



A learner centred framework: Reframing L+N policy interventions

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The expression, experience and transcendence of low skills in Aotearoa New Zealand



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Wider project

Funded by a Ministry of Business, Innovation & Employment Endeavour Grant over 5 years

Informed by a diverse advisory group and key stakeholders

Includes qualitative and quantitative research streams

For this sub-project acknowledgements go to: Research assistance provided by Summer Staninski, Alexandra Turcu and Alexander Mazzone-Pitt, and

Guidance, project oversight and quality assurance provided by Gail Pacheco

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Purpose of presentation

Share the story of our research into the L+N policy landscape

Present a theoretical lens we are using to reframe L+N policy landscape to be learner-centred

Discuss how to reshape this lens to reflect the indigenous and diverse context of Aotearoa New Zealand



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Context of Aotearoa New Zealand

Aotearoa is a nation of nearly 5 million people and is referred to as having a superdiverse population:

- 70.2% European (3,297,860 people)
- 16.5% Māori (775,840 people)
- 15.1% Asian (707,600 people)
- 8.1% Pacific peoples (381,640 people)
- 1.5% Middle Eastern, Latin American and African (MELAA) (70,330 people)

Project is using results from the Cycle 1, Round 2 of the PIAAC published in 2016
Three categories: Literacy (text), numeracy and problem-solving

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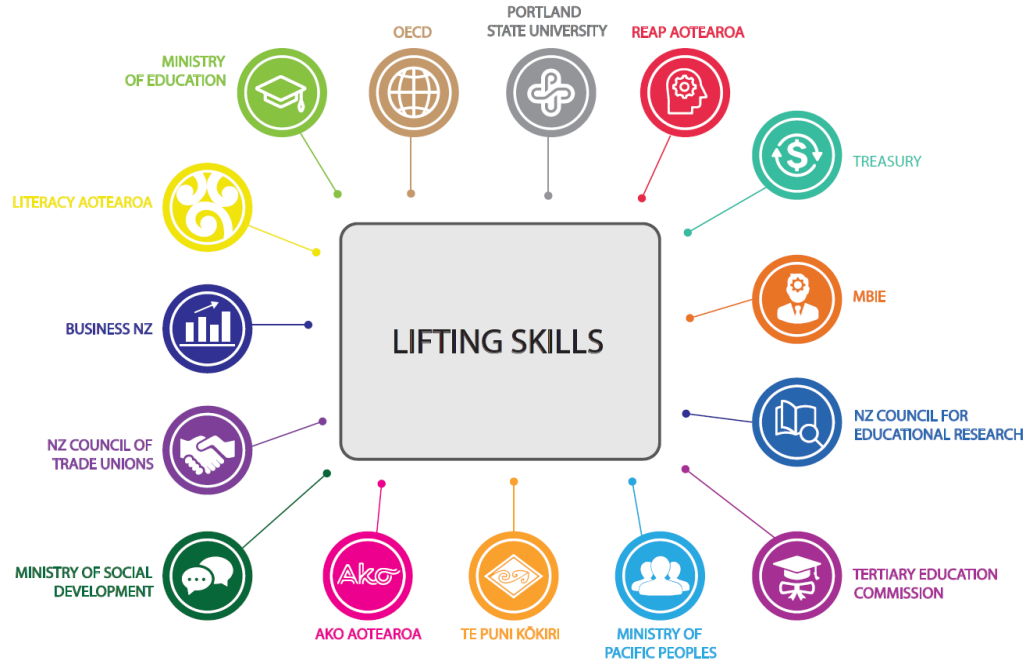
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Spoke with a range of experts



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Current landscape: Funding and programmes

Dedicated/Specialised L+N: Intensive L+N (ILN + ILN ESOL/Refugee English); Workplace-based L+N (WLN Provider-led/Employer-led)

Embedded L+N: ACE; VET; Foundation provider-based programmes; and Social service agency-led small programmes

Challenges: Siloed research and policy development; Current policy lacuna; Data (Ad hoc, unavailable or unused); Funding compliance and policy restrictions; Culturally responsiveness concerns

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Funded Categories in IDI

1. Intensive Literacy and Numeracy for English Learners;
2. General Intensive Literacy and Numeracy;
3. English for Refugees;
4. Tertiary Education Organisations-sponsoring workplace literacy;
5. Employer-sponsoring workplace literacy

Pathways onto programme

Other Agency led

Employer led

Course Providers (known to participants)

Specific Course
Including format
(in terms of teaching
and learning)

Specific Course
Including format
(in terms of teaching
and learning)

Specific Course
Including format
(in terms of teaching
and learning)

Re-group according
to the TSL Approach &
measurement
(UNIAAT)

