (we will get this to you)

Please let us know if there is anything else you need or that we can help with.

### How do the focus groups fit into the wider research project?

We will be using the focus group data to reach our research aims (below), to collect data that will answer these questions, that can be compared to other data we are collecting using different methods, to have the opportunity to find out what adult literacy tutors think about things as a professional group (rather than as individuals), and to help us to tease out themes and issues to help us design the next stage of our project (individual interviews and practice diaries), and to identify the individuals who may be interested in participating in this next stage.

We will be asking focus group participants to complete an information sheet so we can access certain factual information about participants.

Here is a list of our research aims so you can see the relationship with our questions:

6. To understand more about the backgrounds, characteristics, motivations and training of adult literacy practitioners.
7. To understand more about the nature of their literacy practices in the various contexts.
8. To understand more about their aspirations, their perceptions of positive and negative aspects of their practices and of the contexts within which they work
9. To explore impact of such factors as class, gender and cultural background on the work of literacy practitioners; and
10. To contribute to the building of relevant research capacities in the field.

## The Guide

This *is* a guide, not a rigid schedule. What is important is that the questions/topic areas are answered – whether you ask them as such is immaterial!

We have tried to arrange these topics into a natural order. Under each question area is a list of possible prompts that may be useful to you but these are by no means exhaustive, please do not limit your approach accordingly.

Please also keep in mind that your group may be very diverse and you may need to consider your choice of prompts accordingly.

### Question and prompts

#### **1. What keeps you going as a literacy tutor?**

(Aims 1 & 3) [We see this very much as an introductory, warm-up question]

Possible prompts:

students  
colleagues  
importance of work  
career path  
pay (just joking!)  
outcomes for individuals and communities  
personal factors eg family member with/ self overcoming literacy difficulties  
personal philosophy/ values etc

#### **2. Positive and negative aspects of adult literacy work**

(Aims 1 & 3)

Possible prompts:

Students  
Colleagues  
Employer  
nature of work  
curricula  
compliance requirements  
context of work  
job status  
job conditions  
support/lack of  
training, resourcing,  
policy direction

#### **3. What/how do you teach and where does the mandate for what/how you teach come from?**

(Aims 1 & 2) [Somewhere in here, we need to get an idea of how people define ‘adult literacy’]

teaching/learning strategies  
definitions of literacy  
curricula  
course content  
priorities  
training  
workplace requirements and quality standards  
student-driven  
nature of workplace

**4. What are the age, gender, background, culture factors for people with whom you work and how do you go about your work with people of a different age, gender, background, and culture to your own?**

(Aims 2 & 4)

Socio-economic

Rural/ urban

Maori

Pasifika

Migrants

ESOL

Training

Difference

Teaching/ learning strategies

**At the conclusion of the session**

Please ask participants to indicate to you if they are interested in being involved in further stages of the project (interviews and/or practice diaries and/or as a researcher).

**Following the session**

Please spend some time immediately after the session noting down your feelings and hunches about the session – themes, atmosphere, problems, possible subtexts etc.

The tapes, your notes, and the notetaker's notes will need to get back to the research group. You will be contacted regarding arrangements for this.

We hope you enjoy meeting and working with a great group of people. Any questions – just get in touch.

