



Literacy Aotearoa
Choice Change Freedom

Building on Hei Ara Ako ki te Oranga:

Year One of a partnership project for recognising, valuing and enhancing wellbeing outcomes from adult literacy and numeracy programmes for diverse learners

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Presentation outline

- Project team and funder
- Project in context
- The Project
- Project rationale
- From promises to praxis – how this project seeks to transition to praxis
- Benefits to learners and tutors
- Next steps

Activity: What is wellbeing?

- For **You**
- For the **Learner**
- For the **Tutor / Teacher / Researcher**
- How can wellbeing be **tested, assessed, observed?**

Project team and funder

Wilf Malcolm Institute of Educational Research

- Dr Jane Furness



- Dr Judy Hunter

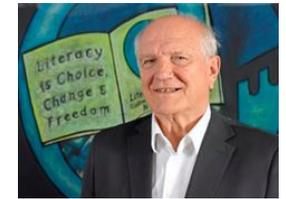


Literacy Aotearoa

- Tumuaki (CEO) Bronwyn Yates



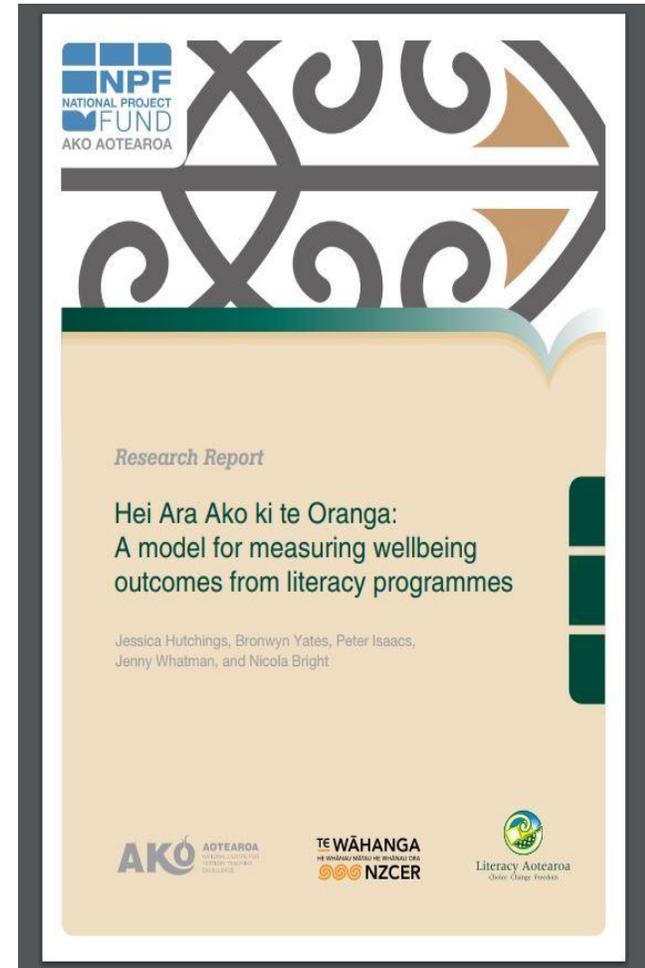
- Peter Isaacs



- Katrina Taupo



Project in context



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

Project rationale

Why a renewed focus on Hei Ara Ako ki te Oranga?

- WMIER and Literacy Aotearoa share common interests
- Growing international and national interest in wellbeing outcomes of literacy and numeracy education from:
 - Academic researchers
 - Literacy and numeracy practitioners as anecdotal evidence
 - Government, business and industry
 - New Zealand research

What is this project about?

- This is a 2-year research project that as a starting point captures and documents learner wellbeing outcomes by:
 - **Drawing on learners' narratives** and conversations during their participation in a literacy and numeracy programme
 - Trialling **social media** technologies as a means of sharing stories
 - **Building capacity and capability** by integrating Hei Ara Ako ki te Oranga

Research questions

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1. How can a wellbeing framework be further developed and incorporated into adult literacy and numeracy programmes in ways that engage tutors and learners in broad wellbeing outcomes, and that are meaningful and manageable for them?
2. What broad wellbeing outcomes can adult learners identify as a result of their engagement in literacy and numeracy learning?
3. How does the use of a wellbeing framework help learners assume ownership of their continued learning?

Data sources in Phase 1

- **Key activities**
 - Learner maps of what is important to them in their lives
 - Photo elicitation
 - Facebook conversations
 - Classroom conversations
- **Data gathering**
 - Tutor interviews
 - Learner focus groups
 - Classroom observations
 - Facebook posts

For learners

Preliminary findings

- Similar to Hei Ara Ako ki te Oranga:
 - Growing learner awareness and ability to reflect on and articulate the value of literacy and numeracy in their everyday lives
 - Learner enthusiasm for broad learning outcomes and peer sharing
- TLRI project:
 - Challenges of
 - Developing and internalising awareness
 - Writing digital media entries

For tutors

Preliminary findings

- Similar to Hei Ara Ako ki te Oranga:
 - Enthusiasm for the importance of recognising valuing and enhancing wellbeing outcomes
 - Challenges of integrating attention to wellbeing in everyday classroom activities
- TLRI project:
 - Challenges of managing and integrating social media into the programme

Next steps

In 2018 – Phase 2

- Double the number of programmes trialled
- Work with tutors to further integrate and enrich the conversation with learners
- Further develop learners' journalling through social media

Selected NZ references

- Furness, J. A. (2012). *The contribution of family literacy programmes to the wellbeing of individuals, families and communities*. (PhD Thesis). Retrieved from <http://researchcommons.waikato.ac.nz/>
- Hutchings, J., Yates, B., Isaacs, P., Whatman, J., & Bright, N. (2013). *Hei ara ako ki te oranga: A model for measuring wellbeing outcomes from literacy programmes*. Wellington, New Zealand: AKO Aotearoa.
- Karacaoglu, G. (2015). *The New Zealand Treasury's Living Standards Framework – Exploring a stylised model*. New Zealand Treasury Working Paper 15/12. Wellington, New Zealand: The Treasury.
- McGirr, M. (2015, October). Defining and recognising soft skills as relevant to employability and intervention. Power point presented at the New Zealand Vocational Education & Training Research Forum.