For more than 30 years, immigrants to New Zealand have benefited from the work and friendship of ESOL home tutors.

**LEARNERS SAY:**

"I like to read more, I like to watch TV because now I understand. Before I didn’t want to watch TV; I didn’t want [in] because I didn’t understand."

"Now I can go up and ask, you know, I can go anywhere. Go to the doctor’s, the lawyer’s, the whatever, I can go."

"I can fill [in] the form, I can read the letter, I can read [a] book, anything. I can."

"I can speak now. I can read, I can write. I am very glad; this is a very big change for me... We are Kiwi now."

**TUTORS SAY:**

"It’s enriched my life, greatly enriched my life."

"You always keep them as friends as well. You just accumulate this kind of collection of people from different countries, which is great."

"I had the experience of being a first-hand learner of a second language with no tools at my disposal and I could really understand what it meant to someone to come here with no English at all, and I wanted to do something also to pay back, if you wish, to help."

"We learn a lot from each other."

ESOL Home Tutors trains volunteers to provide English language skills and social support for the effective resettlement of adult refugees and migrants in Aotearoa New Zealand.

SETTLEMENT THROUGH ENGLISH: *a history of ESOL Home Tutors*
Settlement through English:
 a history of ESOL Home Tutors
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ABBREVIATIONS USED IN THE TEXT

ARLA Adult Reading and Learning Assistance – Now known as Literacy Aotearoa
CEO Chief executive officer
EFTS Equivalent full time students
ESOL English for speakers of other languages
FWEA Federation of Workers' Educational Associations in Aotearoa New Zealand
NESB Non-English speaking background
NGO Non-governmental organisation
NZQA New Zealand Qualifications Authority
TEC Tertiary Education Commission
VAVA Value Added by Voluntary Agencies – A report by PriceWaterhouseCoopers
Acknowledgements

Many people have had a part in producing this book. The project was suggested some years ago by Judi Altinkaya. Margy-Jean Malcolm and Helen Scobie worked on it in its infancy. Mark Derby took on an editorial role, and Grace Bassett had a big part in managing the process. Ramsey Margolis was involved in the early drafting of the text. He also interviewed 30 people for the ESOL Home Tutors oral history, and this book has drawn on their stories. Thanks to all those who agreed to be interviewed. While not all have been directly quoted, every story helped to shape the final text. A list of interviewees is in the appendix.

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We’d also like to thank all those who have helped us to develop resources for the association over the years by sharing their experience and ideas. We acknowledge, too, the work of our tireless committee members, meeting around the country and supporting their schemes, and our treasured paid staff, whose work is often over and above the call of duty.

Thanks especially to the thousands of volunteers who continue to meet regularly with learners to aid their settlement through English.

And our heartfelt thanks to learners, for what they have taught us by contributing to the changing face of New Zealand.
ESOL Home Tutors: vision and mission

VISION
To provide English language skills and social support for effective resettlement of adult refugees and migrants in Aotearoa New Zealand.

MISSION
ESOL Home Tutors provides an accessible, nationwide, community-based service that supports settlement through English for adult refugees and migrants.

ESOL Home Tutors provides a trained, voluntary and paid, community-based, non-profit support service to deliver quality settlement outcomes for adult refugee and migrant learners.
Foreword

JORIS DE BRES, RACE RELATIONS COMMISSIONER

Reading this history of the ESOL Home Tutors reminded me of my own experience as a very young new settler in the 1950s, when my parents migrated to New Zealand from the Netherlands with a family of seven children.

Some years ago I obtained a copy of our family’s immigration file from the Department of Labour. It included the original assessment by the New Zealand Migration Office in The Hague of our suitability as migrants. My father’s spoken English was assessed as “very good, and he understands the language without any difficulty”. My mother, at 36 years of age, was described as “a refined type of woman of good appearance and with a bright pleasant manner”. The officer said, “Her speaking English is fair, but she understands quite well if spoken to slowly.”

I didn’t speak any English at all, but as the youngest of the school age children, I was given six weeks of special one-to-one tuition by the infant mistress at the local primary school. My brother and sisters just had to make do in their new classrooms. My mother was also left to learn as best she could, with seven young children and a husband who was often away from home in the course of his work. She could have done with an ESOL home tutor.

What is unique about the ESOL Home Tutors is firstly that nearly all of the people delivering their language services are trained volunteers, supported by a small and dedicated group of local coordinators and national office staff. Secondly, their services are not only about English language tuition, but also about friendship, social integration and successful settlement. This involves tutors imparting a knowledge of New Zealand society, including its unique Māori dimension, supporting the retention of new migrants’ own cultures, languages, and identities, and in turn learning from the learners about different cultures. That has to be good for race relations in New Zealand.

The story of the ESOL Home Tutors is one of volunteers who saw a need in their community and went ahead and filled it. In so doing, they helped to change the way we look at migration and settlement. We now have a government funded settlement strategy, where once the focus was simply on migrant selection and those who came were left to sink or swim. The settlement strategy, however, still relies on volunteers in the community to make the connections and to extend the hand of friendship.

This is not just a history of the ESOL Home Tutors, but also a handbook for those who want to know more about the organisation, its services, its goals, its people and its
resources, today. I hope that it will inspire more New Zealanders to volunteer as tutors and encourage the government to support them adequately through assured funding. A scheme which offers support to refugees and new migrants in their own homes and communities and at the same time broadens the horizons of those who provide the support is surely a good investment in the future of our country.
Introduction

ESOL stands for English for speakers of other languages. In some countries, helping people from other language backgrounds to acquire English is known as ESL: English as a second language. Since many newcomers to New Zealand already know two (or more) languages, ESOL (pronounced “ee-sol”) was considered a more accurate acronym. It is used in this country to describe English language tuition for any age group, in state schools as well as in private language schools catering for international students. ESOL Home Tutors differs from other ESOL providers by working one to one with learners, often in the learners’ own homes. It is a free service provided to adult refugees and migrants living in New Zealand. The tutors are volunteers who are trained and supported through community-based offices known as schemes.

In 2005, about 3,500 tutors volunteered their time. They helped learners with English, and also with learning to live in New Zealand. “Settlement through English”, the National Association’s motto, acknowledges that English is a means, not an end, and that language is only part of what new New Zealanders need to know to cope with life here.

Research on the experience of immigrants learning English in New Zealand found that:

Participants in the study equated opportunities for meaningful conversation with New Zealanders as the optimal way of developing language skills, and of acquiring the local knowledge they needed to enter more fully into the life of the society around them. (White, 2001:39)

There are benefits both ways, since New Zealanders gain a greater understanding of other cultures and others’ experiences through home tutoring. In a society that is becoming increasingly multicultural, being able to see other points of view is essential in cultivating positive relationships among groups in the wider community.

This is a story of people who saw a growing need in their communities and decided to help. Along the way they met and befriended people from all over the world, developed skills (their own and others’) and learned about themselves. Most were volunteers. Those who were paid for their work donated time as well. It’s the story of ESOL Home Tutors.

December 2006
Opening the doors: the history

From the beginnings of British settlement until the end of World War II, the vast majority of New Zealand’s immigrants came from the United Kingdom, so, naturally, English in its varied accents was the common tongue. The end of that war saw the arrival by ship of refugees from several European countries, which introduced a sprinkling of new languages to New Zealand, but there was little or no English language instruction for those who needed it. A few high school teachers realised that support was needed and offered night classes on an ad hoc basis.

Later, during the economic boom of the 1960s, employers welcomed unskilled workers from the Pacific Islands into factory work, but again, little was offered in the way of formal English-language support until the mid-1970s, when Pacific Island education became a major focus of the Education Department.

Britain’s entry into the European Union in 1973 meant the loss of a secure market for New Zealand’s meat and dairy exports and the New Zealand government was forced to rethink its relationship with the world. Changes in immigration policy in 1974 based entry on “skills and qualifications, not ethnicity or national origin” (Phillips, 2006).

More than 10,000 refugees from Cambodia, South Vietnam and Laos have come to New Zealand since they began arriving in 1977 (Beaglehole, 2006). They were known as the “boat people”, because of the perilous sea journeys they undertook, but they included, increasingly, people who had spent lengthy periods in refugee camps across the border in Thailand. The difficulties they faced when coping with both a new life and a new language could not be hidden, and the need for language and social support was recognised in the community.

Smaller groups of refugees from Chile, Eastern Europe and the Middle East also started arriving in the 1970s.

By 1986, the government’s immigration policy allowed many more people than before to come to New Zealand, as long as they met certain, changeable criteria. Small numbers of asylum seekers started to arrive about this time, and in 1987 the government introduced an annual quota of 800 refugees (the number was later reduced to 750) (Beaglehole, 2006). “During the 1980s,” says Judi Altinkaya, the first national coordinator of ESOL Home Tutors, “we opened our doors as a nation to people.”

An open door from China coincided with this open door into New Zealand. The tragedy of Tiananmen Square in 1989 was instrumental in allowing many disaffected Chinese to fulfill their dreams elsewhere, and the New Zealand government was willing to welcome
them. Many had come to New Zealand from China as English language students and ended up staying.

By then it was possible to see patterns of people arriving in New Zealand who needed support with their English. In the 1990s, these included people from Somalia, Ethiopia and Bosnia.

In 1999, a large number of refugees from Kosovo arrived, most of them settling in Auckland. The New Zealand government agreed to accept up to 600 people from this region in addition to the annual refugee quota. More recent refugees have arrived from the Middle East: Iran, Iraq and Afghanistan. The two most recent groups are Congolese and Burmese.

Now there are many more people in our communities whose mother tongue is not English, and according to census data, one in 50 people over the age of five years and living in New Zealand does not have enough English to have an everyday conversation (Statistics New Zealand, 2002).

THE FIRST ESOL HOME TUTOR SCHEMES

Home tutoring by volunteers started in a small and informal way, as it became apparent that an increasing number of people in New Zealand were isolated because of their limited English. In the 1970s in various parts of New Zealand, groups began to be set up to deal with this situation.

In Hawke’s Bay, Rosalie Somerville started an Adult New Readers group in 1974, which was the beginning of Adult Reading and Learning Assistance (now Literacy Aotearoa). Within a year, she was being asked to provide tutors for learners whose first language wasn’t English (Hill, 1990:18).

Meanwhile, Wellington Polytechnic teacher Beverley Hosking was running English language night classes for migrants, mainly from the Pacific islands and Greece. This was a period of relatively high employment so both male and female migrants were in work, but many of the women had childcare responsibilities and found it difficult to attend classes. Beverley discussed this situation with community volunteers in Wellington’s Mount Victoria, which had a significant population of Greek migrants. It was suggested that English language tuition be offered one-to-one to women in their own homes. Beverley joined forces with Penny Jamieson, who was later made Bishop of Dunedin and patron of the National Association of ESOL Home Tutor Schemes. The Inner City Ministry in Taranaki Street, (now the Downtown Community Ministry) was the base for the Wellington Home Tutor Language Project. This contribution to ESOL home tutoring in New Zealand was celebrated at a 25-year anniversary celebration during the 1999 national association conference. Maria Zadimas from Greece, one of the original 1970s learners, was a guest of honour, cutting the anniversary cake with Dame Penny Jamieson.
Elsewhere, a number of New Zealanders had returned from teaching English as a foreign language in Britain, and tried to adapt this experience to local circumstances. Marilyn Lewis worked at the Pacific Islanders’ Educational Resource Centre in Auckland in the early days of ESOL in New Zealand, and recalls that Taulapapa Sefulu Ioane, the centre’s director, had a vision of basing a home tutor scheme there, using the Wellington model. “We started by advertising for volunteers,” she says. “Growing numbers came forward, leading to a string of training sessions through the 1980s.”

The early initiatives in Hawke’s Bay, Wellington and Auckland were noticed by others and soon there were a growing number of home tutor projects around the country. To begin with, the focus was on women migrants confined to their homes for family reasons. Later, priority was given to refugee learners, who generally had fewer financial resources and less opportunity to acquire them.

About this time, home tutoring found direct support from the Department of Education. Chris Hawley was employed in 1981 as sole staff member of the Department’s New Settlers and Multicultural Education Unit to focus on the educational needs of refugees and new settlers. From Whangarei in the north to Invercargill in the south, Chris gave much-needed support to the growing provision of ESOL, bringing people together for training at annual conferences starting in 1982, importing ESOL material from overseas and commissioning local resources (Morrell, 1988:43).

By October 1982, there were 835 home tutors working with almost 1,000 ESOL learners throughout the country. Nearly three-quarters of the learners were from South East Asia. The next biggest groups were from Europe (12 per cent), and the Pacific Islands (nearly eight per cent) (Lewis, 1982:4). Home tutor schemes had sprung up all over, as a local response to a visible need. In some instances, home tutoring was an extension of polytechnic language classes. In others, volunteers set up their own groups to help their new neighbours settle in.

FORMING A NATIONAL NETWORK

The late 1980s was the era of the withdrawal of the welfare state, and the growing philosophy was that any activity of worth had to be financially self-supporting. The government replaced the Department of Education with a new Ministry of Education in 1989. More than 200 jobs, including Chris Hawley’s, were lost, and the home tutor schemes were left to operate unsupported. For those working in home tutoring at the
time, the sudden removal of that support was severely threatening. All that remained was $2,000 to run an annual conference.

At the time government funding for home tutoring was withdrawn, increased immigration caused a huge influx of new settlers, many speaking little or no English. The classes for English-language tuition through the main polytechnics were hugely oversubscribed, with waiting lists in the hundreds. Competition for volunteers’ time increased, as government policies put greater responsibilities back onto communities.

At ESOL conferences through the 1980s, people had talked about the potential advantages of separating from the polytechnics and community colleges, through which funding for home tutor schemes had been channelled, and the need for an autonomous organisation to formalise the nationwide network of home tutors. Wellington scheme coordinator Judi Altinkaya was one of those talking up the need for an organisation linking the home tutor schemes. She joined a steering committee to establish a national association. The group included, among others, Val Hoogerbrugge, Marty Pilott and Jean Wallis, whose husband was a lawyer and prepared the paperwork to incorporate a national association. The first national executive committee was elected at the 1991 conference. It consisted of chair Jill McAra (Christchurch), secretary Marty Pilott (Wellington), treasurer John Moxon (Palmerston North), Marie Retimanu (Invercargill), Val Hoogerbrugge (Orewa), Marian Sawers (Timaru) and Anne Mehaffery (Wellington).

After many meetings around the country, the national association was incorporated in 1992. The first executive meeting was held in Wellington, and committee members who came from out of town were billeted with Wellington friends.

An early priority for the national committee was appointing a paid coordinator to focus on the national picture: developing the quality, strength and profile of home tutoring. Without knowing whether the position would be part-time or full time, or whether it would be permanent, Judi Altinkaya, coordinator of the Wellington scheme since 1989, became the first national coordinator (later renamed chief executive officer) in August 1993. Grants from Lottery Welfare and the JR McKenzie Trust covered most of the basic operating costs.

Sharing the small office of the Federation of Workers Educational Associations (FWEA) in Tinakori Road, Wellington, Judi carried out a full time job on a very part-time salary. The building was shared with the national office of Adult Reading and Learning Assistance (ARLA, now Literacy Aotearoa) and Judi worked to strengthen links between the two organisations. Many home tutor schemes, particularly the smaller ones, were run jointly with ARLA. Three joint schemes still exist, in Porirua, Bay of Plenty and Hawke's Bay.

