Adult literacy and numeracy learners talk about their wellbeing outcomes

Judy Hunter & Jane Furness

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Overview

- Overall research outcomes: the two-year TLRI study of adult learners' identification of meaningful outcomes related to their literacy and numeracy programmes

- Learners' assessments of key programme enablers

- Conceptions of student voice and implications for research methods

- Learners' reports of wellbeing and current OECD and government descriptions of wellbeing

Research questions

- 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?

Overall research outcomes: Identification, reflection and recording of wellbeing outcomes

- Tutors' consistent, regular attention to and care for learners' wellbeing

- Programme content involving practical aspects of daily living

- Achievement of officially recognised programme certificates

Overall research outcomes: Wellbeing

- **Increased self-esteem, self-efficacy and sense of self-worth**

Looking after myself, yeah. And believing in yourself. They sort of like instil that in you, and they're so positive and encouraging.

- **Enhanced interactions and relationships**

Family Tensions*: I sometimes just sweep it, or just tell her straight, like, 'Mum, I don't feel good about that.' So just owning up to my feelings. . . . I've been doing it ever since [tutor] said.*

- **Sense of belonging within the programme**

... communication, honesty, trustworthy—what we share in the group is trustworthy and honesty.

- **Increased autonomy and independence**

I can go to the shop and look for something I need, and I know I can find it without taking someone with me to look for it ... Like in Pak 'N Save, before I would just grab ... and half the time it was wrong, but now when I need something, I know what it is now.

Overall research outcomes: Agency and ownership of learning

- **Agency and ownership as distributed locally and globally across relationships, resources and circumstances** (Fenwick & Landri, 2012)
- **Toward the end of the programme**: *We're all friends on Facebook now.*
- **Cooking and measurement**: *Not everybody has scales at home to measure on scales. So that's why I thought well, 'I'll Google it.' So then they can learn too.*
- **Sharing with family**: *I've been coming here, and like when the kids get to come with me as well – like it's made them wanting to do stuff at home too. So ...'s turning 10 tomorrow, and he's starting to be a little bit more independent on doing stuff in the kitchen himself.*

Learners' assessments of key programme enablers: (1) Help to learn

- Plenty of tutor help and attention
- Direct teaching of knowledge and skills used in everyday life e.g. communication styles, comas in a shopping list, airport signage
- Acknowledgement of achievements e.g. workbook completion and assessment, unit standards and other official markers

(2) Caring tutors

- They are interested in us and our families
- They talk to us about their families and their lives
- They're on Facebook with us
- They believe we can do things we don't think we can do
- They tell us its okay to fail
- They make mistakes and show us its okay
- They welcome our children
- They help us think about what next

(3) Becoming family/whānau

- Getting to know each other and our families

- Respecting each other

- Helping each other

- Having class discussions

- Working together on tasks

- Seeing each other outside class
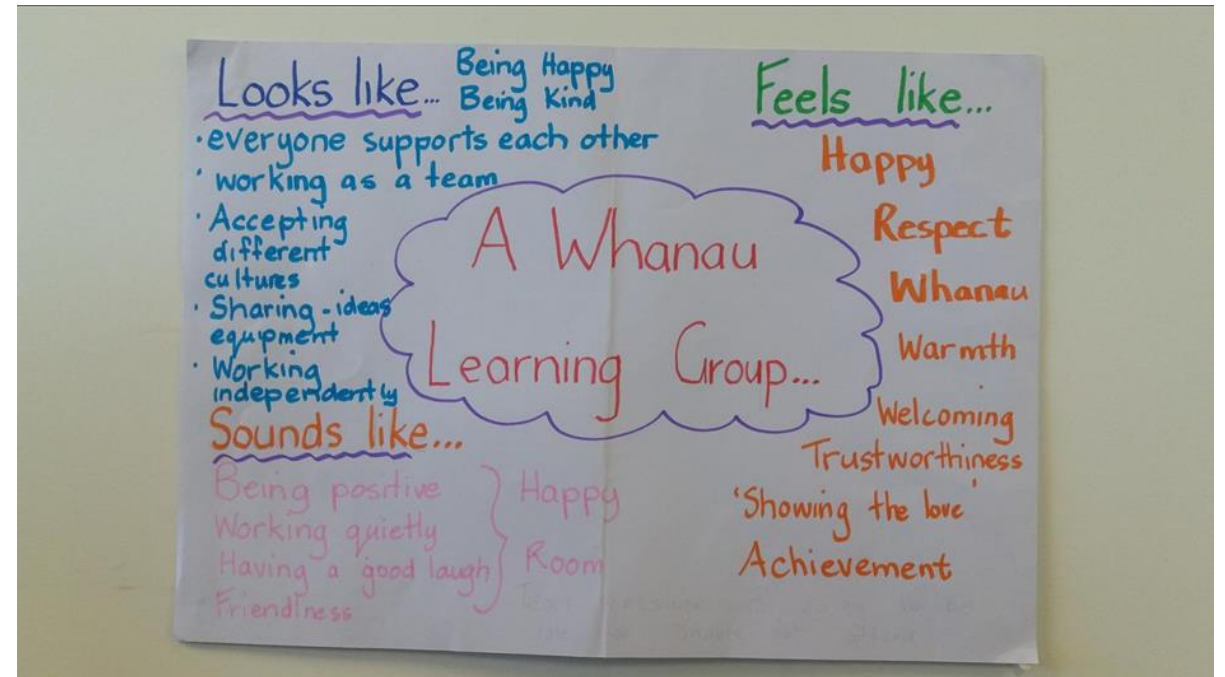
Conceptions of student voice and implications for research

- **Our starting points**

- **Problems and possible factors**

- **Making sense of the data**

- **Reviewing our notion of voice** (cf Mazzei, 2016)

Alignment of learner's wellbeing outcomes – 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 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'" (p. 1).

https://www.oecd.org/sdd/OECD-Better-Life-Initiative.pdf

Alignment of learner's wellbeing outcomes – Living Standards Framework
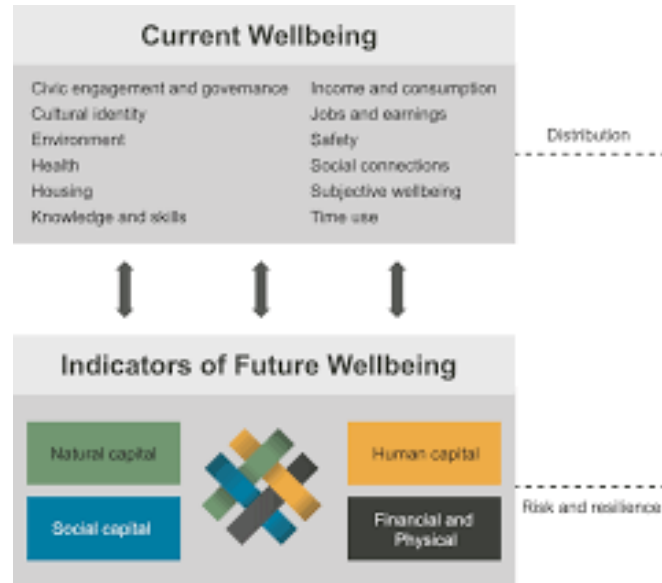
Living Standards Framework

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

The 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

Alignment of learner's wellbeing outcomes – Literacy and Numeracy Implementation Strategy 2014-2019

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**

(Tertiary Education Commission, 2015, p. 5)

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

Alignment of learner's wellbeing outcomes – Wellbeing Budget 2019

"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

References

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