

Investigating wellbeing-related outcomes from adult literacy and numeracy (L+N) programmes for diverse learners: *Building on Hei Ara Ako ki te Oranga - Year 2*

NZARE Conference, Auckland, New Zealand
26-28 November 2018

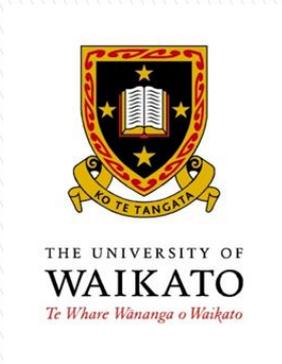
Jane Furness and Judy Hunter, University of Waikato
Bronwyn Yates and Katrina Taupo, Literacy Aotearoa

Presentation overview

- ▶ **Introduction to the Teaching and Learning Research Initiative (TLRI) project**
- ▶ **Literacy Aotearoa wellbeing outcomes research**
- ▶ **Wellbeing for diverse learners – Year 2 findings from the TLRI project**

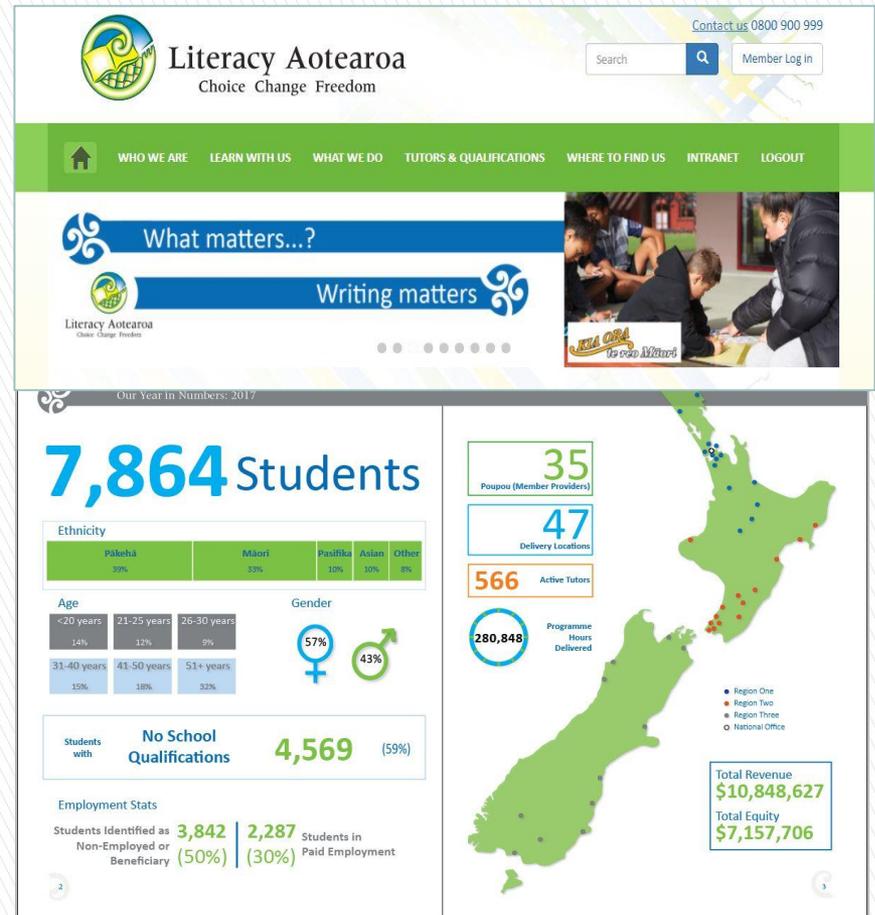


Our Partnership



**Wilf Malcolm Institute
of Educational Research**
Te Pūtahi Rangahau Mātauranga o Wilf Malcolm
THE UNIVERSITY OF WAIKATO

University of Waikato



Literacy Aotearoa

Context of adult L+N in Aotearoa

- ▶ Skills focus of L+N education is beginning to shift; broader outcomes are understood to occur
- ▶ Assessment of L+N skills pre and post programme may be moving beyond the standardised LNAAT
- ▶ PIACC results show progress but there is a generational lag for Māori and Pacific learners

Skill outcome

e.g.