Paperwork and still more paperwork was needed to get the association off the ground. In order to apply to the Ministry of Education for direct funding, the association had
to register with the New Zealand Qualifications Authority (NZQA) as a multi-site private training establishment and become accredited. In order to effect this, it was necessary to formalise the training courses that had been run independently by schemes throughout the country, and to design a training course and materials that could be accepted and delivered by all schemes and which met the requirements of NZQA accreditation. Consequently, the training kit Partners in Learning was produced in 1995, and accredited by the New Zealand Qualifications Authority (NZQA) in 1997.

The association had to submit a written statement of purpose and goals. A budget and a business plan were needed for major funding applications. The first business plan gave priority to finding permanent on-going funding, developing a training package in consultation with schemes, maintaining information for schemes, providing liaison among schemes, and writing descriptions of the functions of the committee and subcommittees of the national association.

THE FUNDING SAGA

“...a little bit like Cinderella for a while...” Gwen Cleland

One of the main drivers behind forming a national association was a need to improve the funding situation for schemes at a time of increasing demand for services. They had started independently, in response to local needs, and the amount of funding they received varied. In 1982, 13 schemes were supported by polytechnics, three received money through Labour Department programmes, five were funded by donations and local grants, and four received no funding (Lewis, 1982:16). Ten years later, changes to the government budget had “encouraged local colleges and community schools to pare down or eliminate their ESOL offerings” (Newsletter 3, August 1992:2).

Schemes were asked to pay an annual subscription to the national association: $50 for schemes with more than 100 clients, and $25 for smaller ones. At the 1992 conference in Wanganui, Sandra Hamilton from Lottery Welfare told coordinators how to tap into the Lottery pool.

The priority given to funding is evident by the inclusion of directions in the very first national association newsletter (Newsletter 1, 1991:3) telling schemes attached to poly-
technics how to find out how much of their polytechnic’s budget was tagged for ESOL provision. It became clear that the polytechnics were getting about $600,000 a year for ESOL, but a considerably lesser amount was actually reaching the home tutor schemes. The vague wording of the “Notice of Purpose” allowed the polytechnics to absorb the rest. Judi drew attention to the wording, and suggested it be made consistent. She was successful in that the funding was redesignated in 1994 to provide specifically “for the coordination of a community-based Home Tutor Service for adults from non-English speaking backgrounds who are offered English language tutorial support by trained community volunteers” (Newsletter 9, February 1994:1). More money was going to home tutoring, but it was still only going to the schemes attached to polytechnics, and not through the association.

By February 1994, the national association had gained Charitable Trust Status so all donations to it became tax deductible.

At that year’s annual conference in Dunedin (“Interaction 94”), schemes discussed a draft budget for operating a scheme, and a funding formula to determine how money could be divided among schemes. A fundraising plan was also discussed, as money for Judi’s salary would run out in November.

Bad news came in the government’s budget: there was no funding for the national association. For over a year, a funding proposal for the national association and the nine schemes that did not receive any government money had been with the Ministry of Education, but it had come to nothing. Schemes were urged to write to their members of parliament and the Ministers of Immigration and Education, expressing disappointment in the decision.

Soon after the budget announcement, on 11 July, West Auckland coordinator Ailsa Deverick represented the association at a book launch at the Mangere Reception Centre. The book, entitled Refugee Women: The New Zealand Refugee Quota Programme, had been a New Zealand Immigration Service Suffrage Year project. The association newsletter reported that at the launch,

Peter Cotton (director of the Refugee and Migrant Service) strongly emphasised that if refugee support services, performed mainly by volunteers, were not strengthened and themselves supported, then the whole system would collapse (Newsletter 11, July 1994:2).

Applications had been made to the JR McKenzie Trust and Lottery Welfare, and a response to these was expected in early December. However, money for Judi’s salary was about to run out, and the national executive committee needed to meet once more in Wellington before the end of the year. A fundraising campaign was launched to cover the shortfall, called “Just One Dollar”. Coordinators were asked to collect a dollar from every home tutor and every learner and send the money to Wellington. In this way, $2,154 was
sent to the association, enough to hold the final executive meeting of the year. Lottery Welfare came through with a grant of $40,000 (an increase of $7,500 on the previous year) and the JR McKenzie Trust gave $14,000, twice as much as usual, for training. There was also $2,000 from the Ministry of Education to subsidise travel to conference. The association could carry on.

Early in 1995, Auckland schools made the headlines when they charged immigrant pupils for extra help with English. ESOL was suddenly a priority with the Minister of Education, Dr Lockwood Smith, and representatives from the national association were granted an interview with him – something they had been seeking for three years.

Judi believed Dr Smith agreed to direct funding through the national association because of the pressure from Auckland schools, where teachers were deeply concerned at the language needs of Asian pupils. “A lot of money was suddenly put into ESOL in schools to support teachers,” she says, “and we just hooked onto the tailcoat of that issue.”

Finally, the government announced in the 1995 Budget that funding for Adult Basic Education would be increased and paid directly to the two main providers, ARLA and ESOL Home Tutors. The national association would finally be distributing funding to all schemes, starting January 1996. However, acceptance of this arrangement had to be made in writing within two weeks of the announcement, and criteria had to be in place within another month for managing the funding. It was all go.

The national association had one part-time worker, paid from the Lottery Welfare grant, and owned one secretarial chair at the time of the Budget announcement in 1995. Within six months, it had set up a new national office and the system to support service and financial accountability as required under Section 41 of the Public Finance Act 1989 (Altinkaya, 1996:11).

A Special General Meeting was called for late October 1995 to confirm a funding formula, to consider the possibility of a collective employment contract for paid staff and to make the necessary changes to the constitution for operating in the new funding environment. Two people from each scheme attended the meeting. The national association was taking on a broader function of managing bulk funding and being accountable for the standards and delivery of ESOL home tutor service throughout New Zealand.

In the first year of bulk funding (1996), the association received $921,609. Funding from the Ministry of Education increased to $1.2 million in 1997 and to $1.5 million the following year. By then, between schemes and national office, the national association employed the equivalent of 30 full time paid staff.

In 2000, the funding formula was reviewed again, and revised to establish a system of bands of schemes to fund fixed costs. Funding strictly by learner numbers disadvantaged smaller schemes, whose overheads took a larger proportion of their income. Additional
funding became available based on the EFTS (equivalent full time students) who com-
pleted the association’s Certificate in ESOL Home Tutoring. The association also began
enrolling learners in the English for Migrants programme. Under a new government
policy, new migrants lacking sufficient English skills pre-paid up to $6,500 for English
tuition. The association provided home teachers for these learners, and charged for
services for the first time.

The Tertiary Education Commission (TEC), established in 2002 by the Ministry of
Education, took over funding ESOL Home Tutors. By that stage, bulk funding was
$2.8 million. It increased by $100,000 in 2003, but has had much smaller increases since
then, despite rising costs and increased compliance requirements.

During 2003 a research project was commissioned by the NZ Federation of Voluntary
Welfare Organisations to look at the monetary value of volunteer work, and ESOL Home
Tutors was one of ten organisations taking part. The Value Added by Voluntary
Agencies (VAVA) report released in June 2004 illustrated the huge contribution made by
volunteers. The report valued the work of ESOL Home Tutors’ volunteers at between
$5.1 million and $9.7 million in the 2002 year. The report estimated that the value of
the work done by the association’s volunteers was three or more times the actual running
costs of ESOL Home Tutors (PriceWaterhouseCoopers, 2004:8).

This acknowledgement of the value of volunteer work and the association’s cost-
effectiveness was a milestone, but the report didn’t tell the whole story. As board chair
Nicola Sutton wrote:

> While the value of our volunteers can be defined in both FTEs (full time equiva-
> lent employees) and monetary terms, the value of effective settlement for refugees
> and migrants and the social capital built within the wider community cannot be
> quantified so easily (Annual Report, 2004:5).

PLAYING THE ADVOCATE

Another facet of the association’s work during the 1990s was advocacy. This involved
meeting with government ministers and officials, and with other non-governmental
organisations (NGOs). The main purpose was to draw attention to the situation of
refugees and migrants from non-English speaking backgrounds, to get information on
government policies that would affect people from non-English speaking backgrounds,
and to position the national association as a player that was worth consulting in this
area. Related to these points was the ongoing issue of government funding for the
association. Judi Altinkaya alerted schemes at the end of 1993 to the need to begin
collecting statistics on learners the following year, the better to argue the case.

During 1995-1996, the association was involved in a number of government reviews
and reports, working with the Ministry of Education, the Ethnic Affairs Service, New
Zealand Immigration Service, NZ Employment Service, Statistics New Zealand and the Office of the Race Relations Conciliator. Judi also participated on the association’s behalf in a UNESCO consultation process on discrimination in education. A year later, the association’s immediate past chair, Ann Brigden, attended the UNESCO fifth International Conference on Adult Education in Hamburg, Germany, as part of the New Zealand non-governmental organisations delegation.

Judi was nominated by the government to represent New Zealand at the Office for Refugee Resettlement Annual National Conference in Washington D.C in 1998. She presented a country report on the resettlement of refugees in New Zealand and spoke at a workshop about ESOL Home Tutors.

As a result of her involvement in an NGO forum, Judi was elected New Zealand Focal Point for PARinAC (Partnership in Action) in 2000. This group acted as an interface between United Nations High Commissioner for Refugees and NGOs working with refugees. In this role, Judi represented organisations working in refugee resettlement in New Zealand. She and a delegation of refugees attended an international conference in Stockholm, Sweden in 2001 on the reception and integration of resettled refugees.

Judi took part in a review of the adult and community education sector, and left the association in 2002 after being recruited by the Ministry of Education to lead the implementation of reforms in that field.

ORGANISATIONAL REVIEW – 1998

The early years of the association had been a period of rapid change, and in 1998 an external review assessed the impact of this. It was also an opportunity to check the fairness of the funding allocation system and the quality of service. At the time of the organisational review, 11 of the 27 schemes were independent, ten were joint ARLA/ESOL schemes and six were attached to polytechnics.

A number of issues were noted by the reviewer, Mary-Jane Rivers of Rivers, O’Regan, Lynch. Coordinators faced increasing workloads due to greater demands from learners, from the need to network and from increased accountability requirements. Committees were now the employers of coordinators, and as such, needed to have a better understanding of employment law. Performance Appraisal: A Guide for ESOL Home Tutor Schemes was produced as one means of addressing this issue. Scheme committees found treasurers and chairs to be the most difficult committee members to attract, and annual elections made for frequent turnover of committee members. A committee handbook produced that year was part of a move to assist committees. It was followed by the publication of As Good As Gold, a training manual for committees, in 2001.

The funding formula, which allocated bulk funding from the Ministry of Education, had needed to be set up within a matter of weeks in response to the government’s offer. By
this stage it needed some adjusting to make allowances for the different situations of large and small schemes. A sum of $40,000, known as Refugee Factor Funding, was made available to schemes by the national association in 1998, recognizing that additional costs were involved with refugee learners.

The schemes were keen for the national office staff numbers to remain small, to prevent the association from becoming “top-heavy and centrally driven” (Rivers, 1998:4). However, the downside of a small staff was the potential loss of knowledge and experience if one person left. Mary-Jane Rivers observed:

The one person with the main overview is the national coordinator. Her contribution to the association is a combination of organisational skill, ESOL historical understanding and personal abilities. If she were to leave, the loss of her skills, knowledge, energy and drive would create a considerable hole in the organisation (Rivers, 1998:4-5).

Another concern was that of the quality of service to be found throughout the association. With schemes operating independently and spread out from each other, some means of ensuring quality was sought. Judi looked at the model established by the Head Injury Association and a quality standards framework was developed for the association by Mary-Jean Malcolm. This was piloted in 2003 and 2004 before being rolled out in 2005.

CHANGING FACES AT NATIONAL OFFICE

The national office began in 1992 with Judi Altinkaya, the national coordinator, working part-time from a desk in the FWEA office at 192 Tinakori Road, the same building that houses the national office today. Working on a shoestring, Judi had the help of the national committee secretary half a day each week, and made herself available to schemes by phone for three two-hour periods each week. In 1995 she was joined by finance consultant Joanne Bath and administrative assistant Lorenza Grattarola. With the advent of bulk funding in 1996, a fourth member of staff was hired, Grace Bassett, in the position of field and training officer.

In 1998, Deidre Stallinger took on the finance role and Arunesh Singh replaced Lorenza. Both Deidre and Arunesh are still at national office at the time of writing.

By 2001 positions had evolved to meet changing needs. Mary-Jean Malcolm, who had started as national development
coordinator in 2000, took on the role of new initiatives coordinator, a post she held until 2003. She was acting CEO on occasions when Judi was overseas, and played a prominent role in training committee members from non-English speaking backgrounds, facilitating the Ethnic Advisory Group and developing quality standards for the association. When Grace Bassett left national office to study, the field and training officer position was renamed scheme support coordinator, and a new position of communications and funding coordinator was added. Marina Kovincic, the current office assistant, was hired in 2001.

In 2002, Judi resigned as CEO to take a job with the Ministry of Education, and appointed in her place was Julie McGowan. Maria McDonald joined the staff that year, to manage the new literacy programme. The following year, Maria became acting CEO with Julie McGowan's departure, and then was appointed to the position permanently.

Dr Mary Roberts was hired in 2004 to manage the literacy programme, and Grace Bassett returned to national office, this time as resources coordinator. In 2005 Ruth Hubscher became scheme management support coordinator and Claire Szabó Larsen was made projects and development coordinator. At the beginning of 2006, Maria McDonald resigned as CEO after an extended period of ill health. Claire Szabó Larsen was appointed chief executive in June, 2006.

A CHANGING ENVIRONMENT

The national association operated in an ever-changing environment, which demanded increasing levels of accountability. In her last report as CEO, Judi wrote that there was increasing pressure to measure individual learning outcomes from our work. It is difficult to obtain meaningful information, when we know that the outcomes of our service are far more than English language gains and are for more than just the individual learner (Annual Report, 2001:7).

By 2004, it was time to take stock again. Five new government education policies with direct impact on the association's work had been formulated since 2000. The government's Settlement Strategy had been introduced, as well as a Pacific People's strategy, and the establishment and subsequent restructuring of the Tertiary Education Commission as the conduit for funding had initiated new working relationships with the government.

The shift in patterns and numbers of people migrating to New Zealand was affecting the home tutor schemes, particularly raising questions about the viability of the smaller ones. Wairarapa and Gisborne schemes closed at the end of 2004, due to a combination of inadequate funding and a continuing trend for migrants and refugees to settle in larger cities.
Changes were also apparent in the way schemes worked. Twenty-three schemes were now active, offering an increasingly wide range of services. All provided one-to-one tutoring. On top of that, 91 per cent ran Social English Groups, 80 per cent offered English for Migrants, 52 per cent operated formal language classes, 48 per cent ran ESOL literacy classes, 26 per cent provided driving theory classes and 13 per cent had job mentoring services. Nearly 80 per cent of schemes also referred learners to other courses (Delta Networks, 2005:14). Attracting and retaining volunteers was more of a challenge, but an increasing proportion of volunteers and paid staff were from non-English speaking backgrounds, which was seen as a positive development in an association aiming to ease the integration of immigrants. At the annual conference, held in 2004 in Dunedin, 30 years of home tutoring was celebrated.