Regards,

Robyn Chandler

CABERN research project

robyn.chandler@cce.ac.nz

3437780 ex 8394



## Appendix F: Guidelines for interviewers

1. Contact your interviewees and arrange a date/time/venue suitable for them. They will have been sent an information sheet (you will also have a copy) and may have questions.
2. Email/call Robyn with the details (3437780 ex8394 or robyn.chandler@cce.ac.nz) and she will book the recording equipment and arrange with you how to get it there on the day
3. Meet with interviewee.
  - a. Thank them for coming
  - b. Check that they have filled in the information and consent form and remind them that they can terminate the interview at any time, or skip questions they don't want to answer
  - c. Check that they agree to being recorded and explain the recorder will be left running until they leave, unless they specifically ask for it to be turned off. No material will be deleted.
  - d. Go through the interview procedure
  - e. Interview (see Schedule below)
  - f. Following the interview, thank the interviewee and remind them they will receive a copy of the report when completed
  - g. Tell them that we are looking for people who would be happy to keep a practice journal for a brief period and that we are keen to have diarists who have also been interviewed. Keeping a journal will involve documenting their tutoring life for a couple of weeks – teaching sessions, planning, meetings, training – anything they think is part of their role. We will ask people to use Brookfield's 'critical incident' technique (introduced in the interview)
  - h. Jot down some brief "field notes," documenting your impressions about the interview, body language, hunches, any themes you felt came through – anything on the top of your mind.
  - i. Return the information and consent form, recording, and a copy of your 'field notes' to Robyn
  - j. When everyone is finished interviewing we will meet again for a 'debriefing' session
  - k. Julie Cates will contact you regarding payment

### How do the interviews fit into the wider research project?

We will be using the interview data to reach our research aims (below), to collect data that will answer these questions, that can be compared to other data we are collecting using different methods (particularly the practice journals), to have the opportunity to find out what adult literacy tutors think about things as individuals, and to help us identify the individuals who may be interested in participating in this next stage.

Here is a list of our research aims so you can see the relationship with our questions:

11. To understand more about the backgrounds, characteristics, motivations and training of adult literacy practitioners.
12. To understand more about the nature of their literacy practices in the various contexts.
13. To understand more about their aspirations, their perceptions of positive and negative aspects of their practices and of the contexts within which they work
14. To explore impact of such factors as class, gender and cultural background on the work of literacy practitioners; and
15. To contribute to the building of relevant research capacities in the field.

### Schedule

The interview has three main areas 1/ "you (the interviewee) and your story as an Adult Literacy Practitioner"; 2/ "your conception of Adult Literacy" 3/ "you and your practice"

### 1/ you and your story as an Adult Literacy Practitioner

[aim 1 and 3 partic. aspirations, 4]

Encourage the interviewee to construct their own narrative, assisted by your prompts and probing.

Prompts (please make sure you cover these)–

**What got you into Adult Literacy?**

**How have you learnt what you know about adult literacy and teaching it? (experience & training)**

**Where does your work in adult literacy fit in terms of your life and career goals?**

**What role has/does your gender/culture/socioeconomic status play/ed in your story? (use suitable words)**

### 2/ Your conception of Adult Literacy

[Aim 2 & 3]

Prompts:

**What do you think of the Government's definition in 'More than words'?**

**Literacy is "a complex web of reading, writing, speaking, listening, problem solving, creative thinking and numeracy skills." [see separate sheet]**

(check as to whether your interviewee answered this question in the questionnaire, if so "Do you still feel the same?" etc

**Does your organisation have a definition?**

**Do you have your own definition?**

[you are welcome to change the order here, but still need to cover all. It is important not to make people feel that they should have a definition of literacy they can easily articulate and are lacking if they don't]

### 3/ You and your practice

[Aim 2 and others]

Explain that we are using Brookfield's technique for encouraging reflective practice ie a way of interviewing yourself (this will be explained briefly on info sheet) . This gives a snapshot of current/recent practice (this will be picked up on in the practice journals) that highlights important points.

