



Wilf Malcolm Institute
of Educational Research

Te Pūtahi Rangahau Mātauranga o Wilf Malcolm

THE UNIVERSITY OF WAIKATO

Using a wellbeing framework to recognise, value and enhance the broad range of outcomes for learners in adult literacy and numeracy programmes

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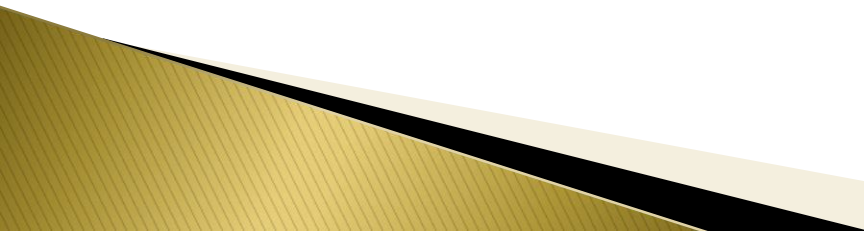
A TEACHING AND LEARNING RESEARCH INITIATIVE
NĀU WHATU KĀKAHU, HE TĀNIKO TAKU

Overview

- ▶ Work with adult literacy and numeracy (L/N) programmes
- ▶ Trial and refine a way to capture the broader outcomes, beyond skills, that are important to learners in their lives
- ▶ Build on framework developed for Māori learners but not in widespread use - *Hei Ara Ako ki te Oranga* (Hutchings et al, 2013)
- ▶ Provide opportunities for tutors and diverse learners to recognise, value and enhance broad wellbeing outcomes

Skill outcome – knowing letter-sound relationships
Broad wellbeing outcome – helping whānau with Kapa Haka

Context

- ▶ Adult literacy and numeracy skills are seen by the TEC, MoE and MBIE as ‘strategically important’ to ‘support business and innovation’ – these skills are measured
 - ▶ The Tertiary Education Strategy and the Literacy and Numeracy Implementation Strategy recognise that wider benefits accrue – but there is no widely used or accepted measure for these benefits
 - ▶ Adult learning theory tells us that learning opportunities and objectives must be meaningful, purposeful and agentic
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Theoretical positioning

- ▶ **Literacy as social practice**

The meaning of literacy and numeracy for people is in their use and the contexts of their use and what they do for people in their lives

- ▶ **Wellbeing as a holistic, integrative concept**


Wellbeing for individuals, families and communities is achieved through a synergistic interplay of personal, relational and collective wellbeing

Hei Ara Ako ki te Oranga (Hutchings et al, 2013) based on Te Whare Tapa Whā (Durie, 1998)

Personal, relational and collective wellbeing framework (Nelson & Prilleltensky, 2005)

The contribution of family literacy programmes to the wellbeing of individuals, families and communities (Furness, 2012)

Research questions

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 L/N learning?
 3. How does the use of a wellbeing framework help learners assume ownership of their continuing learning?
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What we will do

Year 1

- ▶ Work with Literacy Aotearoa leaders and tutors in 2-3 programmes (up to 16 learners)
- ▶ Collaborative designing
 - Bringing wellbeing frameworks together
 - Linking L/N learning and wellbeing in the classroom
 - Developing manageable, meaningful ‘assessment’ practices
- ▶ Use photo elicitation, social network mapping and Facebook as the foundation of a dialogic system for illuminating broad outcomes
- ▶ Data collection – tutor and learner interviews, classroom observations, document review and a learner survey

Year 2 – repeat with refinements and more tutors

Our project team

▶ Partners – Literacy Aotearoa

- **Bronwyn Yates, QSM**, Tumuaki (CEO)
- **Peter Isaacs, ONZM**, Senior Research Leader and acting Business Development Manager
- **Katrina Taupo**, Researcher
- **Programme tutors**

▶ Advisors

- **Professor Linda Waimarie Nikora**, Director, Māori and Psychology Research Unit, FASS
- **Professor Stephen May**, Te Puna Wānanga School of Māori Education, Faculty of Education and Social Work, University of Auckland
- **Stephen Bright**, eLearning Designer, Centre for Tertiary Teaching and Learning

▶ Summer Research Scholar