At the national office there was a new CEO, Maria McDonald, plus eight staff (5.8 full time equivalent). Like the schemes, national office had to deal with greater reporting and compliance requirements, as well as supporting the new ESOL literacy programme and quality standards.

Another review carried out by Mary-Jane Rivers resulted in recommendations that become the core of the association’s strategic plan, which was approved at the AGM at the 2005 conference in Wellington. It focused on five key objectives to be met before 2008. These were: securing adequate funding, raising the association’s profile, strengthening the organisation, improving service quality and improving pay and conditions for staff.

Over the next five years, the association aimed to increase its public profile greatly and become a household name, so that learners knew where to go for help and new volunteers were attracted to work as tutors. To increase public recognition, schemes voted at the 2005 conference to change their names to ESOL Home Tutors (placename) Inc.
JUDI ALTINKAYA

Coordinator, Wellington, 1989–1993
National Coordinator/CEO, 1993–2002

“I applied for the position of the first national coordinator. That was funded by a Lottery grant of $24,000 or $25,000 and we had an $8,000 grant from the JR McKenzie Trust and that was all the money the national association had, plus a sub from each member scheme of about $50. So that was what employed me and my job was to work to establish a strategic plan for the national association moving forward.

“We did very well because we were very strategic and we set up good systems and good frameworks and we had to convince all those home tutor schemes to join us. And that was a really challenging and interesting process. We had to convince them to come on the path of the national association and some went, some came kicking and screaming and some people left the work but at the end of the day, really strong schemes were set up.

“The home tutor service was always collaborative, always shared and played a key role in the 1990s nationally in terms of the way [government] policy went.

“Gaining the credibility of government and being seen to do a bloody good job was a high point.

“For many [learners], home tutoring is not the answer, it’s the beginning of the answer. You don’t capture people and hold them with you and that’s a challenge in a system that’s set up to be funded by learner numbers.

“I think [ESOL Home Tutors has] brought huge benefits to the country. If you go back over ten years of volunteers, you look at a huge number of people who have been engaged with new New Zealanders.

“I think that the home tutor scheme is a huge value to the immigration programme generally.”

VAL HOOGERBRUGGE

Home Tutor, North Shore, 1970s
Coordinator, Hibiscus Coast, late 1970s–1992
Coordinator, Taupo, 1992–present

Val Hoogerbrugge became aware of the lack of English assistance for migrants when she met her husband, who had come to New Zealand from the Netherlands in 1952. Later she learned that home tutoring was going on in different parts of the country, and set up a scheme on the Hibiscus Coast, north of Auckland. At the time, she was catering mainly for Vietnamese boat people. Orewa College gave her access to a room in the evenings, and storage for resources. After the first 18 months, she received her first funding (about $3,000) from COGS.

“One of the things I kept hearing was: they don’t integrate; these people don’t join in the community. There was quite a lot of that sort of criticism at that stage and explaining to people that, given the opportunity, they will.”

She describes the volunteer tutors she met as “community spirited people: people with generous
hearts and time. People who probably were aware of the world situation and thought: this is my chance to do my little bit. There was a mixture of age groups, mainly women. That hasn’t really changed.”

After running the scheme for about 13 years, she and her husband moved to Taupo. “We bought a business here in town so we shifted down and of course the first thing I noticed when I got here was quite a large number of Pacific Islanders in the area, and then other groups, and I thought: right, we need another scheme here in Taupo, so I set about getting the scheme going here (in 1992).

“We organise a multicultural festival every two years and that’s something I started when I came here too. I thought: how can we get out into the community, be recognised more and meet the needs of our learners as well? Our learners or anybody from another country or ethnic group are welcome to take part in the festival and they sell food and crafts and we have live performances all day from around the world.”

Val was chair of the association’s national executive committee during its early years, and worked closely with the national coordinator Judi Altinkaya at that time.

“We’ve always had a good relationship with the immigration service and the Ministry of Education and with the Prime Minister’s office. Probably the changes that have affected us as an organisation have been the changes in the immigration policy. It’s hard to keep up with them at times.

“One of the strengths of our organisation is that we’ve always consulted. It’s not been top down, it’s come up through grassroots… We have a very collegial approach to everything.

“There’s always been a very easy two-way flow from national office to schemes and it’s always been on a very non-threatening basis, so it’s not the ‘them and us’ situation that you can get within some organisations.”

MARIA MCDONALD

Coordinator, Horowhenua-Kapiti, 1996–2000
National Board Secretary, 1998–2001
Literacy Manager, National Office, 2002–2003

“Immigration policy has changed considerably, so fewer people are coming in with high level need. However, that doesn’t mean that a well-qualified vet from Eastern Europe who’s got a relatively good command of English doesn’t need assistance, because they need moral and social support.

“That social side is under-rated. It is actually stated in our mission, and that’s what’s made us special because anybody can deliver English language, but not everybody can deliver social support at the same time or has the drive to do it.

“The level of commitment some people are prepared to give to an organisation like this never ceases to amaze me, and then there’s the dedication of the coordinators, who might be getting little feedback but plod on because they really totally believe in the mission. I think that mission really did drive them.

“When I became CEO, I felt that there was no other organisation that could do this holistic
approach as we could. The credibility that we had, too, as an organisation was huge and it kept striking me, this credibility (that we had,) wherever I went representing the organisation.

“At a ministerial level we’re very highly regarded. It struck me at my last meeting with the Minister of Immigration. I had to spend no time telling him how good we were; he spent all the time telling me how good we were.

“If you’re lonely in a community and don’t know where to start, [home tutoring] is a great way to meet people, and if you have a kind of spiritual sense of helping in that way without it being religious, there’s opportunities there and I would be saying that until you’ve actually done something in the community for nothing, you don’t really have a full life!

“I came and went from this organisation with a few gaps in those times, and each time I came back I just felt like I was coming home.”

NICOLA SUTTON
Home Tutor, West Auckland, 1993–present
Resource Librarian, West Auckland, 1994–1996
Resource Librarian, Auckland Central, 1995–2005
National Board Vice-Chair, 1999–2001
National Board Chair, 2001–present
Financial Administrator/Fundraiser, Auckland Central, intermittently since 1995

“One of the fascinating things is that the refugee groups change over time and are a picture really of what’s happening in the world. They settle in different parts of New Zealand and so there were pockets of settlement that were quite specific to one scheme. For instance in the West Auckland scheme in the early nineties there were a lot of Somali and Ethiopian refugees coming into the country, and they were quite deliberately settled within the boundaries of West Auckland.

“Then there was the Kosovar crisis and the bulk of the Kosovar refugees were actually settled in the Auckland Central area. They were quite different because New Zealand responded in quite an unusual way to them. The general impression you get is that refugees are invisible in New Zealand. They come into the country and most people don’t know they’ve come in, but there was a lot of publicity about the Kosovar refugees.

“The response of Aucklanders was quite amazing. The Auckland Central scheme had to respond quite quickly within weeks of it being announced that the Kosovars were coming. We were going to need a massive number of tutors and so we ran some special tutor training courses. People were intensely interested in working with the Kosovar Albanians.

“Some refugee camps had been open for decades and decades and there’s whole generations of kids being born in refugee camps that have never lived anywhere else. There was a move by the United Nations to close some of these long-term refugee camps and to settle the people that were in them. The Auckland Central scheme ended up with a large cluster of Burmese refugees from the closure of refugee camps.

“Working with the national association has opened doors for me; I’ve met people through them. I’ve got other work as a result of my work with the national association, so it’s actually probably been quite significant in building a career path for me, which didn’t exist previously.”
Finding a voice in a new land: the learners speak

Often known as the lost generation, the migrants who come often do so with a long term goal of advantages for their children but it’s pretty hard if you come early in your professional career and all that’s going to happen is that your children are going to do well. There’s a desperate loss of aspects of your own life.
- Gillian Skyrme

WHO ARE THE LEARNERS?

Learners are diverse. They differ in age, language, family circumstances, country of origin, ethnicity, religion and level of education. The one common factor is that they ask for assistance (a little or a lot) to use English in New Zealand.

One main division of learners is that of migrants versus refugees. Migrants have chosen to come here, and may bring a container-load of belongings and even pets. Refugees, by contrast, often arrive in New Zealand knowing little about their new home; only that it has enabled them to escape from somewhere else. Some have lived for years in refugee camps along the way, and have lost family members in faraway conflicts. They may have had little or no formal education, and may not be able to read and write in their mother tongue, let alone in English.

On the other hand, some refugees are well-educated, and some immigrants who join family already in New Zealand may not have refugee status, but are actually as badly off as many refugees in terms of material possessions.

About two-thirds of learners served by ESOL Home Tutors are women, who often find one-to-one tutoring more accessible than classes, especially if they have young children and must use public transport.

THE EXPERIENCE OF LEARNERS

Moving to a new country means enormous changes: entering an unknown community with its own customs and way of life, a different climate and unfamiliar food. Daily life can be an obstacle course, negotiated with difficulty if it means using a new language, often without the comfort of anything familiar. Catching a bus, shopping for food, and dealing with the paperwork required by government agencies can be daunting.

Sometimes for me it was scary to catch the bus, or scary to go to the bank. [I didn’t understand [how to] go somewhere.
- Ruby Mitchell

I couldn’t read the street name.
- Khanzadah Sharifi

I was scared because I couldn’t explain actually what happened and especially when you have a child, if you cannot explain what happened or what his problem is at the doctor’s it’s like, wow! You have to learn English; you have to learn English fast.
- Svetlana Tasic
Without the English language, newcomers are dependent on others to do things they were used to doing for themselves. It's like being forced into a child's role again, because they lack the cultural knowledge needed to function independently. Lack of language reduces a person's ability to participate in the new community, and the distance from the old community brings a sense of loss. A drop in self-confidence is a common symptom of culture shock. It's easier to stay at home if there isn't someone at hand to lead the way, but that leads to isolation, and sometimes depression.

You don't know anybody longer than a couple of months and sometimes it's difficult because you left everything you know somewhere else, especially friends; that's the thing that really gets you, because you're used to people. – Svetlana Tosic

[It] was very, very difficult because I couldn't go anywhere. I had to have always someone with me. My husband had to take off work to come with me to explain what [it was] all about. And it was really hard. – Maria Zadimas

Some people arrive in New Zealand with no English. Refugees whose education was disrupted by upheavals in their homelands may not have developed reading and writing skills in their first language, let alone in English. Other new arrivals know quite a lot of English when they arrive, but the New Zealand accent and local names for things limit their ability to understand the conversations of everyday life.

MEETING A HOME TUTOR

The first meeting between tutors and learners can be nerve-wracking for both sides. What will the other person be like? Will we be able to communicate? Will I understand anything? How can I make myself understood? What if I offend them unintentionally? For the learner, a lot is riding on the relationship.

The first time I feel very shy and nervous. How can I speak with them? It is very hard, you know. The first time I couldn't speak with the Kiwi people. Then I tried to speak and I forgot everything. It is very hard. – Durafshan Atayee

Some people click with each other immediately, and begin an enduring friendship that lasts far beyond the immediate needs of learning English to cope with daily life. A tutor's visit becomes a social occasion as friendships develop, and similarities become more noticeable than differences. For others, the relationship remains more formal, but the access it provides a learner to New Zealand cultural knowledge is priceless.

She was everything, like my big sister, my mum, my shoulder to cry on and to have fantastic jokes and, you know, then you found out that it doesn't really matter what your language is, what your nationality is, whatever. I mean, we're pretty much the same, actually. We were so similar in so many ways. The only problem was language. – Svetlana Tosic
I was looking forward every week to see the teacher coming. – Maria Zadimas

Home tutors are the learners’ door into New Zealand society, the people who can explain how to handle life here. They can describe what schools are like, how to keep warm in winter, and where to go for help. Learning about living in New Zealand is much more than knowing how to fill in forms or get results from a government department. It’s also finding out that New Zealanders are obsessed with saying “please” and “thank you”, and all the other small oddities that are part of our cultural behaviour. Saying “no” is very difficult in certain cultures and idiomatic use of the English language (the ‘bring a plate’ syndrome), can be very confusing. Once new arrivals understand these cultural uses of language, they are better able to have their needs met and live a good life in their new home.

One-on-one tutoring gives the greatest possible flexibility in learning. It overcomes the problems of lack of transport, childcare responsibilities, and any cultural restrictions on women’s activities. Learners also get more opportunities to interact directly with an English speaker than they would in a classroom.

As well as overcoming logistical difficulties, individual tutoring can address the specific language needs of an individual learner. Practical lessons that deal with day-to-day life, such as what to say when answering the phone, are particularly useful, and the lessons aren’t necessarily confined to the learner’s home. A lesson may take a tutor and learner shopping, to the library, or to a café. All these places familiarise learners with the language for everyday life, and make it easier for them to cope on their own.

To start with, learners may not have a clear picture of their specific language needs – they just want to “learn English”. Others are very aware of the gaps in their skills. Speaking and listening are the main challenges, as these skills are used more often than reading and writing, and it takes time to keep up with the speed of normal speech. Sometimes learners with good English skills have difficulty making themselves understood by New Zealanders because their pronunciation is too far away from the range of standard New Zealand English. This can provide occasional amusement, but it can also be embarrassing or frustrating. Learning a language is hard work, and not something that happens quickly. Other worries in learners’ lives affect their ability to absorb information.
FEELING AT HOME

How long does it take to learn the ways of a new community? How long does it take to feel at home? The learners who were interviewed had all been in New Zealand for at least three years, some for many more, and they could see changes in themselves as a result of adapting to their new life.

In Afghanistan, you just stay at home; the women have no choice to go to school. And when we came here, it was a very good opportunity for me to go to school. I can speak now, I can read, I can write. I am very glad; this is a very big change for me... We are Kiwi now. – Durafshan Atayee

I like to read more, I like to watch TV, because now I understand. Before I didn’t want to watch TV; I didn’t want [to] because I didn’t understand. – Ruby Mitchell

Maybe your accent is from elsewhere but still you feel like you’re at home. I am at home. – Svetlana Tосic

There’s a feeling of liberation when city signs are understood, and when a person has the confidence to communicate without assistance. There’s the belief that anything is possible.

Now I can go up and ask, you know, I can go anywhere. Go to the doctor’s the lawyer’s, the whatever, I can go. – Maria Zadimas

I can fill [in] the form, I can read the letter, I can read [a] book, anything. I can. – Khanzadah Sharifi

Having passed the stage of survival English and weathered culture shock, some learners become more involved in their community. Voluntary work is one way that some learners continue to develop their English skills. A number of them have given a lesson in a different language to trainee tutors, or have joined the committee of their ESOL Home Tutors scheme or other committees in the community. Working together with others has made them many new friends and given them good practice in speaking English, too.

I used to go to the kindergarten. I joined the committee. Didn’t matter if I couldn’t speak. I started [to] understand a few words and it was good for me to go out to meet other people: not just the Greeks, [but] to meet New Zealanders, Chinese, Iraqi, Маori, whatever, and my best friend was a Samoan. Still we’re friends with her. I met lots and lots of people. I would never [have met] all these people if I didn’t go there. – Maria Zadimas

Learners appreciate the assistance they received from home tutors, and encourage New Zealanders to volunteer. It’s not just about learning English. Learners believe it is important that people realise just how difficult it is to make a new home in a new country.
To get a sense of belonging, it helps for learners to make connections with others in the community and feel accepted by them. The friendship extended by home tutors is valued highly.