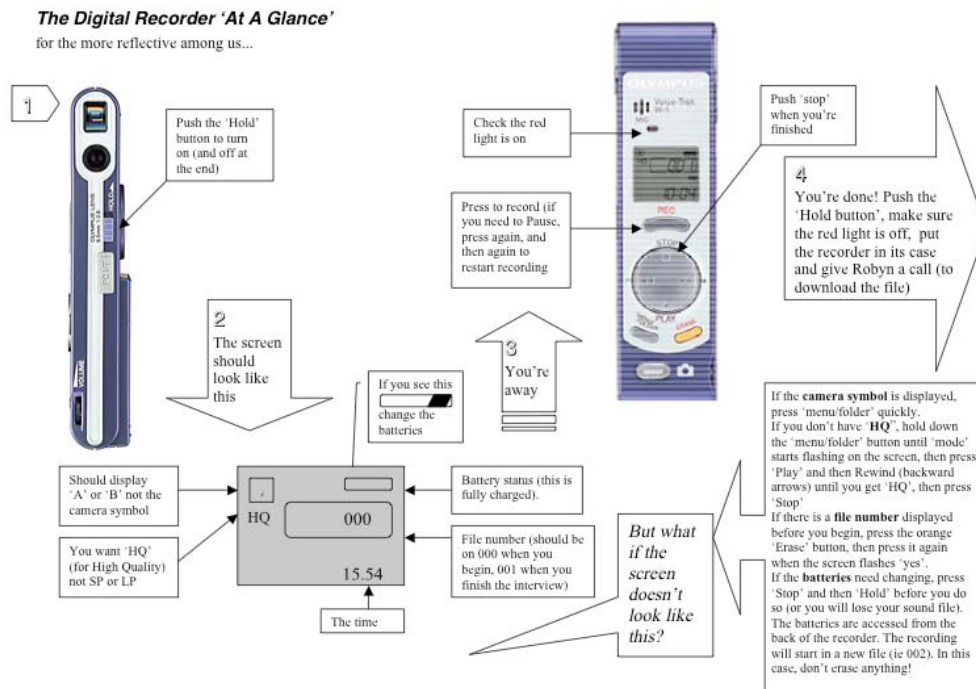
**When you think back over your recent work in adult literacy:**

- 1 At what moment did you feel most engaged with what was happening?**
- 2 At what moment did you feel most distanced from what was happening?**
- 3 What action that anyone (colleague/student) took recently did you find most affirming and helpful?**
- 4 What action that anyone (colleague/student) took recently did you find most puzzling or confusing?**
- 5. What about a recent session/class surprised you the most? (This could be something about your own reactions to what went on, or something that someone did, or anything else that occurs to you.)**

Allow the interviewee time to process their thoughts and draw any conclusions if they wish, don't analyse their experience, rather encourage self-reflection. They may want to jot down some notes (see separate sheet). They may also wish to have the transcript of this part of the interview – which they are very welcome to request. Following our discussion on Friday, if anyone shows signs of wanting to apply the technique to their overall career –thus nicely framing the interview - that's great (and for anyone who hasn't been in the field for long, this will happen anyway). But we still want recent insights as well.



# Appendix G: Example of researcher support material





## Appendix H: Evaluation questions

### **CABERN's Adult Literacy Practitioners' Research Project - Telephone Interviews**

We are preparing the final report for the Ministry of Education on CABERN's TLRI research project on adult literacy practitioners. As part of this we would be grateful if you would be willing to participate in a short (5 minute or so) telephone interview. The interview will address questions about your involvement and contributions to the project.

1. **Involvement** - In what ways were you involved with the project? (eg Member of team? focus group participant/facilitator? interviewee/interviewer? Kept a practice journal? Other?)
2. **Previous experience** - Have you had any previous experience of participating in research?
3. **Contribution to your practice?** Can you recall whether this involvement made any contribution to your understanding of your practice or your confidence or ability as an adult literacy practitioner? If so can you describe any ways in which it might have influenced your practice?
4. **Contribution to your research skills, etc?** Can you recall whether this involvement made any contribution to your understanding of research or your confidence or research skills? If so can you describe any ways in which it might have influenced your skills and understandings?
5. **Any other comments?** Do you have any other comments relating to the project?
6. **Anonymity?** Would you prefer your comments to remain anonymous or would you prefer your comments to be attributed to you?



# Appendix I: Practice journal

Kia ora

Thank you for agreeing to participate in this stage of the research. The purpose of the practice journal is to get a picture of what kinds of adult literacy ‘activities’ you engage in as part of your practice (e.g. meetings, planning, tutoring, initial assessments etc), when and how you engage in them, and how you understand them. The journal is a combination of logbook and reflective journal. We hope it will be an enjoyable and useful process for you to reflect on your practice.

Please keep this journal over a two-week period and have it ready to return by **November 11<sup>th</sup>**.

If you have any questions, please do not hesitate to contact Robyn Chandler ([robyn.chandler@cce.ac.nz](mailto:robyn.chandler@cce.ac.nz) or 3437780 ex8394).