Filling in a
form



Broad outcome

e.g.

Participating in
kapa haka



L+N, broad outcomes and wellbeing

Literacy

- ▶ Social and cultural practice
- ▶ Enables people to realise their full social, cultural and economic potential
- ▶ Learners can and do focus on L+N for their own purposes
- ▶ Decontextualized generic skills mastery is inadequate for meaningful use in learners' lives

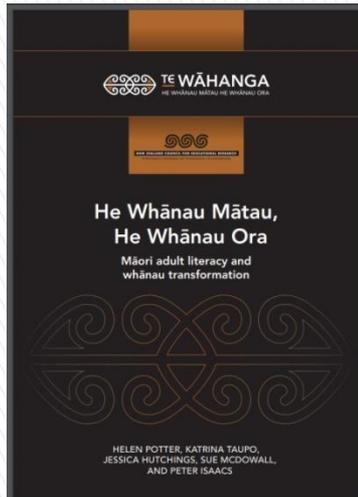
Wellbeing

- ▶ A holistic, integrative concept
- ▶ Values
 - collectivism and individualism
 - interdependence and independence
 - social justice
- ▶ Local research supports links between L+N learning and wellbeing outcomes



Enhanced physical health and spiritual wellbeing, increased whānau, hapu, iwi and community participation, strengthening of identity

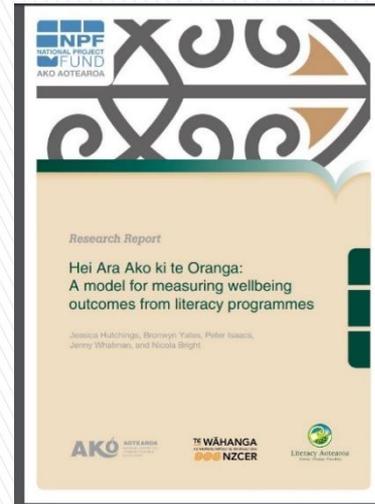
He Whānau Mātau, He Whānau Ora: Māori adult literacy and whānau transformation (2011)



What is the impact on children's education when a parent or caregiver engages in a L+N programme?

- 100% felt programme helped them and their families to be more positive about their learning
- Enhanced capacity to support their children's learning (74 - 90% on different measures)

Hei Ara Ako ki te Oranga: A model for measuring wellbeing outcomes from literacy programmes (2013)



How can we identify wellbeing outcomes for Māori learners?

Co-designed with Te Wāhanga, NZCER



Literacy Aotearoa
Choice Change Freedom

Capturing contributions to wellbeing

Activities developed with learners	Literacy and Numeracy strands (Learning progressions)	Student's comment	Wellbeing Outcomes
Low-cost cooking classes provided opportunities for students to develop strategies for setting a budget for healthy meals	Gaining a step in the starting points assessment through reading	“I really liked the low-cost cooking classes...it made us look at how much money we were spending and it made us discuss and compare healthy food options for school lunches”	Increased ability to fulfil roles and responsibilities in the whānau.



TLRI project

1. How can a wellbeing framework be further developed for incorporation into a programme in ways that engage tutors and learners in the 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 continuing learning?

What is important to you in your life?

Data collection

Participants

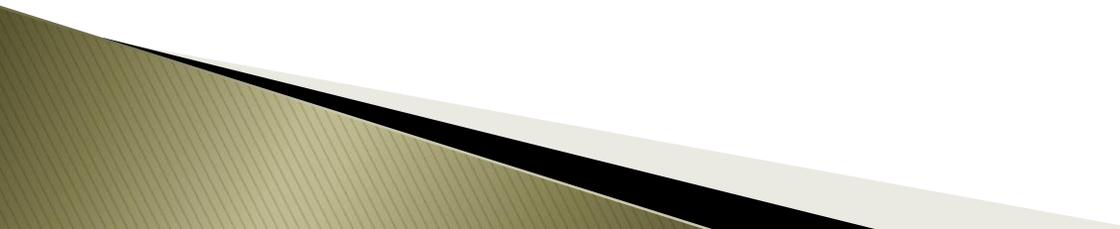
- ▶ Year One 2017
 - 3 programmes
 - 3 tutors
 - 12 learners