"They're doing a great job, really, you know. I take my hat off to them, like they say here." - Maria Zadimas

SAHRA ALI

Sahra arrived in New Zealand in 1998. She had learned English in a private school in Ethiopia but still found communication difficult when she came here. She is originally from Somalia.

“I arrived in Wellington August 1998. In November 1998, I got my first home tutor. Her name was Liz and she stayed with me three years, coming every single Saturday except public holidays.

“I had another teacher after that teacher left. Her name is Jacky Wood, who is still coming here to my place every Thursday night, and she took me one day out too for a cheap place to buy clothes for kiddies.

“I usually try to practise my speaking because the hardest job I had was ‘How can I understand when the kiwi speaks?’ I can say something but I don’t understand when a native speaker talks to me, or when I watch the news so I should listen to her, listen to her, listen to her, listen to her. She helped me a lot.

“I went to the Hutt Valley Polytechnic to improve my English but after I had my children, it was very hard for me to go to a full time class and study English, so how the home tutor helps me is, I can go to the library, borrow a book, read the book, write it again, so I can talk to my teacher when she comes on Saturday. Without her I can’t practise my speaking. I have no-one; I have no other chance of speaking, so I improve my speaking [with the home tutor]. I can write an essay; she corrects me.”

Sometimes Sahra’s tutor helps with language she needs to do everyday things.

“I wanted to buy a cassette, but I went to the shop, and I said, ‘I would like to have a cassette.’ But [they said], ‘What are you talking about?’ Then I said, ‘I have to come back home’ and the man there said I can’t buy the goods.”

Sahra wrote down what she wanted to say, and showed the words to her home tutor. The tutor helped her practise pronouncing the words. Sahra listened to her tutor say the words again and again, and practised until she could say them clearly herself.

“The next Monday I went to the shop again and say the words, so I bought the cassette.

“In conclusion, I would like to say thank you to the New Zealand government who brought me here from a poor country and brought me to a safe country.

“I am very happy with the life in New Zealand.”
LARISSA MASTAKOVA

Larissa came to New Zealand about six-and-a-half years ago from Russia. Her husband had come to New Zealand a year earlier, but when Larissa joined him she really didn’t know much about the country.

“It was only the stories that my husband would tell me about the lifestyle and about the very nice people in New Zealand, and that’s about it.

“When I got out of the plane and we were still in the airport, I was feeling like this was a paradise. Seriously, I had this feeling I was just looking around and saying, ‘Gosh, this is a paradise.’”

Her grasp of English then was very limited. “I could probably say: ‘Hi, my name is Larissa,’ and that’s probably all that I could say.”

A home tutor became a lifeline. “It was very helpful. I was very pleased that we had a person that was leading us, showing us where to put our feet and not stumble, to stand up and just go further, go ahead and just reach our goal, so she was our support; she was and she still is.

“When you speak a language, you can communicate. You can learn about the history, you learn about everyday life, which is very important. When we arrived, our daughter went to school and we didn’t know about the schools in New Zealand at all… Annie (my tutor) was taking us to the school, talking to the teachers and somehow I could not understand other people, but I could understand Annie. I couldn’t speak. I couldn’t reply to her, but I could understand her.

“She’s our New Zealand mother and her husband Barry is our father, so every problem we had and we still have, we first call Annie.

“We just had this bond from the beginning.

“We didn’t have a particular plan that she would come and say, ‘Now we’re doing this and this and that, we’re going to have this’, but we had ‘What questions are there? What would you like to know today? What would you like to learn today?’

“Sometimes we would go shopping and she would teach me practically, say ‘What’s this?’ We’d go to the supermarket and this was a different way of learning. You need to practise different ways.

“I had bad days too. Because sometimes I would try and say something but sometimes I would say, ‘Sorry I’m tired,’ so she would talk; she would explain and I would listen. This was another way of communicating, of learning.”

After a year in New Zealand, Larissa was asked to join her ESOL Home Tutors scheme committee, and found being the secretary a challenge.

“This was kind of awkward for me, because I still had problems with my English. I still had problems with my spelling, and when I was offered this opportunity, it was quite a frightening experience for me, you know. They said, ‘Look, just come and give it a try, we’ll help you.’ And yes, I was secretary for a year, a year and a half.

“At the beginning it was quite tough, but then I knew what to write, I knew what to put on the paper. I started getting more involved in discussions because I had no idea what they were discussing at the beginning, and in this way I was improving my English. I was trying to pay them back for the help they gave us, our family.
“I was communicating with the committee members, so again I was trying to improve my English and they were helping me by asking me questions, expecting me to reply to them and they would correct me. All this helped really, I think that it’s thanks to ESOL Home Tutors that I achieved my goal really, and I’m the person I am today.

“I do feel like this is my home. I haven’t been back to Russia since my arrival but I’m settled. I have a job. Probably I don’t want to look back.”

YUFANG XU

When he retired in 1999, Yufang left China and joined his daughter in New Zealand.

“Before [coming to] New Zealand I was a teacher. Yes, I taught biochemistry in Capital University of Medical Science. I used to refer to English materials for my teaching and my research, so at that time I just read some scientific papers. I had no opportunity to talk with foreign people, just to read something.

“When I [first came] here, I found life was very difficult. I had to talk with the local people but I found that my pronunciation was too bad.

“My daughter and my friend suggested that I attend the ESOL class in Upper Hutt.” This was a Social English Group run by the ESOL Home Tutors (Hutt). Later, he was matched with a home tutor, John.

“[John] talked with me and corrected my pronunciation and taught me how to make a full sentence. I knew some words, but they were just concerned with biochemistry and chemistry.

“I feared I was too old, my memory was too bad and it was too difficult to remember the new words and the new sentences. John told me, ‘Don’t worry, you have to talk now with everyone, everywhere. Don’t worry if you make a mistake, don’t worry if you make wrong sentences. Everyone can correct you.’

“Sometimes my daughter likes to help me to do something, to go to the bank, to the post office, to visit the doctor and to buy something or to discuss something with WINZ and so on, but I don’t like it. I don’t like that she helps me. I like to do everything myself.

“Speaking English is a very, very important part of my life, so I study English very hard, and I usually make notes, listen to radio, watch TV and attend the ESOL English class.

“I think when you live somewhere you have to know [about] the history, people, culture, and so on. Before I came to New Zealand I knew very little about New Zealand’s history, but my home tutor helped me to know [about] 1840. My home tutor helped me to know that history and [New Zealand] customs.”
Ways with words: the tutors’ work

It’s so different from anything else that you might do, because you’re working with different kinds of people and people very new to the country, so they’re not at all Kiwi... – Janine Stagpoole

Like their learners, tutors come from a variety of backgrounds. Some come to home tutoring early in their lives, some late. Some continue with it for many years, and others train, do their six months, and move onto something else, richer for the experience. Tutoring sometimes attracts people who have been teachers in a more formal setting, but teaching experience is not necessary.

When home tutoring began here, most tutors were New Zealand-born or British. Of today’s New Zealand-born volunteers, a high proportion have spent time living and working in other countries, experiencing the hospitality of other cultures. Increasingly, immigrants from non-English speaking backgrounds offer to work as tutors. Some of them worry about whether their English is good enough, but their experience of migration gives them an edge.

Most people who become volunteer tutors do so without a specific goal in mind, although it may become a stepping stone to other work, such as teaching English overseas. Home tutoring can be a way of trying out a new career direction. For those who have felt lost overseas, in a community that spoke a different language, volunteering is a way of giving back help they received themselves. A growing proportion of tutors are young people seeking more balance and fulfillment in their lives.

Home tutoring can be seen as the OE you have when you can’t go overseas. In day-to-day life, we tend to remain within communities where we feel comfortable with the language, culture and religious beliefs. Although we live in a multicultural society, few of us actually spend our days with people from a range of cultures. For people interested in understanding other cultures, being a home tutor is a good way of connecting with people they would otherwise never meet. One tutor described it as “a broadening, exciting experience”.

I’d see these amazing Somali women, and they were dressed up in beautiful shiny bright clothes and robes and I just wanted to know them. I really wanted to know these people and you can’t just go up and force yourself on someone. – Janine Stagpoole

Tutors do have in common an interest in other cultures, a friendly, caring nature, and a free hour or two a week to help an adult migrant acquire the English language they need for living in New Zealand. A tutor may be the first English-speaking New Zealander that...
an immigrant has any close contact with, so they are not only helping with English, but also explaining life in New Zealand.

TUTORING CHANGES LIVES

It’s enriched my life, greatly enriched my life. It’s made me understand and appreciate other cultures and the experience of some people and how they’ve survived and come out strong at the other end. I think that it’s just absolutely incredible that we have this service here to support these people and how necessary it is. – Val Hoogerbrugge

Tutors may be motivated by a desire to make a difference in the lives of learners, but they may not have anticipated the change it makes in their own lives. New skills, increased confidence, and a broader world view are commonly cited as results of engaging in home tutoring. Tutoring makes people appreciate things about living in New Zealand that they hadn’t thought much about before, and draws their attention to quirks of colloquial language that can confuse second language learners.

I’ve learnt to be very precise in what I say. Not ‘do have a chair’; well, no, they don’t want a chair. – Norma Campbell

It’s not just tutors who are touched by their involvement with learners of English. The experience of tutoring inspires many people to tell their families and friends what they are learning about themselves, about other cultures and other countries. This flow-on effect helps to change community attitudes toward different ethnic groups, a positive consequence for society as a whole. Many new volunteers follow their friends into home tutoring, because of what they’ve heard about it.

TRAINING

[T he tutor training learning objectives] were intended to ensure that somebody was the right kind of person to be able to do it, not sit there as some kind of threshold which was difficult to pass. – Gillian Skyrme
New volunteers are asked to make a commitment to home tutor for at least six months. Once accepted, they undergo training at their local home tutor scheme. This consists of 20 hours or more of group sessions, and the completion of four assignments. The final assignment is a written record of 12 sessions of one-to-one tutoring with a learner. Once all assignments have been assessed, the tutor is awarded the Certificate in ESOL Home Tutoring, an NZQA-approved qualification.

Training courses are offered at different times throughout the year, and may be in the daytime, in the evening or on weekends. They include sessions on cultural differences and culture shock, adult learning, and teaching English. The association’s commitment to the Treaty of Waitangi is also discussed. As well as giving tutors guidelines about how to teach the language, the course aims to give them an understanding of what it's like to be a stranger in a strange land. As a taste of this, they are given a lesson in an unfamiliar language, often by someone who has been a learner at that scheme.

Tutors start by preparing lesson plans in advance of each teaching session, but many soon realise that tutoring is rather more than sitting around a table doing lessons. Working in the student’s own home, it is hard to maintain the role of a teacher. Instead, a tutor might accompany their learner to the supermarket or to make an appointment at the doctor’s surgery. Together they might visit the local school or the library. Sometimes tutoring involves taking learners to courses or joining community groups.

One of the key things we talk about in our tutor training is that you’re there to empower your learner to move out into the community, to move on to further education, to move on to other things in their life. That’s what it’s all about: empowerment. – Val Hoogerbrugge

There’s no doubt about it that the one-to-one teaching has got a worth of its own really, both in starting off people, and also people, when they have got quite a degree of English already but they want to do a specific thing with the English language, and you can focus on that alone in a one-to-one situation. – Gwen Cleland.

We learnt a lot from each other. – Janine Stagpoole
Tutors are encouraged to go into their local scheme for support. Coordinators can offer practical advice, as well as a listening ear. Each scheme has a resource library which tutors are encouraged to use. There is a wealth of resource material on the internet, and schemes have a list of useful sites, including the association’s website, which tutors can visit. During training, though, new tutors discover that advertising circulars and other free material available in the community can sometimes be the most useful teaching aids, as these are directly related to the everyday language needs of learners.

Once the initial training is completed, coordinators offer occasional workshops for tutors. These may focus on a particular aspect of tutoring, such as teaching listening skills or working with advanced learners, and give tutors a chance to gather and compare notes on their experiences.

“It can be extremely satisfying because it’s geared towards the individual student’s needs totally.” – Gwen Cleland

CHRISTINE MUNRO

“I’ve been home tutoring since 1995. It’s great but it’s a very easy and satisfying thing to do, because, well, it just is! You meet fantastic people. I feel a bit of a fraud sometimes because I have quite a good time. It is very informal apart from having to prepare lessons, and even that is a very easy thing to do because they’re not going to learn a huge amount in one lesson, so it’s not as if you’ve got to prepare hours and hours of work.

“When I first started, I used to be quite nervous about the first meeting with them because some of them have practically non-existent English. But you soon realise that they’re more nervous than you are. It’s just that communication can be quite difficult to begin with.

“With the woman who is preliterate, you do a lot of stuff with pictures and cards. The thing is to ask them to teach you a few of their words, and it’s so difficult and you find it difficult to remember impossible to pronounce. We laugh, and that breaks down that strange teacher/tutor thing because we’re just two people.

“The majority of people who require home tutors are women because in lots of the refugee situations it is families and the women play the domestic role and they stay at home looking after the kids.

“It’s interesting as a woman to be with these women, because you really see the differences between our culture and theirs. Most of the women (and it has been mostly women that I’ve home tutored) come from quite repressed societies for women.

“You become a friend and someone they trust and for a lot of women you’re the only person that they really get to know whom they can regard as a friend, because they see you so consistently.

“You always keep them as friends as well. You just accumulate this kind of collection of people from different countries, which is great.
“Conversation is probably the most important, but you always ask them what they want. Some have a very specific idea of what they want, others just want to learn English, so lessons are really organic. I always prepare something but often you walk in and they ask you a question about something that’s been bugging them or they’ve seen something on television or they’re having a little crisis about something and they ask you. Often the asking is quite difficult because their English is often very, very limited and sometimes barely existent, and that will just spark a lesson because they’ve brought up something they need to know. You’re doing it for them, you know. It’s not for us to impose on them what they must learn; it’s entirely up to them.

“The great thing about home tutoring is, although you do try to keep it regular to a day and a sort of rough time, you know you can change the times if you’re working and have other commitments.

“It’s not difficult to go into someone’s home and be entertained and fed (they always feed you). You get to taste fantastic food and you get invited to their parties and their festivals and weddings. It’s just an exchange, really, for a few English lessons, but they’re so grateful.

“People make the mistake that because some people don’t know English, and maybe have never had a formal education, that they are stupid. Most of them are highly intelligent. They’re survivors. They’re cunning, they’re streetwise and within five minutes they know how everything runs. They know where to go for help, and they have no qualms about asking for help either. It can cause problems, because the women gain this independence they’ve never had before. Suddenly they don’t need that man. If they’ve been having problems with that man in their life, that husband, they don’t need to have him around any more. If he’s badly treating them, there are agencies to sort that out as well.”

THEA KONIJN

_Came to New Zealand from the Netherlands in 1979_
_Home Tutor, 1996–present_
_Committee Member, Christchurch, 1999–2003_
_Scheme Administrator, 2002–present_
_National Board Member, 2000–2004_
_National Board Secretary, 2001–2003_

“[As a migrant myself] I know the feelings that a migrant has. I know that New Zealand culture doesn’t always agree with what you have been taught at home, and as a tutor, you can laugh with your learner about ‘silly New Zealanders’, and they need that.