Please fill in the sections below:

All material will be treated confidentially, and identifying details will not be included in the final report. You may withdraw from the research at any time.

Signature:

Date:

Name

This journal covers the period \_\_\_\_\_ to \_\_\_\_\_.

If your work in adult literacy has changed much since you last participated in this project (e.g. new workplace), please briefly describe what has changed:

## How to keep the Practice Journal:

### *Should I write on this form?*

Please use this template either as a guide to shape your journal keeping in a notebook or similar, or to print out and fill in, or fill the journal in onscreen – whichever suits you best. For sections 1 & 2 you may need to make extra copies of the templates. If you choose to handwrite your journal, please write legibly in black pen.

### *What does the journal cover?*

The journal should cover a two-week period. It is up to you how many of your activities you want to cover in depth, as a guide, if you work in adult literacy full-time, please log at least two days or representative activities over the two weeks. Please indicate approximately what proportion of your adult literacy work you have chosen to journal.

### *How is the journal arranged?*

The journal is in three parts and a template is included for each:

1. a log of your adult literacy activities over the period
2. more detailed journaling of those tutoring activities you choose to cover in more depth
3. an opportunity to reflect on the journaling period (the critical incident approach you have already met with in your interview).

### *How much should I write?*

If you are completing the journal in hardcopy (either writing on the printed out form, for example, or in a notebook), please feel free to write as much as you like. It would help us if you attach any extra pages and number them according to the section/question. If you are filling the journal in onscreen you will find the sections expand to fit your input.

### *How do I return the journal when complete?*

If you fill the journal in onscreen, please email it back to [robyn.chandler@cce.ac.nz](mailto:robyn.chandler@cce.ac.nz). Mail hardcopy to R. Chandler, c/- CAET, Christchurch College of Education, PO Box 31 065, Christchurch 8030, or give Robyn a ring on 3438870 ex8394 and we will arrange to pick it up from you.

### 1. Log template

| <b>date and time</b>        | <b>location</b>         | <b>duration</b> | <b>what was the activity?</b> (e.g. planning, tutoring, meetings etc) | <b>notes</b> (please give some details – e.g. a couple of lines - particularly about any non-tutoring activities) |
|-----------------------------|-------------------------|-----------------|---|---|
| <i>e.g. 2/11/04<br/>4pm</i> | <i>community centre</i> | <i>1h</i>       | <i>first meeting with new one-to-one student. Goal-setting.</i>       | <i>See journal entry</i>  |
|                             |                         |                 |   |   |
|                             |                         |                 |   |   |
|                             |                         |                 |   |   |
|                             |                         |                 |   |   |
|                             |                         |                 |   |   |
|                             |                         |                 |   |   |
|                             |                         |                 |   |   |
|                             |                         |                 |   |   |
|                             |                         |                 |   |   |
|                             |                         |                 |   |   |

## **2. Tutoring activity journal entry template**

Please answer the questions below as stated, or incorporate the answers into your journal entry:

- 2.1 Who was/were the learner/s ? (please include as part of your description age, gender, ethnicity, whether group or one-to-one)**
- 2.2 What were the aims for the session?**
- 2.3 How did you decide what you were going to work on with the learner/s?**
- 2.4 What did you and your learner/s work on?**
- 2.5 What methods did you use to do so? Approximately how much time did you spend on each of these?**
- 2.6 Was any form of assessment part of the session? If so, what did you do?**
- 2.7 What do you feel didn't go so well in this session? Why?**
- 2.8 What do you feel did go well in this session? Why?**



### 3. Reflection template

At the conclusion of your period of journaling, please complete this reflective exercise (a version of that introduced in the Interview<sup>\*</sup>). Please include specific examples.