- ▶ Year Two 2018
 - 4 programmes
 - 4 tutors
 - Up to 20 learners

Data collection

- ▶ Classroom observations
- ▶ Tutor interviews
- ▶ Learner focus groups
- ▶ Document review

Findings about process: Tutors developing respectful relationships

- ▶ Drawing on multiple approaches for diverse learners
 - ▶ Investing in and supporting individual learning
 - ▶ Tutors sharing their lives - reciprocity
 - ▶ Accepting mistakes and fallibility
 - ▶ Engaging learners in establishing class protocols
 - ▶ Getting to know learners as people
 - ▶ Displaying interest in and concern for learners' lives
- 

Findings about process: **What seemed helpful on the part of tutors**

- ▶ Valuing of what learners value
 - ▶ Regular, systemitised opportunities for conscious reflection
 - ▶ Reflecting and recording in ways that best fit their programmes and learners
 - ▶ Responding to students' preferences
 - ▶ Whole group conversations and personal journaling
- 

Findings about process: Tutors managing the process

YEAR 1

- ❖ ...we're more worried about getting on Facebook than anything. . . . I don't think it was the technology
- ❖ ... there's two that don't want to go on Facebook

YEAR 2

- ❖ We discuss it every week. So I've made it kind of a, a regular slot on a Monday morning, just to talk about what's, what has happened over the week for them, and ask them to write their journal entries ...
- ❖ I said, 'Look somehow we've got to ... write down and record. These are different ways we can do it.' And as I said to you earlier, they all want to do it as a group. So that they could actually hear what the others were saying and think, 'Oh they feel like that too?'

Learners' wellbeing outcomes:

“Confidence”

- ❖ It's more confidence in the reading, and the Maths – numeracy. It's more... It's given me more confidence in myself too ... I have gained, you know, I sort of try it once, and if it doesn't work I go... I ring up someone now. Yeah, but whereas before it would be, 'I'll just keep doing it until I get frustrated with myself!

Learners' wellbeing outcomes: Family/ whānau

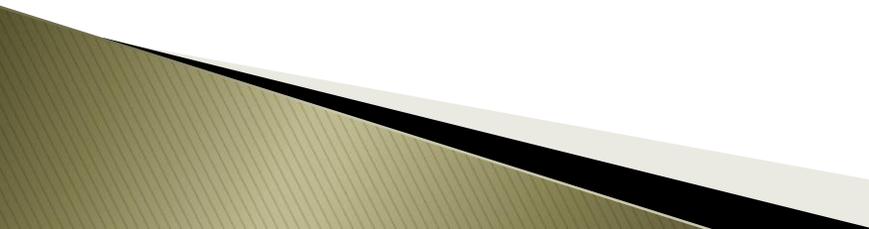
- ❖ Since I've been here my son – he's 17, he said, 'You know, since you've been coming here, you have not bitten my head off.' And I've had less panic attacks.
- ❖ Describing a game trying out word of the week at home: That was so funny. 'Cause I said, 'can you *illuminate* the house?' And I'm going ... 'Is his brain going to start working?' And he just goes up and turns the lights on. ... I got one for him when he comes back ... So see what he does on that one.
- ❖ He wants to go to [polytech] next year. 'Cause he's seen me learning. And I thought, 'Well he's – he's inspired off me for going to [polytech].' ... Well he's inspired me in a way to get my license. Because he's got his Learners.

