

Accounting for the full value of learners' outcomes

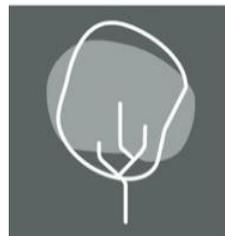
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Wilf Malcolm Institute
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Te Pūtahi Rangahau Mātauranga o Wilf Malcolm

THE UNIVERSITY OF WAIKATO



TEACHING & LEARNING
RESEARCH INITIATIVE

NĀU I WHATU TE KĀKAHU, HE TĀNIKO TAKU



Literacy Aotearoa

Choice Change Freedom

Overview: Final results of a 2-year study

- Background: Building on Hei Ara Ako ki Te Oranga
- Identifying and recording learners' wellbeing outcomes
- How literacy and numeracy programmes contribute to wellbeing
- Links to OECD and Aotearoa New Zealand's attention to wellbeing

The TLRI Study and Research questions

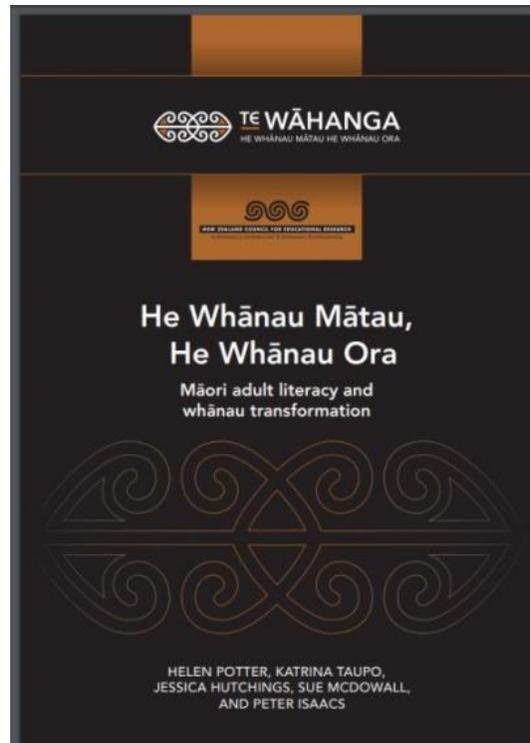
- **Using a wellbeing framework to recognise, value, and enhance the broad range of outcomes for learners in adult literacy and numeracy (L+N) programmes**
- How can a wellbeing framework be further developed and incorporated into adult L+N programmes in meaningful and manageable ways?
- What broad wellbeing outcomes can adult learners identify as a result of their engagement in L+N learning?
- How does the use of a wellbeing framework help learners assume ownership of their continuing learning?

The context of adult L+N in Aotearoa

- Predominant skills focus in adult L+N education and public discourse but now may be changing
- Recognition of adult L+N as important to support individual growth and family independence, business and innovation
- Standardised assessment of L+N skills pre and post programme may be moving beyond LNAAT
- Wider benefits are understood to occur and are being researched, notably by Literacy Aotearoa – which provided the foundation for the TLRI study

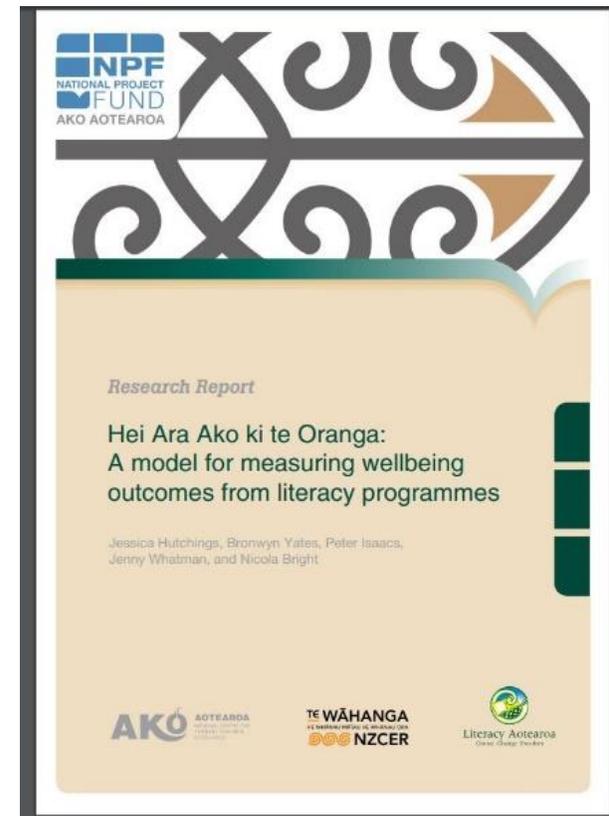
Literacy Aotearoa's foundational research