“I’ve actually only had one learner. I started in 1996 in October. At that stage, she had one baby. She was able to recite the letters of the alphabet. She had some basic English words, not many, and we just started from there.”
“We always laugh, because I think if you can laugh about yourself, you’re halfway there: you’re learning.

“Initially we had to go to the chemist and help her with things. We had to go to the bank and sort out the bank accounts, but she doesn’t talk about that anymore. It’s just sometimes when she gets sort of stuck with mainly now the business actually, (‘how do I tackle this?’ or ‘where do I go for help?’) that I get a phone call.

“It’s amazing how well our match went, because somebody must have seen that this Vietnamese woman, who was anything but shy but had no English, could bond with me, the bully, the ‘bossy boots’ as they call me here. I thought that was just amazing.

“We have workshops about four or five times a year. People come here for the specific subject to learn about and while the workshop’s in progress and afterwards over a cup of tea you can talk about your learner, you can talk about what you’re doing, about what you have learned, what are handy hints, and things like that."

Christchurch scheme has a potluck meal every year “at the start of December, end of November, it depends on when Ramadan is, and everybody brings their favourite food. It gets put on one big table. We just try it all. We talk to other people, other nationalities. I think it’s very valuable for the learners to see that there are other people struggling. Also, their communication is all at the same level, they understand each other. It’s marvellous to watch that, yes.

“Even if our tutors don’t stay long, we have made them understand the issues that migrants face, and refugees face and we hope that this understanding will be spread to at least another five people (through them) so that the thousand tutors that get trained nationwide every year sort of influence five thousand other people. That’s very important because migrants need understanding more than anything else. They need patience but they need a lot of understanding, not judgement.”

BENIAMINO PETROSIINO

Home Tutor, 2003–present

Beniamino came to New Zealand from Italy in 1983. Twenty years later, in 2003, he trained as a home tutor, which enabled him to achieve new goals.

“I heard of ESOL through word of mouth. At the time I was involved in my project, which was a novel. I had already spent a few years working on it, but of course my English wasn’t the best. Because I discovered that my English wasn’t up to scratch, I thought, well this is going to be a good way for me to help myself and help others.

“My English was understandable. I did run a few businesses, so I could communicate but my communications skills grammatically were totally incorrect. But nobody, nobody ever corrected me.

“ESOL [Home Tutors] was a good start for me. I had the experience of being a first-hand learner of a second language with no tools at my disposal and I could really understand what it meant to someone to come here with no English at all, and I wanted to do something also to pay back, if you wish, to help.

“[When doing the training] I found everyone to be very welcoming, easy going and it opened
a totally new world to me; the bicultural understandings and all these issues that I never, never thought of on my own, came to me. As I progressed through the course, it taught me a lot about the interactions with other nationalities, in gestures, in greetings, in meetings, so it was very valuable. It wasn’t just the language that I got, which was the first aim for me. I got all this wonderful knowledge. As I said, that really, really taught me a lot.

“To me, it’s changed everything. It’s given me this other lifestyle that, without ESOL [Home Tutors], I don’t think I would have achieved, because the learning of English got me to eventually publish my novel.”

Beniamino was matched with a man from Afghanistan, and the pair have been meeting ever since.

“I’ve been delighted to teach someone like Khanzadah. He’s really worked hard at it, and his level of English has improved dramatically. I think there are many out there like my learner, who are really hard-working and they do need to be integrated, and to be integrated you need language.”

There were other benefits from improving his own English skills. “It enabled me to apply as a language tutor at the polytech where I teach Italian level one and level two. Without the English knowledge, I don’t think I could even have applied for the position. I’ve been teaching for three years now. ESOL gave me the basics, the teaching tools if you like, and I went from one-to-one [tutoring] up to 21 per class.

“ESOL does open doors and I did find all kinds of people here when I came to classes, from all kind of cultural and financial backgrounds, and also retired people, who, without this centre, would be bored at home with so many skills and things that they can pass on. And ESOL [Home Tutors] in actual fact enables those people to still be active and it’s good for everyone.

“It makes you feel you’ve accomplished something.”

Marilyn Lewis
Tutor Trainer, intermittently since 1970s
National Board Member, 1997–2006

“My recall of home tutoring starts in the 1970s when the director of the Pacific Islands Educational Resource centre in Herne Bay, Taulapapa Sefulu Ioane, had the vision of basing an Auckland scheme at our centre. The Wellington group were already working from the Taranaki Street Methodist church under Bev Hosking and with support from Penny Jamieson and others. At that time Penny was at Victoria University but later became Anglican bishop of Dunedin, which just shows where being a home tutor might lead a person.

“Back in Auckland we started by advertising for volunteers. Numbers came forward and then more numbers and more, leading to a string of training sessions that continued through the 80s. People told their friends (cajoled them in some cases) so that in later training sessions there would be friendship trails, as it were, to earlier tutors. It couldn’t have worked without the energy of Lois Webster who lived close by and who did the initial meetings with learners and then introduced the tutors to them in their homes. It couldn’t have happened either without the official support
at the Department of Education Head Office from people like Win Penman and Chris Hawley who did the organisational back-up in so many ways.

“There was follow-up with the tutors after the initial weeks of training. District by district they would have ‘morning tea meetings’ to which we would carry cartons of library books and some new ideas. Tutors would report on their roles and offer advice to one another. They could also drop in to the library at any time to borrow resources.

“It seems obvious now to say that friendships were formed between the families of learners and tutors but at the time it seemed like a breakthrough in welcoming refugees and other immigrants. When one of our tutors died in a road accident her husband’s first request to us was that we should help him trace the family she had been working with to assure them that they were still to have the promised holiday at their bach.

“By the early 1980s home tutoring was really on the map, with groups from Whangarei to Invercargill. I recall being sent to many parts of the country to run workshops, where wonderful people offered hospitality. Being served porridge in Timaru in the winter is one of my memories. Another is of being in a particular town at the time of the Springbok tour and realising that tutors came from both sides of the huge divide. In one town the host and hostess were renovating the house. As they showed me my room in the unfinished upstairs mezzanine floor they reminded me not to step backwards from the bed or I’d crash to the storey below. Of course the workshops were the actual focus of the visits but it’s these other things that stay in my mind.

“In 1986 I left for other work but it was a great privilege in the 1990s to be asked to join the national committee (later the board). Since my retirement from the university I’ve also been able once again to run workshops in various parts of the country.

“Oddly, despite thirty years of work around the country, the profile of ESOL home tutoring is still almost invisible beyond educational circles and sometimes not even there. Try sitting on the plane and telling people why you are going to Wellington or Napier or Nelson. ‘What’s that? Never heard of it.’ Maybe this current history project will make a difference.”
Putting it all together: the coordinators’ roles

Working in a home tutors’ office is a marvellous experience because the atmosphere is positive, encouraging and anybody seems to be welcome.

A lady came in, I think she was Indian, and she knelt on the floor and she touched with her forehead on the floor to just say thank you. For some people, we really are a lifeline. – Thea Konijn

MATCHING

Perhaps the best known of a coordinator’s many and varied tasks is matching learners with tutors. This involves taking into account a lot of different factors. The most straightforward of these is gender – male learners are almost always matched with male tutors and female learners with female tutors. From there it is a bit more complicated. Having similar areas of work or shared interests may make a particular match obvious. Sometimes the reasoning behind a match is not apparent, but a willingness on both sides to work together makes it a success.

Ideally, a tutor and learner should live fairly near each other, so that the time and costs associated with travelling between them for lessons do not become an issue. However, in large cities it is quite common for tutors to be clustered in some areas of the city and learners to be gathered in others. In rural areas, a learner may have to wait some time before a nearby tutor is recruited. The deciding factor is often which tutors and learners are able to meet at a mutually suitable time. Being in work can limit availability on both sides.

Before matching can begin, coordinators meet aspiring learners, usually in the learners’ homes, to explain the services available (perhaps with the help of a bilingual family member) and to find out a bit about the learner’s needs. Coordinators may also advise learners about services available through other agencies.
When they take on a learner, tutors must have at least started their training, which is usually delivered by a coordinator. (For information on tutor training see page 33.) During the training, coordinators get to know tutors, making it easier to make them a good match.

The tutor and learner are introduced at the learner’s home, and then it’s up to the pair to work together. The coordinator acts as a resource person to the tutor, able to recommend suitable material from the scheme library and ready to offer advice if needed. The coordinator contacts the tutor from time to time to see how the match is going, and tutors are encouraged to get in touch if there are any concerns.

In a so-called chat that you had with a tutor, some of it would seem to be social up to a point, but then the real issue would turn up in the middle of it. So I went by my gut feeling that it was necessary to spend time [listening] because it was far more productive in all sorts of ways. – Jill McAra

In some communities, there is also quite a lot of informal contact with both tutors and learners. Coordinators are often updated on a pair’s progress through chance meetings with one or the other in the supermarket. Occasionally, a match isn’t quite right, and a new combination is tried.

RECRUITING, PROMOTING AND SUPPORTING

Unfortunately, sufficient potential tutors do not automatically appear at ESOL Home Tutors offices as needed, although many do come forward after talking to friends who are already involved. Another aspect of the coordinator’s work is promoting the service, to raise its profile among potential volunteers and learners, funders, and anyone who might be in a position to refer learners to it. Speaking to community groups, distributing posters and brochures and networking with other education and welfare organisations are some of the ways coordinators spread the word. Some home tutor offices are located near other community organisations such as Literacy Aotearoa or the Citizen’s Advice Bureau, or near offices dealing specifically with migrants. This makes it easy for learners to access other services and for coordinators to network within the wider community. In smaller centres, the home tutor office may have a broader role.
The smaller schemes do a huge amount of community liaison, a lot more than you would see in the cities because there are [in the cities] these other agencies and organisations and groups that are there to support migrants.

- Val Hooogerbrugge

Social gatherings organised by coordinators for tutors and learners serve several purposes. As well as providing a friendly place for learners to practise speaking English to different people, they give tutors a chance to compare notes and share ideas, and for everyone to share food and get to know each other better. Making friends is important for learners to feel connected to the community, and social interaction with learners and other tutors is an incentive for volunteers to keep tutoring. Events that commemorate a special occasion, such as World Refugee Day or Adult Learners’ Week, are an opportunity for coordinators to invite people whose work impacts on ESOL Home Tutors, such as members of parliament or local government representatives, to meet learners and tutors. A special event can also provide publicity for the scheme through local media.

Occasional workshops for tutors are organised during the year, to give tutors more information on a particular aspect of English tutoring and a chance to meet with their peers. Each scheme also produces at least four newsletters for tutors during the year, usually compiled by the coordinator.

As well as being trainers, matchers and promoters, coordinators are administrators. Schemes need to raise a proportion of their income independent of the national association bulk grant, so coordinators are involved in budgeting, applying for grants and other fundraising. They also maintain a database of tutor and learner numbers, and oversee the work of Social English Group tutors and any other staff working at the scheme. Before they deliver tutor training, coordinators need to organise the venue, advertise for volunteers, and invite any guest speakers. The many sole-charge coordinators also respond to telephone queries.
COUNTING ON VOLUNTEERS

It's a bit of a juggling act, having the right number of tutors trained and available when new learners appear at the office door. In the larger cities, more tutors are always welcome, as there are not enough to provide one-to-one service to all learners who would like a home tutor. The number of tutors has never kept up with demand nationwide, although smaller centres usually manage to provide home tutors to all local residents who need them.


LEARNER NUMBERS

During the 1980s and 1990s, the number of learners receiving services each year multiplied, passing the 5,000 mark in 1997. By 1998 there was a waiting list of 1,000 learners nationwide, which has continued to this day. It became clear that not all waiting learners would be able to receive a service, so in 2000, schemes discussed guidelines to help coordinators prioritise learners. The situations to receive priority were:

- Refugees, including those arriving for family reunification purposes
- Learners needing a small amount of language support for a short time to make a big difference
- Learners needing a lot of language support for their low level of English
- Where there is a lack of other community services to aid learners' resettlement
- Learners unable to access alternative services, eg. because of cost, lack of transport or childcare
- Learners who have not yet received a significant amount of home tutor service.

Coordinators retained discretionary powers when it came to matching tutors and learners, but the priority list helped guide their decision making.

Mary-Jane Rivers explained the situation for the association this way:

The philosophy of the ESOL home tutor schemes is to give priority to refugee and lower socio-economic status learners. Not only are these the very ‘clients’ who have the greatest need, they also require the greatest attention and assistance. They are likely to be the people most frequently referred by other agencies because they
cannot afford polytechnic fees or because they need considerable language assistance to even consider entering paid employment. It is possible that, unwittingly, ESOL schemes are becoming the recipients of departmental efficiency. As a result the cost is absorbed by coordinators and volunteer tutors (Rivers, 1998:34).

Learner numbers peaked in 2003 at 7,870 (Annual Report, 2003:10). A drop in the number of learners provided with service since then (down to 6,475 in 2005) (Annual Report, 2005:10) has not been due to lessening need. Instead, it is a reflection of the increasing costs of providing services to learners.

WORKING WITH THE COMMITTEE

There’s nothing like being on a committee to find out absolutely how things operate. – Gillian Skyrme

Each scheme is governed by an executive committee made up of volunteers. Most of them are tutors or former tutors, but they can also be people previously unconnected with ESOL Home Tutors. Schemes are encouraged to include people from non-English speaking backgrounds (NESB) on their committees. These may be learners or former learners, people who have a link to ethnic groups within the local community, or others who would like to support the service. Since the mission of ESOL Home Tutors is not just teaching English, but also helping newcomers settle in New Zealand, having learners on the committee is seen as a way of introducing them to an important feature of New Zealand communities: government by committee.

Special training is provided by national office for NESB members, for whom committee work is likely to be a whole new experience. The training covers the association’s structure, mission and philosophy, the roles of governance and management, and the language of committees and finance. The training enables these committee members to contribute more confidently to decision making.

GROUP NUMBERS

Social English Groups are providing a language learning opportunity, but also providing a social opportunity for them in the community. – Nicola Sutton

Getting people together in groups to learn English was a way for ESOL Home Tutors to offer a service when there were not enough tutors to go around – an ongoing
situation in larger cities. There were other benefits too. The groups provided an opportunity for learners to meet others and increase their participation in other aspects of living in New Zealand. Group classes were also a way of providing a service for people whose immigration status meant they did not qualify for a home tutor.

A variety of entities have come to be known as Social English Groups. These range from fairly formal language classes to conversation groups, and now include Kiwi baking classes and “walk and talk” visits to local places of interest. In some areas, learners are able to attend a Social English Group in addition to meeting with a home tutor.

By 1999, nearly 3,000 learners were attending Social English Groups (Annual Report, 1999:9). Two research projects helped the association develop further guidelines for running groups. A manual, Getting into Groups, was published in 2001.

In 2005, there were 3,560 learners receiving service through Social English Groups (Annual Report, 2005:10). About 850 of these also had home tutors, but for the rest it was the only service that could be provided, in the absence of sufficient numbers of tutors.

LITERACY PROGRAMME

With the government’s introduction of an Adult Literacy Strategy in 2001, the national association was given a grant to develop a programme for the learners with the greatest literacy needs: non-English speaking refugees who were pre-literate in their own language. A lot of language teaching uses written material, but this group needed a different approach to learning English. Maria McDonald was appointed literacy manager at national office to develop this programme.