Learner agency: **Initiating changes**

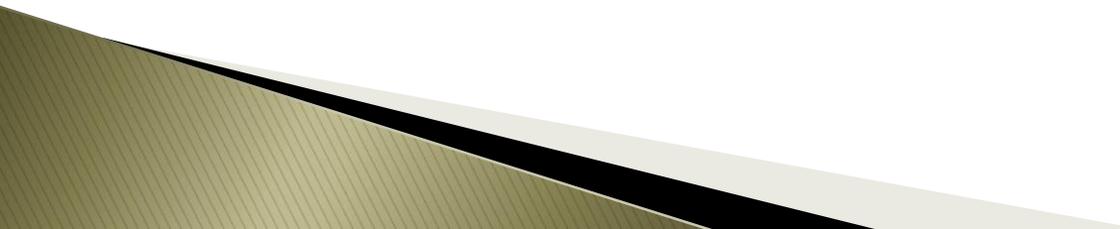
- ❖ I started volunteering at the op shop, and, and that's helping me to know what it's like to be in a work environment, and meeting new people...
- ❖ The other thing that I do with shopping now is – like [tutor's] also mentioned like when you're doing a recipe for that week. Like you can do up a whole meal plan for the week. And to buy things on special. So I allow like an extra \$30 / \$40 in your budget, to grab the things that possibly could be on special that week, that you could possibly do in two weeks time or something like that. And just to have them in your freezer.

Challenges: Learners' hesitancy to share and difficulty with deep reflection

What seems helpful:

- ▶ Trust-based, mutually respectful relationships
 - ▶ Tutor's holistic, integrative understanding of wellbeing
 - ▶ Tutor attunement to learners' lives
 - ▶ Regular linking of L+N learning to what matters to the learners in their lives
 - ▶ Regular invitations to reflect
 - ▶ Follow up about what learners share
- 

Support for tutors to attend to wellbeing outcomes

- ▶ Opportunities for tutors to talk about wellbeing
 - ▶ Having a sense of space and time in the programme for attention to wellbeing outcomes
- 

Final tasks

- ▶ Research question 1 (process)
 - Fine-tuning for meaningfulness and manageability
- ▶ Research question 2 (outcomes)
 - The nature of the identified wellbeing outcomes
 - Link to Hei Ara Ako ki te Oranga
- ▶ Research question 3 (agency)
 - Focus in the final rounds of data collection

We thank the tutors and students in the study programmes for their willingness to try new things and share their experiences.

We further acknowledge our funder, the Teaching and Learning Research Initiative, New Zealand Council for Educational Research.

To contact us:

judy.hunter@waikato.ac.nz

jane.furness@waikato.ac.nz

by@literacy.org.nz

References

Furness, J. (2013). Principles and practices in four family focused adult literacy programs: Towards wellbeing in diverse communities. *Literacy and Numeracy Studies*, 21(1), 33-57.

DOI: <http://dx.doi.org/10.5130/Ins.v21i1.3329>

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.

Ministry of Education and Ministry of Business, Innovation and Employment. (2016). *Skills and Education: Survey of Adult Skills (PIAAC)*. Wellington, New Zealand: Ministry of Education and Ministry of Business, Innovation and Employment. Available at:

https://www.educationcounts.govt.nz/_data/assets/pdf_file/0005/173516/Skills-and-Education-Aug-2018.pdf

Potter, H., Taupo, K., Hutchings, J., McDowell, S., & Isaacs, P. (2011). *He whanau matau, he whanau ora: Maori literacy and whanau transformation*. Wellington, New Zealand: NZCER with Literacy Aotearoa. Available at:

<https://www.nzcer.org.nz/research/publications/he-whanau-matau-he-whanau-ora-maori-adult-literacy-and-whanau-transformation>

<https://www.educationcounts.govt.nz/topics/research/survey-of-adult-skills> (PIACC)

<http://www.tlri.org.nz/tlri-research/research-progress/post-school-sector/using-wellbeing-framework-recognise-value-and> (TLRI project)

https://www.waikato.ac.nz/_data/assets/pdf_file/0008/399725/Furness-Hunter-wellbeing-frameworks1.pdf
(TLRI Research Briefing - Year One)

Ways of thinking about wellbeing

Wellbeing is the "confidence to do" and raise one's horizons. This is then related to engagement in learning and personal development that is often referred to as self worth. It is also related to relationships with others - feeling able to participate constructively with others in family, whānau, communities etc, then there is the sense of acceptance and engagement at work or attaining work and the ability to participate in work activities and meetings etc (Peter Isaacs, ONZM).

... effects of the programme that contribute to enhancing people's quality of life; related to aspects of their lives that are important to them which may include, for example, managing daily life responsibilities, supporting whānau, participating and contributing in the community... (TLRI research project)