*He Whānau Mātau, He Whānau Ora:
Māori adult literacy and whānau transformation*
(2011)



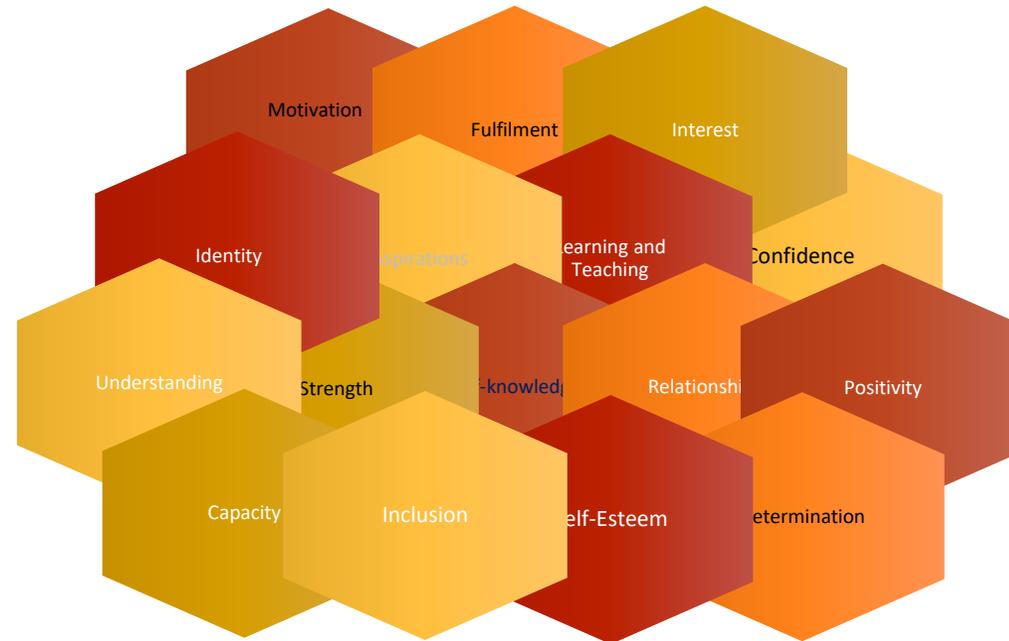
Hei Ara Ako ki te Oranga: A model for measuring wellbeing outcomes from literacy programmes

<https://ako.aotearoa.ac.nz/download/ng/file/group-5327/the-kaupapa-maori-wellbeing-assessment-model--hei-ara-ako-ki-te-oranga.pdf>



Hei Ara Ako ki te Oranga indicators

Motivation
Fulfilment
Interest
Identity
Aspirations
Learning and teaching
Confidence
Understanding
Strength
Self-knowledge
Relationships
Positivity
Capacity
Inclusion
Self Esteem
Determination



Hei Ara Ako ki te Oranga → TLRI research

- Māori learners
- Tutors conducted individual interviews midway and finally in the programme
- Need for exploration with a range of diverse learners
- Need to streamline the intensive time-consuming process

Identifying and recording learners' wellbeing outcomes – what worked and how

(1) Facebook

Learner: 1 (Son's name) and I are doing pathways together. 2 It was Math English and Reading. 3 It is important to me so I can help (son's name) with his homework. 4/5 It is helping me to learn.

*Photo of learner
and son at the
computer together*

Tutor: What I like about this (name) is that you work so hard to support (son's name) so he can learn. To do this together is really lovely for you both. You are a great Mum 😊

Issues with Facebook

- Learners feeling unsafe for privacy risk reasons
- Privacy breaches
- Learner anxiety about writing correctness
- Tutor influence on posts
- Technology support issues
- Variable tutor enthusiasm



We stopped using Facebook

(2) Journaling

- Journals
- Official 'Record of Learning'



Journaling was an easy way in for learners anxious about writing. Regularity and tutor encouragement helped learners move from narrating their stories to reflecting on their meaning in their lives.