Working with Auckland University of Technology and Unitec Institute of Technology, the national association piloted language classes for pre-literate learners in West Auckland and South Auckland. Running up to 12 hours a week, they were taught, where possible, by bilingual tutors (Shameem, 2002). The following year, the programme was introduced in eight home tutor schemes, which ran 12 classes between them.

The national association published teaching resources to support the literacy programme at the end of 2002, as there was little material at this level available to purchase.
One moment I’ll never forget was when a learner in Nelson approached me to listen to her read one of the literacy reading books I had written. She was displaying all the excitement of a learner new to reading (at any age). We both felt so proud but for very different reasons. It was an exciting moment. – Maria McDonald

Training was developed for bilingual tutors in the programme. Research by Celia Hope in conjunction with the Waikato scheme on the roles and relationships of bilingual and native English speaking tutors in literacy classes concluded that bilingual tutoring was vital at this level of language learning. The study confirmed that New Zealand is one of the few areas in the world working in this manner (Hope, 2003:5).

By 2003 there were 22 classes serving more than 300 learners in ten schemes, and 24 literacy tutors (including 14 bilingual tutors and tutor assistants) were fully trained. In 2005 this had increased to 28 classes and more than 500 learners in nine schemes. A literacy assessment kit was produced that year, and a curriculum research programme was initiated.

ZOE COPSEY EGUSQUIZA
Coordinator, West Auckland, 1999–present

“It’s so important to make people feel welcome in their new country. Don’t isolate communities. Don’t divide up people and label people and stereotype people. It’s so important for people just to meet their neighbour or engage with a person from a totally different culture and begin to understand that we see everything culturally through our own eyes and that it’s so refreshing and challenging sometimes to be able to see it through somebody else’s perspective. If people had a little bit more tolerance and understanding, then maybe we can actually do something for world peace.

“I’m a romantic and I’m an idealist, I suppose, but I do think that a small country can make a difference and that we should embrace that and try.

“The role of the coordinator has a lovely thing because we get to visit the students first of all. I just love it. I’m in Mt Albert Road, Mt Albert, Auckland. It’s a very bland sort of road, and you knock on the door and it’s just an ordinary sort of house and you open the door and suddenly you’re in Kabul! We sit upon the ground and there’s beautiful rugs everywhere and… you just get transported to somewhere else in the world and then that’s what’s so wonderful.

“Or I might be invited into a house and there’s this lovely smoky smell and I get in and there we sit on the floor and some Ethiopians are preparing coffee and we have the coffee ceremony which takes about an hour and a half and eventually you get your little cup of coffee. They roast the beans on a charcoal fire which is always a bit of a challenge for us because we think they’re making their fire in the middle of the carpet in the middle of the lounge. I always say to all home tutors, if you ever have an Ethiopian that does coffee ceremonies, teach them how to dial 111, because that worries me in wooden houses.”
LYNNE FLAMELING

Home Tutor, 1993–present
Coordinator, West Auckland, 1997–present

“The tutors were mostly Kiwi tutors when I first started, but now we’re getting a lot more new immigrants, especially from India, maybe from China, a few Middle Eastern, who also want to be tutors. Mostly because they want to help people as they were helped when they came here, or because they’re teachers and they want to keep up their teaching when they’ve come here until maybe they can get a paid teaching job.

“As a coordinator going to different events from different cultures too, I’ve learnt so much more about so many cultures and it’s just great to be working in a job that I like. Is it work? Sometimes that’s not how it feels.

“That’s something a lot of the trainee tutors have said: when I go along to work with someone who’s got no English, where do you start? You learn to draw, you learn to act and start with the alphabet, mostly with an interpreter if there is an interpreter in the house. When the coordinator goes there, we say, well, what would they like to learn? ‘Everything’, is often the answer, but writing their name and address and starting with the alphabet. It’s much slower than a lot of people think it’s going to be, but it can be done.

“Now the literacy classes have become a big part of what we do. I think there are more [Social English Group] classes now as there are becoming fewer volunteers who are in a position to do the course and teach one to one. We’d love a lot more volunteers, yes. There’s always a waiting list.

“I often do my visits on a Friday afternoon, and I might go to say three or four places and I’d get home and I’d say to my husband, ‘I’ve been to Afghanistan and Somalia and Iraq this afternoon!’ and it really is like that.”
“Volunteering is for the time that you need to do it. Many people have many reasons to volunteer. We always said to people in training, you can have as many reasons as you like to volunteer, the only thing you can’t do as a volunteer for the home tutor service is peddle your beliefs to the people that you are working with. You must make sure that you are respectful of theirs and there’s no hawking of products or religion.

Learners may need assistance for longer or shorter periods or at different times in their lives. “For many people, the need for resettlement support continues for a long, long period of time. It’s not just an immediate need for people when they arrive in New Zealand – it is a need that comes back over a period of time.

“I used to say that I didn’t have to go on an aeroplane to go to other countries. I lived in Newtown, which was an area of migrants. I felt very comfortable there but I remember very early on when I was involved in the home tutor service, there was a large Vietnamese community there. One of the community members died and I went to the funeral. It was three streets away from me and it was a different world. I sat on the floor of a home in Newtown which wasn’t too different from the home that I lived in but it was a different world completely. It blew my mind; I didn’t have to go on an aeroplane either!”

Therese was instrumental in setting up different kinds of groups for learners. “It had struck me that language was not just something about going to class and to me the whole idea was of being able to learn a language in your normal life in a way, learn the language that you need by having fun, so we did a recreation programme.

“A lot of younger people are feeling the need with their incredibly busy lives and so forth to have that balance in their life as well. You know, not all to be work and going to the gym and eating out, but to have another way of connection.

“To me, it’s about world peace. It’s a broader thing, it’s about learning to live with each other, it’s about community and I think that the fact that the Wellington ESOL home tutor service exists is a wonderful catalyst for those things.”
The national association now

In the years since the association was formed, it's proved its worth in the resettlement of migrants and refugees. While national standards for training and administration have made for a greater consistency of service, schemes still reflect the diversity of the communities they serve.

All branches of ESOL Home Tutors are incorporated societies: autonomous legal entities registered with the Companies Office. They are governed by elected committees, which employ the local coordinators.

Each scheme is an independent member of the National Association of ESOL Home Tutor Schemes (Inc.). Each one is free to make its own policy, as long as it is consistent with the constitution, the philosophy and code of practice of the national association, which all members must abide by, and of course, with New Zealand law. At the end of 2005 there were 23 member schemes.

At the association's AGM, held at the annual conference, a national board is elected. Criteria apply to ensure that schemes of all sizes and from both the North Island and the South Island are represented on it. Board members may be tutors, coordinators or other scheme staff, or scheme committee members. Sometimes board members with special skills have been co-opted. The board is responsible for governing the national association. Staff are employed at the national office to manage the association's work under the direction of the chief executive officer.

A major task of the national office is to ensure funding for the service. Bulk government funding is received through a contract with the TEC to provide a service for adults in New Zealand from non-English speaking backgrounds. The national office also produces training resources for schemes, provides support for scheme management, coordinates an ESOL-literacy programme for learners who have low levels of literacy in their first language, and liaises with government and non-government agencies at a national level to advocate for learners' needs.

As the association has grown, there has been an increasing tension between the government's requirements for accountability and the expectations of local schemes. Each scheme signs an annual funding agreement with the national association, which outlines what it will deliver in return for a specified level of funding - the number of new tutors to be trained, the number of one-to-one services and the group classes it will provide.
ETHNIC ADVISORY GROUP

In order to give the board and CEO input from the ethnic groups our learners represent, an advisory group was formed in 2002. Originally called the National Advisory Group, and renamed the Ethnic Advisory Group, it consists of seven members from around the country, who came to New Zealand from all over the world. Through this group, people from refugee and migrant communities have an opportunity to add their perspective on learner needs, and advise the association whether these needs are being met. A representative of the Ethnic Advisory Group has a seat on the national board.

CONFERENCES

Annual home tutor conferences were organised by Chris Hawley of the Department of Education from 1982, before the national association existed. Since the association formed, they have continued to be an annual event, providing an opportunity for coordinators and committee members to come together to share ideas and practices. As time has gone on, tutors and learners have also been encouraged to attend.

RESOURCES

We, as a national association, produced resources, specifically New Zealand-based resources, at a time when publishing companies wouldn’t touch New Zealand as an area for producing resources. – Judi Altinkaya

As part of the campaign for bulk funding, the association had recognised the importance of professionalizing the service provided by schemes. Training was seen as the means of doing this, and the national association embarked on a mission to publish training manuals for most aspects of home tutoring. Gillian Skyrme, who was then the coordinator in Whangarei, was named the resource development officer in 1994. She was responsible for writing or editing a string of training manuals.

An early concern of the national association was ensuring the consistency of training provided to tutors around the country. To assist in the production of a national training
package, schemes were asked for outlines of the training they were then providing. Using this material and adding to it, Gillian created Partners in Learning: The ESOL Home Tutor Training Resource Kit. The kit was launched by the Associate Minister of Education, Hon. Roger McClay, at the 1995 conference. Having the course accredited by NZQA also provided an important quality assurance measure.

Since then, the kit has been used in the training of thousands of tutors. Its value was confirmed when it was selected as the New Zealand nomination for the UNESCO International Literacy Prize. It went on to be one of five candidates worldwide to receive special recognition for excellence from the UNESCO Grand Jury in Paris. Minister of Education, Wyatt Creech, joined national office staff for a lunch to celebrate this achievement on 8 September, 1997: World Literacy Day.

Training for Trainers was the next step in assuring quality in tutor training. This programme was developed to introduce trainers to the Partners in Learning kit and develop their training skills.


RESOURCES FOR TUTORS AND LEARNERS

A variety of teaching resources designed for use by tutors has also been produced. Song Talk, a cassette/CD and songbook created by Nicky Riddiford set everyday language for beginners in English to the tunes of well-known songs.

Marilyn Lewis has been involved with the professional development of tutors since the early days of home tutoring. She wrote Teaching English language one to one: a guide for tutors, published by the association in 1998. Another of Marilyn’s books, English Conversation Groups: a resource for community groups, was published in Australia but based on interviews with tutors and learner groups in New Zealand.
Other sources of information for tutors came from a series of four booklets written by Gillian Skyrme. These were: Helping adults with speaking (1996), Helping adults with listening (1996), Helping adults with reading (1998) and Helping adults with writing (1998). In 2004 the books were rewritten and redesigned and published as Helping adults with reading and writing: TESOL skills for new tutors and Helping adults with speaking and listening: TESOL skills for new tutors. The association distributed copies of the two books to all new tutors trained in 2005.

The ESOL Learning journal: a guided workbook (1998), written by Graeme Smith, was designed to be used by learners and tutors together. With space for learners to write and suggested topics, it encouraged informal discussion and could become a record of learning progress.

In 2000, the association published a set of community language cards, Now You’re Talking, which listed everyday words and phrases in 24 languages for easy communication with non-English speakers. Each card gave information on a language, a map showing where it was spoken, and the challenges of learning English for speakers of that language. A further card, Te ao Māori, exploring Māori language and culture, was added later. In 2003 the Office of Ethnic Affairs asked for permission to use the cards as a training resource for the government’s telephone interpreting service, Language Line, and it has also been used in the wider community.

The aim of the Family History project, which began in 2002, has been to enable refugees to document their own stories and facts about their homeland and culture for their family or group, in such a way that they are encouraged to share information and learn together. These have included audio-visual materials and bilingual booklets. This project recognises the importance of maintaining skills in a learner’s mother tongue.

Five thousand copies of an exercise book for learners, Write On! were printed and distributed to learners in 2005.
Nearly all of these training resources were published with grants from Lottery Welfare or J R McKenzie Trust, which had supported the association financially before Ministry of Education funding was awarded. Both continue to support ESOL Home Tutor’s projects.

COMMUNITY PARTNERSHIPS

Working with video production company Copeland, Wilson and Associates, the national association was contracted by Statistics NZ to produce a video Census '96 - Make Sure You Count and associated teaching worksheets. These were distributed throughout New Zealand to help teachers and tutors in many organisations assist learners with the daunting task of filling in census forms. Updated materials were produced for the census in 2001 and again in 2006.

The association put money into a short video to teach health professionals, teachers and social workers about a health care practice that was often mistaken for signs of abuse. Goh Kyol/ Rubbing the Wind: The Cambodian Health Practice of Coining was produced in 2001 by the Wellington Refugees As Survivors Centre with funding from ESOL Home Tutors and Lotteries.

In partnership with Accident Compensation Corporation, the association produced a boardgame called Problems in the Home to help learners identify hazards in the home as they practised English. It was completed in 2006.

RAISING OUR PROFILE

One of the first resources developed for the national association was the video entitled New Language, New Life. This 23-minute video featured volunteers working with learners in one-to-one lessons and tutors working with Social English Groups. It had a gala showing at the 1992 conference in Wanganui, and on 26 June, 1993, it screened on TV1. It has been used often in tutor training to give an idea of what tutoring is like.

The Haere Mai/ Welcome poster, seen now in many places besides scheme offices, was originally produced in 1990 by the Equal Employment Opportunities Unit of the State Services Commission. The association got permission in 1994 to reprint it and offer it for sale, adding the greetings of more recently arrived immigrant groups. Copies of the poster found their way into many offices and classrooms as the result of a poster selling competition among schemes. The revenue earned helped pay the national coordinator’s salary one summer in the association’s early days.

Having as a client base people from a non-English speaking background, there was a limit to the usefulness of English language brochures, so as time went on, brochures and registration forms were translated into learner languages. The brochure Starting a new life is available in 11 languages, including English and a welcome brochure, given to learners
after they have been matched with a tutor, has been translated into 38 languages.

The association journal, Connecting Cultures, tells stories of tutors and learners or others connected with home tutoring, and is distributed free to people and organisations in the association’s network. The original publication of that name was produced to celebrate the silver jubilee of home tutoring, in 1999, and included a brief history of the service in New Zealand.

In 2001, ESOL Home Tutors reached into cyberspace with the development of a website (www.esolht.org.nz). It was named “Site of the Month” in November that year by Community Net Aotearoa, who said it was an example of good practice by a community website.

Two fundraising projects carried out by the Wellington scheme resulted in greater recognition of the association around the country. The first was a recipe book, Lift the Lid of the Cumin Jar (Reid, 1999), which told the stories of nine new immigrants and refugees from different countries and shared recipes handed down through their families.

The second project was a CD called Close Your Eyes: Lullabies from around the world. The recording of 19 lullabies sung by people now living in New Zealand sold out within months of its launch in late 2005 and a second pressing was released in 2006.
AHMED YUSUF ALI

*came from Ethiopia to New Zealand in 1994*

*Home Tutor, 2001–present*


*National Board Member, 2003–2006*

*Committee Member, Christchurch, 2005–present*

Ahmed came to New Zealand with a group of a dozen Amharic-speaking people from Ethiopia. He was the only one who could speak English, so he was often called on to interpret for them.

“It’s very hard to go to the health centres and to express your needs. Health, education, employment and housing are very, very important. So for all this they need to know English.

“English is really the key of settlement. And the other thing is also, if you don’t speak English, you cannot get employment.”

He has helped to train tutors at the Christchurch scheme, giving them a different cultural perspective by telling about his own background.