3.1 *At what point (or points) over this period did I feel most connected, engaged, or affirmed as an Adult Literacy Tutor – the point when I said to myself: “This is what being an Adult Literacy Tutor is all about?”*

3.2 *At what point (or points) over this period did I feel most disconnected, disengaged, or bored as a tutor – the point when I felt I was just going through the motions.*

3.3 *What was the situation that caused me the greatest anxiety or distress – the kind I don’t want to have to go through again in a hurry?*

3.4 *What was the thing that took me by surprise? shocked or challenged or thrilled me?*

3.5 *Of everything I have done in my practice over this journaling period, what would I do differently if I had the chance? What would help me to do so?*

3.6 *When I look back over this journaling period, what do I feel proudest and/or most pleased about? Why?*

3.7 Please add any other comments as you wish (attach any extra sheets):

*Thank you very much.*

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<sup>\*</sup> Adapted from Brookfield, S. (1995). *Becoming a critically reflective teacher*. San Francisco: Jossey-Bass. p. 73).



## Appendix J: Relevant training

| <b>Training category</b>   | <b>N= Instances of Training</b>                               |    | <b>N = participants</b>       |
|--|---|----|-------------------------------|
| Adult literacy qualification/training                              |   |    | Total = 12 participants (21%) |
|  | Literacy Aotearoa   | 3  |                               |
|  | Local poupou  | 10 |                               |
|  | Workbase  | 2  |                               |
|  | ALPA workshop   | 1  |                               |
|  | TEC workshop  | 1  |                               |
| Adult teaching qualification/training                              |   |    | Total = 17 participants (30%) |
|  | CAT/ NCAE   | 14 |                               |
|  | DipATL  | 1  |                               |
|  | Overseas qualification  | 3  |                               |
| Compulsory sector qualification/training                           |   |    | Total = 30 participants (53%) |
|  | Primary   | 12 |                               |
|  | Secondary   | 4  |                               |
|  | Teacher training unspecified                                  | 6  |                               |
|  | Diploma   | 8  |                               |
| ESOL qualification/training  |   |    | Total = 14 participants (25%) |
|  | Diploma   | 3  |                               |
| Specific Learning Difficulties/Disabilities qualification/training |   |    | Total = 12 participants (21%) |
|  | SLD   | 4  |                               |
|  | SLD Diploma (level 5)   | 4  |                               |
|  | SPELD   | 6  |                               |
| Special Needs qualification/training                               |   |    | Total = 2 participants (3%)   |
|  | Cert Special Needs Learning                                   | 1  |                               |
|  | Dip Special Needs   | 1  |                               |
|  | DipSTN  | 1  |                               |
| Reading Recovery Certificate                                       |   |    | Total = 3 participants (5%)   |
|  | Education   |    | Total = 1 participant (2%)    |
|  | Reading   |    | Total = 1 participant (2%)    |
|  | Counselling   |    | Total = 1 participant (2%)    |
|  | Children's Literature   |    | Total = 1 participant (2%)    |
| Diploma  |   |    | Total = 2 participants (3%)   |
|  | Business  |    | Total = 2 participants (3%)   |
| Treaty of Waitangi course  |   |    | Total = 1 participant (2%)    |
| Postgraduate papers/qualification                                  |   |    | Total = 9 participants (16%)  |
|  | Education   | 4  |                               |
|  | Others: History, Arts x 2, Psych, Clinical Psych.             | 5  |                               |
| Undergraduate qualification  |   |    | Total = 15 participants (26%) |
|  | Education   | 9  |                               |
|  | Others: BA English, Arts x 3, language, computing, BSc, psych | 8  |                               |
| Assessor   |   |    | Total = 1 participant (2%)    |
| Workplace assessor   |   |    | Total = 1 participant (2%)    |
| Teaching experience  |   |    | Total = 12 participants (21%) |
|  | adult education   | 5  |                               |
|  | primary   | 4  |                               |
|  | secondary   | 1  |                               |

|                         |                          |   |                             |
|-------------------------|--------------------------|---|-----------------------------|
| Work experience - other | Journalism               |   | Total = 1 participant (2%)  |
| Life experience         |                          |   | Total = 4 participants (7%) |
|                         | special needs children   | 1 |                             |
|                         | father                   | 1 |                             |
|                         | schooling                | 1 |                             |
|                         | personal tutor's example | 1 |                             |