(3) Mind mapping

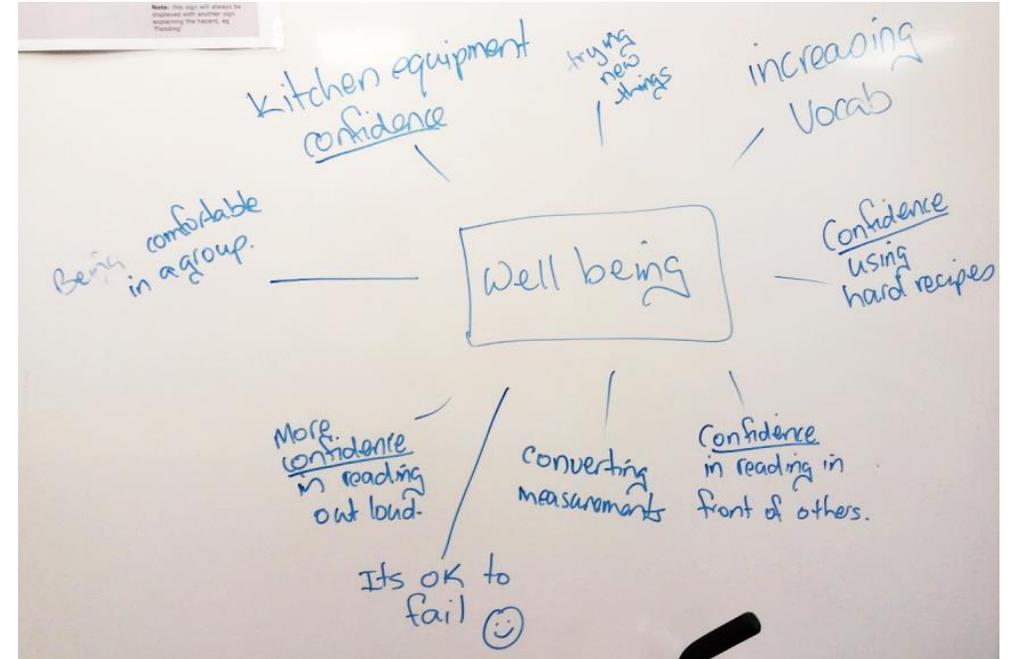
Individual activity

- What is important to you in your everyday life?



Class activity

- What is wellbeing?
- Why is wellbeing important to you?
- How is the programme helping your wellbeing?



This was the most productive approach, especially when undertaken collaboratively and regularly. Group conversation enriched the results.

(4) Conversation

- Tutors were able to develop a sense of connectedness and belonging among the learner group members
- Tutor-led, regular reflective conversations about the L+N learning and its relevance in learners' lives
- Overt and regular linking of specific L+N learning to learners' everyday lives, as a natural part of the programme

Modelling and fostering of respectful relationships along with genuine caring and reciprocity underpinned and enabled valuable wellbeing conversations.

How literacy and numeracy programmes contribute to wellbeing: Programmes

The organisation of programmes

- Small classes
- Welcoming reception
- Family orientation

Practical, useful programme content through

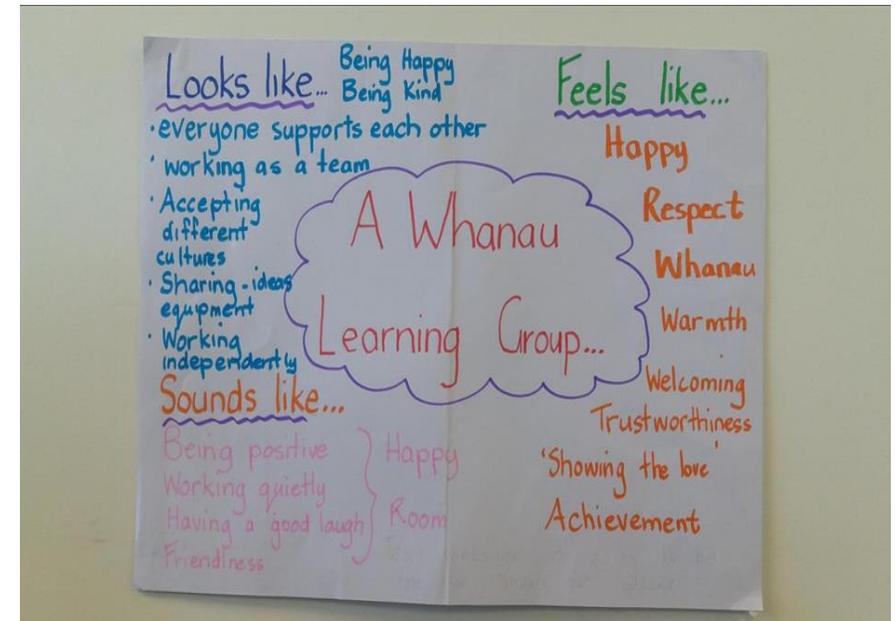
- A dedicated programme, eg., cooking, driver licence
- Learner-driven content, e.g., navigating through airports, bus and train stations
- Work toward certificates, levels and official markers of achievement that legitimate learners