“What is really important for the home tutors is to appreciate other people’s culture and in what way we can just offend them. So I just explain all these things.”

In 2002, Ahmed became a founding member of the National Advisory Group (later called the Ethnic Advisory Group) and was the group representative on the association’s national board from 2003 until 2006. He says the value of the Ethnic Advisory Group is twofold.

“One, the national home tutor schemes will get the ethnic perspective in their policy making or decision making, and what really are the needs of the ethnic communities, particularly the learners. And the other side is, we, the ethnic people ourselves, we will have more involvement and we will get experience, so that we can go back to our communities and reinforce our own people, so the information will go from the ethnic communities to the national home tutors association and then from them to the ethnic communities. So it’s very, very important.

“In the beginning we tried to understand where the national home tutors association stands and what the policies are and then what the relations are with the ethnic communities, directly or through the different home tutor schemes.

“[Tutors] will gain new experience from these people. And the other point is, it’s a rewarding job for them. They may need to get employment themselves, so this can be experience and it can add some flavour to their CVs.

“It’s not only language, it’s so many, many things. Because when the home tutor goes to the learner’s place, they don’t only learn English. Sometimes they go out. It’s beyond English.”
GILLIAN SKYRME

Home Tutor, Christchurch, 1981
Home Tutor, Palmerston North, 1984–1985
Coordinator, Whangarei, 1992–2002
National Board Member, 1992–2000
Resource Development Coordinator, 1994
Committee Member, Palmerston North, 2004–present

“Even many years later, if I said I was working with the migrant community in Whangarei, people in Whangarei would say, ‘Is there one?’

“Directly over the road from the bus service that brought people from Auckland was a Chinese takeaway. They were an important referral service for us. But on the whole I think that our greatest referral was from existing learners.

“There was no government policy about what happened to migrants afterwards and that was how we ended up with the most educated taxi service in the world. Because people were being given points for their degree of education, a fairly obvious conclusion you might have drawn was that those things were valued. There wasn’t a resettlement policy and I think ever since then we’ve been paying the price of that. Even now the immigration policy tends to kind of sway with the punches.

“Jobs don’t always improve the opportunity to develop more in-depth relationships using English. We would often have people coming who would have what seemed like quite a good level of English but they’d say, ‘I want to talk more in depth’. And they would find that the daily opportunities would stay on the very superficial level where you’re repeating the same conversation ad infinitum and you don’t actually find out what people think about values or community happenings or rugby or anything.

“Home tutoring sometimes has had to fill gaps that might more appropriately been filled elsewhere but I can imagine no provision of English in which home tutoring would not be a very important part because it’s the one-to-one understanding of living in a community and making day-to-day decisions and, you know, it’s life.”
The past is a foreign country: they do things differently there. – L P Hartley

Certain volunteers around New Zealand responded in the 1970s to the arrival of newcomers in their communities by offering English lessons and friendship. They had few teaching materials and no funding but a lot of goodwill. They persevered and they made a difference.

The environment in which ESOL Home Tutors now operates is very different. Computer technology, privacy legislation, changing immigration policies, an increased number of women in employment, the need for quality assurance, accountability and compliance have all had an impact on the way the service is administered. There are now custom-made resources, nationwide standardised training and annual funding agreements.

However, the most important factor, the goodwill of volunteers, remains the same. In 2001, the association’s home tutors volunteered over 400,000 hours of labour (Martin, 2001:v). It is through the work of volunteers that the service began, and through their work that it will continue. A challenge for the association is becoming more widely known to potential tutors.

The vision is that we have an increased profile, a public profile; that the learners know who we are and how to access us; that we become a household name so people know what we do, even if they’re not personally involved. I used to think that what we needed was five minutes on national television, and I understand now that actually it’s a slower process than that, and that it’s a gradual thing in terms of input from all around the country. – Maria McDonald

What is certain is that volunteers will continue to be needed in the future.

I think we’re going to be around for a long time. – Val Hoogerbrugge.
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All undated quotations are taken from oral history recordings of people linked to the National Association of ESOL Home Tutor Schemes (Inc.).


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Morrell, J. (1988) T here’s more than one w ay: The Porirua L anguage Project - 10 years of change.


Reid, R. (1999) Lift the Lid of the Cumin Jar, Wellington ESOL Home Tutor Service (Inc.)


1: List of interviewees

The people named below were interviewed by Ramsey Margolis for the oral history project of ESOL Home Tutors. Tapes of the interviews have been lodged with the oral history archives of the National Library of New Zealand.

Ahmed Yusuf Ali  J  Judi Altinkaya
Norma Campbell  Gwen Cleland
Zoe Copsey Egusquiza  Lynne Flameling
Jo Francis  Chris Hawley
Val Hoogerbrugge  Thea Konijn
Jill McAra  Maria McDonald
Christine Munro  Therese O’Connell
Beniamino Petrosino  Gillian Skyrme
Janine Stagpoole  Nicola Sutton
Rhona T horpe  Gretchen Tong

LEARNERS INTERVIEWED:
Larissa Mastakova, Russia
Faris Lirato, Iraq
Durafshan Atayee, Afghanistan
Ruby Mitchell, Peru
Ngoc Ky, Vietnam
Maria Zadimas, Greece
Sahra Ali, Somalia
Yufang Xu, China
Khanzadah Sharifi, Afghanistan
Svetlana T osic, Yugoslavia
2: Code of practice and philosophy of ESOL Home Tutors

PHILOSOPHY

1. We believe the ability to communicate confidently and effectively in English is essential for successful settlement in Aotearoa New Zealand.

2. We believe shared learning among people of different cultures benefits our communities by promoting mutual respect and understanding.

3. Learners' needs and aspirations form the basis of our work.

4. We recognise the essential contribution of volunteers to our service and endorse the Universal Declaration on Volunteering (1990).

5. We affirm that the Treaty of Waitangi gives all New Zealanders turangawaewae (the right to belong).

6. We believe the diversity brought by migrants and refugees enriches New Zealand society.


CODE OF PRACTICE

1. Utilise an approach to one-to-one and group tutoring, which acknowledges learners' independence and builds on their strengths and needs.

2. Respect personal and cultural values of learners and other scheme members.

3. Always respect learner confidentiality.

4. Facilitate opportunities for learners to develop links and a sense of belonging with the wider community.

5. Inform learners as is appropriate, about the Treaty, the status of tangata whenua, and their partnership with tangata tiriti (people whose authority to belong is derived from the treaty).

6. Refer matters outside areas of expertise to appropriately qualified people.

7. Monitor and evaluate activities to inform planning.
8. Adhere to scheme mission, objectives, policies and procedures.

9. Prioritise the most disadvantaged learners, minimise barriers to learning.

10. Facilitate learner participation at all levels of organisational activity.

11. Liaise with other relevant agencies for the benefit of speakers of other languages needing English language support in the community.

12. Work to improve the allocation of resources and support to benefit NESB learners.

13. Value and recognise contributions of volunteers.

14. Follow the guidelines concerning the rights and responsibilities of volunteers as set out in the Universal Declaration on Volunteering as far as practical.

15. Utilise a recruitment, selection and induction process for volunteers and paid staff which establishes clear roles and responsibilities. Provide opportunities for further skills development. Operate good employment practices.

16. Provide suitable resources and manage them effectively.

17. Encourage appropriate levels of participation and partnership with mana whenua (Māori with customary links to an area) and pan-Māori organisations; actively apply the principle of partnership in policies and procedures.

3: Scheme histories

The following brief histories outline the establishment and development of the schemes operating in 2006.

AUCKLAND CENTRAL

This scheme was formed in 1994/95 when Jenny Carreyer, a coordinator from the West Auckland scheme, saw a need for home tutors in the area not served by either West Auckland or South Auckland. In 1995 Sheila Linds, a Canadian ESOL teacher, was appointed as part-time coordinator. Sheila’s partner, Michael Donnan, was a lawyer and he was instrumental in the incorporation of schemes in both Auckland Central and West Auckland. Michael served as Auckland Central’s first chair for several years and on the national executive committee before he and Sheila left New Zealand.

The scheme started towards the end of the war in Yugoslavia so the bulk of European learners in the first year were Bosnian, Croatian or Serbian. The Serb/Kosovo war in 1999 brought many Kosovar refugees to the Auckland Central area, requiring the scheme to train additional tutors to meet the need. In 2000 the closure of refugee camps overseas increased the number of Burmese entering New Zealand and large numbers of these learners were settled within the scheme’s boundaries. The scheme’s lead coordinator is Estelle Swan.

AORAKI (TIMARU)

Marjorie Armstrong was the first coordinator of home tutors in Aoraki (1984-1990). Marian Sawers was her assistant, then became coordinator herself in 1990. During this period a range of nationalities settled in Timaru, including a large number of Vietnamese refugees. Carol Baker was coordinator from 1990 until 1997, when she shifted to Wellington, where she now works for the ESOL Home Tutors (Wellington). The Aoraki scheme serves learners in Timaru, South Canterbury, North Otago and the Mackenzie Country. Current learners come from China, Korea, Egypt, Indonesia, Russia, Chile, Brazil and Romania, among other places. Located in central Timaru, the scheme office is in a building managed by Aoraki Polytechnic. The coordinator is Susan Henderson.

BAY OF PLENTY (TAURANGA)

The scheme was founded in 1977 as a literacy service with ARLA. It is one of three schemes still operating jointly with Literacy Aotearoa. It has been affiliated with the National Association of ESOL Home Tutor Schemes since 1996. Philippa Cairns is the coordinator.
CHRISTCHURCH

The Christchurch scheme began operating in 1979, initially based at the Christchurch Polytechnic Institute of Technology in the School of ESOL. Gwen Cleland and Jill McAra worked at the polytechnic with ESOL learners and arranged home tutoring for those who couldn’t attend classes. When the scheme separated from the polytechnic, Jill became the coordinator. She was the first chairperson of the national association.

In December 1999 the scheme moved to 314 Cashel Street. The scheme began running literacy classes in 2003 in partnership with Refugee Resettlement Support called “Living Well in Christchurch”. Currently the scheme runs seven Social English Groups and four literacy classes. The scheme employs 15 part-time staff: four coordinators, one administrator, six literacy or Social English Group teachers, three bilingual literacy tutors and a cleaner. The scheme manager is Joy Judd.

DUNEDIN

English language support for adult migrants and refugees has been available in Dunedin since the mid 1970s. It was first provided through Literacy Aotearoa, but with more and more Cambodian and Vietnamese refugees arriving, separate provision took place from about 1980. The early ESOL home tutor service was provided in Cargill Street through the Community Studies Department of Otago Polytechnic and from about 1988 it was provided on the Tennyson Street campus. In 1995 funding for the ESOL home tutor service was transferred to the national office in Wellington but Otago Polytechnic continued to act as a financial conduit until the end of 2001. Ann Verboeket was the first coordinator (in addition to her other duties for Otago Polytechnic). Marion Rae was the coordinator from about 1993, and Margaret Bahr joined her in 1995. Dawn Howe-Dennison took the place of Marion Rae from 2001 until 2004, and since then Margaret Bahr has been the sole coordinator.

For many years about 50 per cent of Dunedin’s learners were from China, (especially Guangdong) with a substantial number from Cambodia and Korea. In recent times, increasing numbers of learners have come from the Middle East and India.

HAWKE’S BAY

Hawke’s Bay has a joint Literacy Aotearoa/ESOL scheme, known as Adult Literacy and Language, based at the Eastern Institute of Technology in Napier. Hawke’s Bay is where the adult literacy organisation began, when Rosalie Sommerville set up the Hawke’s Bay Adult New Readers group in 1974.

Marion Fell was coordinator of the home tutor service from 1978 until 1989. From the start she realised that students had cultural as well as literacy problems and began running add-on tutor training courses for second language students. Hawke’s Bay ESL
Group started in 1978, with Judy Walford as the first coordinator. In 1979 there was an influx of refugees coming to the area from Vietnam and Laos, so Joan Rogers and Beryl Pack, a secondary school teacher, held English classes for them. In 2006, Joan Rogers was still active as an ESOL home tutor and leader of a Social English Group. Judith Ross was coordinator for both Literacy Aotearoa and ESOL from 1995 until 2000, when Jane Soan became the ESOL coordinator. On 12 April, 2002, the scheme became known as Adult Literacy and Language (ALL). The offices are on the 3rd floor of the Hetley Block at Eastern Institute of Technology. The coordinator is now Heather Brown.

HOROWHENUA-KAPITI

In 1977 a group of Horowhenua College staff members offered voluntary evening tutoring to adults who needed reading assistance. The then head of English, Mr R Brassington, became the coordinator of the adult literacy service. By 1983 this service was also helping migrants from Holland, refugees from Vietnam and members of the Chinese community to integrate into New Zealand society. Since then other ethnic groups, including some refugees, have moved into the area for initial resettlement but have moved on to larger centres after a few years. The scheme has a unique geographical spread – most members live outside Levin, the town where it is based. Social English Groups are run in Paraparaumu and Levin.

The Horowhenua scheme operated jointly with Literacy Aotearoa until the late 1990s, and then combined with the Kapiti ESOL scheme in 1999. The first Horowhenua coordinator to have responsibility solely for ESOL learners was Nicki Carpenter, appointed in 1996. She was followed by Maria McDonald and then Megan Roach. The home tutor office moved in 2005 to a room upstairs in the New Zealand Post building. Since 2003 the coordinator has been David Harris.

HUTT

ESOL Home Tutors (Hutt) was founded in 1996 when the local home tutor scheme decided to dissociate itself from the national association and lost its Ministry of Education funding. Eileen Sloan and Vesna West were the first coordinators, and Vesna continues as manager. The scheme moved in 2005 to the New Settler’s Centre in the Te Awa Kairangi Community Resource Centre in Lower Hutt. It works closely with the Refugee and Migrant Service, Weltec, Hutt Ethnic Council, FONS (Friends of New Settlers), ASSETT (a group that runs job skills courses for refugees and migrants,) the Ministry of Health refugee division, and Refugees as Survivors.
MARLBOROUGH

ESOL Home Tutors (Marlborough) was formed in 1993/94. Working from Marlborough Girls College in Blenheim, it served parents of international students and other new settlers in the region. Later the scheme moved into offices in the local REAP building and then to an office at Nelson Marlborough Institute of Technology (NMIT). In 2006 the Nelson scheme took over the provision of home tutoring in Marlborough.

NELSON

The home tutor service in Nelson started operating in 1985 under what is now known as Nelson Marlborough Institute of Technology, where it shared premises with Adult Learning Support (Nelson/Motueka), the local branch of Literacy Aotearoa. Early ESOL coordinators were Kay Cederman, Rhonwyn Embling and Helen Tyson. The scheme shifted to 2 Bridge Street in late 2005. The coordinator is Doug Adam.

NORTHLAND (WHANGAREI)

ESOL home tutoring in Northland began under the umbrella of a Literacy Aotearoa scheme which was incorporated in 1985. The first paid coordinator specifically responsible for ESOL home tutors was Gillian Skyrme, who held that post from 1992 until 2002. The services of Literacy Aotearoa and ESOL Home Tutors were officially divided in 2006. They continue to share office space in the Municipal Buildings at 71 Bank Street. The current coordinator is Jeannette Straiton.