How literacy and numeracy programmes contribute to wellbeing: Tutors

- **They engage in reciprocity**
 - Present as open and friendly people
 - Share experience and knowledge of past learner needs and outcomes
 - Openly accept their own and others' mistakes as natural and as sources of learning
- **They consistently show caring, trustworthy behaviour to learners**
 - Consistently express positive interest in learners' lives and learning
 - Are nonjudgmental and supportive, including establishing a collaborative, supportive class community
 - Acknowledge all as equally worthy people
 - Comes from the learners, not a teaching concept
- **Their vision of wellbeing**
 - Draws on a whole communication approach

Learners' contribution to each other's wellbeing (facilitated by the tutor and organisation)

- Recognising and identifying each other's strengths: *You are learning new words. And you weren't afraid today when we were reading things out.*
- Working together and supporting each other as whānau
- Building a collaborative class protocol
- Talking together and collaboratively recording outcomes every 2-3 weeks
- “Celebrating” positive achievements

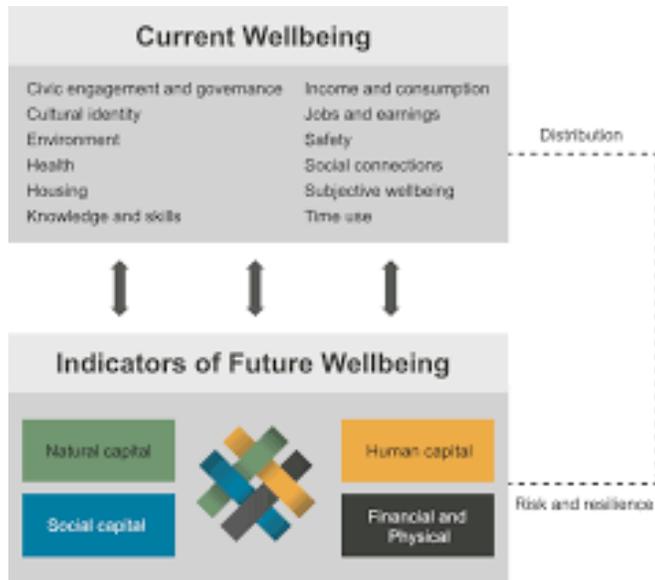


Links to OECD and Aotearoa New Zealand's attention to wellbeing

OECD Better Life Initiative

- To understand whether life is getting better for people, we need to **look beyond the functioning of the economic system** to consider **the diverse experiences and living conditions of people and households**.
- The OECD Better Life Initiative (www.oecd.org/betterlifeinitiative) focuses on developing statistics that can capture **aspects of life that matter to people and that help to shape the quality of their lives**.
- Measuring the **well-being of people and the progress of societies** is a key priority for the OECD, whose overarching mission is to promote **“Better Policies for Better Lives”**.

Living Standards Framework *(NZ Treasury)*



Living Standards Framework

An indigenous approach to the Living Standards Framework

Wellbeing is achieved for Māori and the wider community when they are:

- Cohesive, resilient and nurturing
- Confident participants in society
- Confident in language and culture
- Living healthy lifestyles
- Self-managing
- Responsive to the natural environment
- Economically secure and wealth-creating

*Whānau Ora
Partnership
Group, 2016*

Treasury and Te Puni Kōkiri, 2019, p. 15.

The 7 domains

- Are interdependent and interconnected
- Go beyond the macro level to the micro level experiences and realities of whānau which are critical to wellbeing
- Diverse populations can describe the way wellbeing is achieved in each domain

Literacy and Numeracy Implementation Strategy 2014-2019 *(NZ Tertiary Education Commission)*

Everyone benefits when people have good literacy and numeracy skills

Benefits for Individuals

- ❖ Increased **attachment and contribution to workplaces**
- ❖ Improved **participation and progression** to higher-level qualifications and jobs
- ❖ Enhanced **family/whānau/aiga wellbeing**

Benefits for workplaces

- ❖ Improved **productivity**
- ❖ Improved workplace communication
- ❖ Improved retention
- ❖ Improved **health and safety**
- ❖ Less waste and rework

Benefits for society and the economy

- ❖ A more flexible, skilled and adaptable workforce
- ❖ Improved **competitiveness and productivity**
- ❖ Improved **social integration**, by **reduced poverty** and **perpetuation of social disadvantage**
- ❖ Greater **contribution, participation, and inclusion** in the **benefits** of a knowledge economy

(Tertiary Education Commission, 2015, p. 5)

Wellbeing Budget 2019 (*NZ Treasury*)

“Wellbeing is when people are able to lead fulfilling lives with purpose, balance and meaning to them” (*The Treasury, 2019, p. 5*).

“I’m teaching my son how to cook now, so everything I am learning I am showing him”.



“I put a plan in my heart, in my body, my mind, that I need to do this first; work more on my numeracy then once I feel I am able to do this, I want to move forward”.

Acknowledgements

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