NORTH SHORE

This scheme was originally part of the Auckland scheme, coordinated by the late Jean Downes. In 1986, Auckland University of Technology (then Auckland Technological Institute) appointed Jill Williams to a part-time role as coordinator for the North Shore which she continued until the end of 1991. Christine Ball coordinated the programme from 1992 until the end of 2005. The scheme continued to share an office with Adult Literacy at AIT until 1998, and moved off the campus at the end of 2005 to Fred Thomas Drive. A new manager, Birgit Grafarend-Watungwa was appointed in January 2006.

PALMERSTON NORTH

The home tutor service began informally in the 1970s, initially to meet the needs of Pacific Island immigrants. As Cambodian refugees and others began to arrive, a more formal organisational structure was developed. May Needham was employed in April 1982 as a part-time tutor by the Manawatu Polytechnic and voluntarily coordinated the growing number of tutors and learners. In 1995 the scheme separated from the polytechnic and established itself in buildings in the Square. Pheola Robertson became
the coordinator about 1998. In 2001 Pam Easton was appointed coordinator and the scheme moved to its present address: 198 The Square. The current coordinator is Lorraine Vincent.

PORIRUA

The Porirua Language Project is a joint scheme with Literacy Aotearoa. In 1978 the local CAB became aware of the need for literacy help in Porirua and started a volunteer tutor training programme. The following year ESOL services were established with the arrival of a large number of Vietnamese refugees. The Porirua Language Project was run first by two volunteer coordinators: Adrienne Jansen and Hettie McNeilage. The first paid coordinator was hired in 1982, and three years later the scheme moved to the Moffat Building, H artham Place in Porirua. The two current coordinators, Suzanne A panui and Ariadne Fountain, have both worked at the scheme since the late 1990s.

ROTORUA

ESOL Home Tutors (Rotorua) Inc began in the mid 1980s as a response to the arrival in Rotorua of a group of Vietnamese refugees. The scheme was based at Waiariki Polytechnic (then a community college) in the Learning Support Department, which also housed the Literacy Aotearoa scheme. Janne Fairbrother was the coordinator in the late 1980s and through to the mid-1990s. Initially known as Rotorua Home Tutor Scheme Inc, it separated from Literacy Aotearoa in May 1998 and moved to the St Chad’s Communication Centre. The scheme office moved to the Rotorua Arts Village, near the city centre in November 2002. Learners in the area are predominantly migrants. The largest ethnic groups served are Chinese, Koreans, Thais and Chileans. Judy Winiata is the coordinator.

SOUTH AUCKLAND

This scheme began under the umbrella of the South Auckland Adult Literacy Scheme in the 1978. Jean Rawlinson was the original founder. As a primary school teacher in South Auckland, she had been approached by mothers of her pupils who had problems with reading and writing. The scheme responded to the needs of refugees arriving from Cambodia and Vietnam, but in those early days it was very much the poor relation of a much bigger literacy programme. Sue Caswell, who had established the Timaru Adult Literacy Scheme in 1978, moved to Auckland in 1980 and shared the coordination tasks with Jean. Sue’s training was in teaching ESOL, and she took classes in that area. In 1998 the organisation split into separate adult literacy and ESOL schemes. Sue Caswell and Julia Castles were the ESOL coordinators at that time, and Julia is now the manager of the scheme. This scheme has more learners than any other, and pays ESOL trained teachers to run ESOL classes in the community, as there are not enough volunteers to keep up with learner numbers.
SOUTHLAND (INVERCARGILL)

ESOL Home Tutors (Southland) was initially part of Southland Polytechnic. The two separated in 1990 and the scheme moved to a temporary location on Esk Street at the end of 2000. Later it moved into its present address at the Courtyard Learning Centre, 22d Kelvin Street, which is shared with the Southland Adult Learning Programme. Many of the scheme’s potential learners are based in rural areas on the surrounding farms, particularly those from Eastern Europe. Sugee Kannangara, a coordinator in the mid-90s, was a member of the national executive committee. Nalini Varghese has been the coordinator since 2004.

TARANAKI (NEW PLYMOUTH)

The ESOL home tutor service in Taranaki had its roots in a reading assistance programme established in 1976, which joined the Adult Reading and Learning Assistance (ARLA) Federation in 1983. An umbrella organisation, Taranaki Adult Literacy and English Language Tuition Service Inc, (TALELTS) was formed in 1996. It combined the work of ARLA and ESOL under the coordination of Margaret Lattimer, and the service was delivered through Taranaki Polytechnic (now Western Institute of Technology). In 1999 Thilani Nissanga became coordinator of ESOL and later the joint coordinator. In 2003, TALELTS was closed and the services for adult literacy and ESOL were separated. Early in 2004 ESOL Home Tutors (Taranaki) was formed with Wendy Stoltz as coordinator. The scheme now shares the original polytechnic building with Taranaki Adult Literacy and Lifeworks. The coordinator is Yuka Kobayashi.

TAUPO

ESOL Home Tutors (Taupo) was founded in 1992 when Val Hoogerbrugge, former coordinator of ESOL Home Tutors (Hibiscus Coast) contacted Mark Burton, the CEO of Central Plateau REAP, for assistance in starting a scheme. Space was found in the old DSIR building on Tuwharetoa Street. There were no government agencies in Taupo for many years, so the scheme has provided a large amount of support to learners dealing with government agencies such as the New Zealand Immigration Service. The scheme instigated the very popular multicultural festival in 2000. Val continues in the role of coordinator today.

WAIKATO (HAMILTON)

English language support has been available to refugees and new settlers in the Waikato since the late 1980s. The home tutor service was originally part of the Waikato Polytechnic (now the Waikato Institute of Technology) and was on the main campus until April 2000 when it joined other community organisations in the newly formed Multicultural Centre in Knox Street. This centre became the Waikato Migrant Resource Centre in
mid 2003 and relocated to Boundary Road in November 2004. The scheme manager is Dorothy Thwaite.

WANGANUI

Originally located in Blue House, ESOL provision in Wanganui was part of an adult literacy scheme connected to Wanganui Community Polytechnic under the coordination of Jean Wallis. In 1999 the two groups separated and the scheme was known as Wanganui ESOL Home Tutor Service. The name was changed to ESOL Home Tutors (Wanganui) Inc in 2005. The office has been located at the Wanganui Learning Centre at 232 Wicksteed Street since 2002. Jane Blinkhorne is the coordinator.

WELLINGTON

This scheme has served the refugee and migrant communities in Wellington for 31 years. It started with the work of Beverly Hosking, who in 1975 developed the idea of home tutoring from work she was doing as a language tutor for the Wellington Polytechnic School of Languages and then for the Vocational Training Council in Wellington. The home tutor scheme was operated first from the Inner City Ministry. In 1976 the project became an incorporated society with Penny Jamieson as its first chairperson. By the end of that year, 30 volunteer home tutors had been recruited and trained and were teaching a total of 50 learners. The scheme is now in the Multicultural Services Centre in downtown Wellington. The coordinator is Zlata Sosa.

WEST AUCKLAND

In 1976 the Mangere Refugee Reception Centre was opened and the government started to support home tutor schemes through polytechnics around the country. One of these was at UNITEC (formerly Carrington Polytechnic). The first two coordinators were Antoinette Everts and Alison Gilbert, followed by Doug Hill. Tutor training courses were run twice a year and most early learners came from Cambodia and Vietnam. Margaret Wilson, Dianne Prince and Caroline Malthus coordinated the scheme in the mid 1980s, followed by Jeannie Martin-Blaker from 1987 until 1993. Ailsa Deverick took over for three years before Jeannie returned for another five years. The scheme has initiated a diverse number of projects to assist migrant settlement. It introduced drivers’ licence classes and Social English Groups in the mid 1990s. In the same period it set up a library of English language books in the asylum seekers’ hostel in Sandringham and supplied a teacher once a week to assist asylum seekers with their English. Zoe Copsey Egusquiza is the current scheme manager.
4: National board members

2006–2007 BOARD MEMBERS

Chair        Nicola Sutton
Secretary    Linda Wallis
Treasurer    David Clement
             Doug Adam
             Julia Castles
             Heather Brown
             Helen Walch
Co-opted     Dave Cameron
Ethnic Advisory Mar Mar Kyi Maung
CEO          Claire Szabó Larsen

PAST BOARD MEMBERS

Doug Adam (Nelson) 2004–2006
Wally Andrew (Invercargill) 1992–1993
Chocho Bremner (Tawa) 1992–1993
Heather Brown (Hawke’s Bay) 2005–2006
Dermot Buchanan (Taupo 2001–2004
Philippa Cairns (Tauranga) 1999–2002
Dave Cameron (Wanganui) 2005–2006
Julia Castles (South Auckland) 2005–2006
David Clement, Treasurer (Wellington) 2000–2006
Mary Cresswell (Wellington) 1992–1994
Jo de Lisle (Waikato) 2003–2006
Ailsa Deverick (Auckland) 1993–1994
George Dibley (North Shore) 2004–2006
Susan Doeds (Tawa) 1993–1994
Michael Donnan (Auckland Central) 1997–1998
Pam Easton (Palmerston North) 2002–2004
Sue Elliott, Director Mangere Refugee Reception Centre, co-opted 1995–1996
Ariadne Fountain (Porirua) 2002–2005
Barbara Gillies (Dunedin) 2002–2003
Sara Gordon (Christchurch) 1992–1993
Julie Grenfell (Otago) 1994–1995
Vida Hazrati (Christchurch) 1997–1999
Sugee Kannangara (Invercargill) 1995–1996
Thea Konijn (Christchurch) 2000–2005
Jean Lai (Dunedin) 1993–1994
Marilyn Lewis (Auckland) co-opted, 1997–2006
Jane Lodge (Christchurch) 1995–1996
Ikuko Maeshinjo (Marlborough) 1994–1995
Jill McAra (Christchurch) 1991–1993
Maria McDonald (Horowhenua-Kapiti) 1998–2001
Elaine McDonnell (Morrinsville) 1995–1996
Anne Mchaffery (Wellington) 1991–1992
Graham Milestone (Wellington) 1997–1998
John Moxon (Palmerston North) 1991–1992
Therese O’Connell (Wellington) 1997–1999
Marty Pilott (Hutt) 1991–1992
Marion Rae (Dunedin) 1995–1996
Marie Retimanu (Invercargill) 1991–1993
Marian Sawers (Timaru) 1991–1994
Grahame Scoullar (Wellington) 1994–1996
Gillian Skyrme (Whangarei) 1992–2000
Nicola Sutton (Auckland) 1999–2006
Marina Vrecic (Hutt) 1999–2000
Jean Wallis (Wanganui) 1993–1995
Vesna West (Hutt) 2001–2002
Ian White, Treasurer (Petone) 1998–2000
Ian Whitwell (Dunedin) 1998–2000
Doc Williams (Marlborough) 2000–2002

NATIONAL ADVISORY GROUP/ETHNIC ADVISORY GROUP MEMBERS

Asad Abdullahi (Waikato) 2005-
Jae Ahn (North Shore) 2005-
Brenda Chan (Waikato) 2002–2005
Batu Gondol (West Auckland) 2002–2005
Guadalupe Lagrada (Wellington) 2005–
Mar Mar Kyi Maung (Nelson) 2005–
Kutu Mukherjee (Tauranga) 2002–2005
Dr Abdulmonem Nasser (North Shore) 2002–2005
Hana Sabie (Porirua) 2002–2005
Samson Sahele (Wellington) 2005–
Ifrah Shaqlane (Hamilton) 2005–
Patisepa Tagata (Taupo) 2002–2005
Alice (Yaguang) Wang (Auckland) 2006–
5: Association structure

**NATIONAL ASSOCIATION OFFICE**

- **Chief Executive Officer**
  - Provides leadership and implements strategic plan
  - Develops the association’s networks to ensure it remains responsive
  - Reports to funders including the Tertiary Education Commission
  - Identifies and develops opportunities for high quality service provision
  - Monitors activities
  - Provides policy advice to government

- **Support Staff**
  - ESOL-Literacy Coordinator
  - Project and Development Coordinator
  - Resource Coordinator
  - Scheme Management Support Coordinator
  - Finance Manager
  - Office Manager
  - Office Assistant

**NATIONAL BOARD**

- Nine member governance group
- Sets strategic direction of organisation
- Reports to national association at AGM

**ETHNIC ADVISORY GROUP**

7 representatives from non-English-speaking-background ethnic communities who provide input to policies and feedback on service

**NATIONAL ASSOCIATION: 23 MEMBER SCHEMES**

- Coordinating staff, facilitators and ESOL Home Tutors provide
  - 1:1 English Language Tuition
  - Social English Groups
  - Literacy Classes
  - Volunteer Tutor Training
  - EFM Home Teacher Service
  - ESOL Resources
6: Statistics on learners and tutors

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<th>Year</th>
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<td>2005</td>
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</tr>
</tbody>
</table>

Diagram showing the number of tutors and learners over the years from 1994 to 2005.
ETHNIC ORIGIN OF LEARNERS 2005

Breakdown of Ethnic Category ‘Asian’

Chinese  Japanese
Indian  Sri Lankan
Korean  Filipino
Cambodian Other South East Asian
Vietnamese

Asian  Pacific Islands
Middle East  South America
European  Other
African
7: Resource list

(1992) New Language, New Life (Video)
(1994) Haere Mai/Welcome (Poster) *
(1996) Census ‘96-Make Sure You Count (Video)
(1996) Helping Adults with Speaking, Gillian Skyrme
(1996) Helping Adults with Listening, Gillian Skyrme
(1998) Helping Adults with Reading, Gillian Skyrme
(1998) Helping Adults with Writing, Gillian Skyrme
(1998) Song Talk: Songs for English Language Learners, Nicky Riddiford (CD and Songbook) *
(1998) Teaching English Language One to One: A Guide for Tutors, Marilyn Lewis *
(1999) Lift the Lid of the Cumin Jar, Wellington ESOL Home Tutor Service Inc., Robyn Reid
(1999) Connecting Cultures: Celebrating 25 Years of ESOL Home Tutoring, Alison Robertson
(2000) Now You’re Talking! Community Language Cards, Alison Robertson *
(2001) Goh Kyol/Rubbing the Wind: The Cambodian Health Practice of Coining, Wellington Refugees As Survivors Centre with funding from ESOL Home Tutors and Lotteries, Niborom Young (Video)
(2002) English Conversation Groups: A Resource for Community Groups, Marilyn Lewis, NSW Adult Migrant English Services *
(2002) Together, Rose Desmond (Low-level Adult ESOL Reader and Workbook) *

(2002) Together in Class: Mulu’s Story, Maria McDonald (Low-level Adult ESOL Reader and Workbook) *

(2002) A Special Day, Midge Janssen (Low-level Adult ESOL Reader) *

(2002) A Guide to ESOL Literacy Resources for Bilingual and Native English Tutors of Low-level ESOL Literacy Classes, Rose Desmond *

(2002) Photocopiable Resources for Bilingual and Native English Tutors of Low-level ESOL Literacy Classes *


(2004) Helping Adults with Reading and Writing: TESOL skills for new tutors, Gillian Skyrme *

(2004) Helping Adults with Speaking and Listening: TESOL skills for new tutors, Gillian Skyrme *


(2005) Write On! Learner Exercise Book


(2006) Problems in the Home, With Accident Compensation Corporation (Boardgame)

* Resource available for sale from the national association office. For prices refer to the website: www.esolht.org.nz