Starting
point

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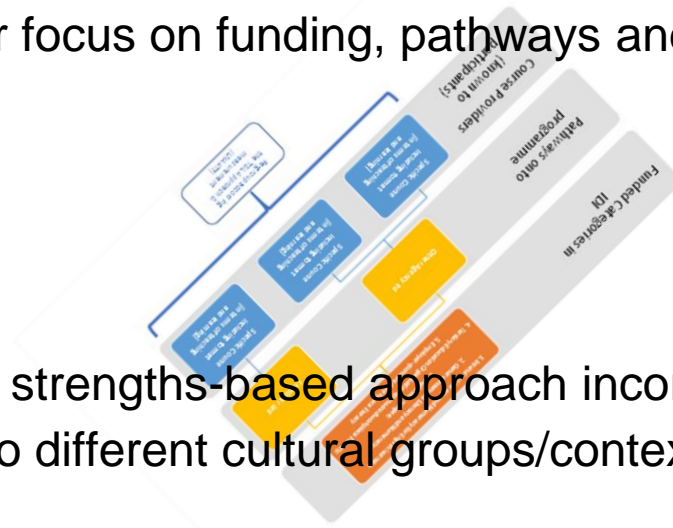


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Shifting to a learner centred-approach

- Experts challenged us to flip our focus on funding, pathways and providers
 - Learners
 - Providers
 - Funding
- Reshape assumptions to take a strengths-based approach incorporating models of thinking appropriate to different cultural groups/contexts
- New starting point – taking a system-wide learner-centred approach



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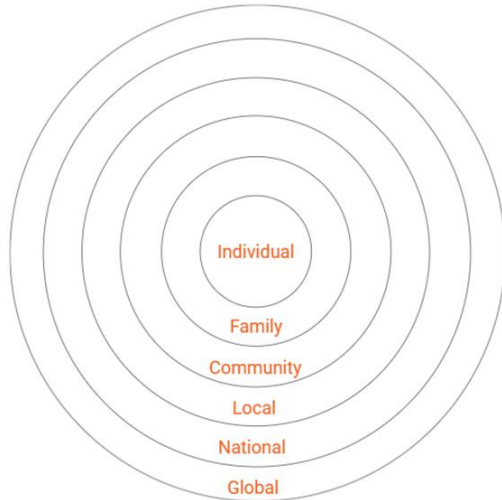
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Theoretical framework

Bronfenbrenner's ecological approach

Sen's capability approach

Onion diagram



Individual: e.g. age, gender, race, disability, preference, beliefs and values

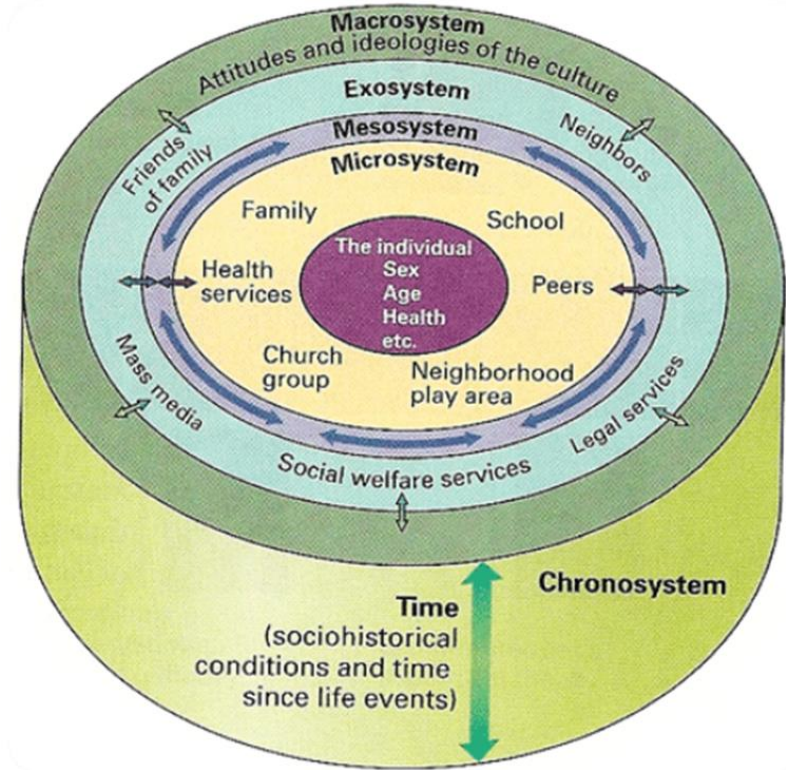
Family: e.g. partnership, children, caring responsibilities

Community: e.g. social and physical environment, schools, health and social services

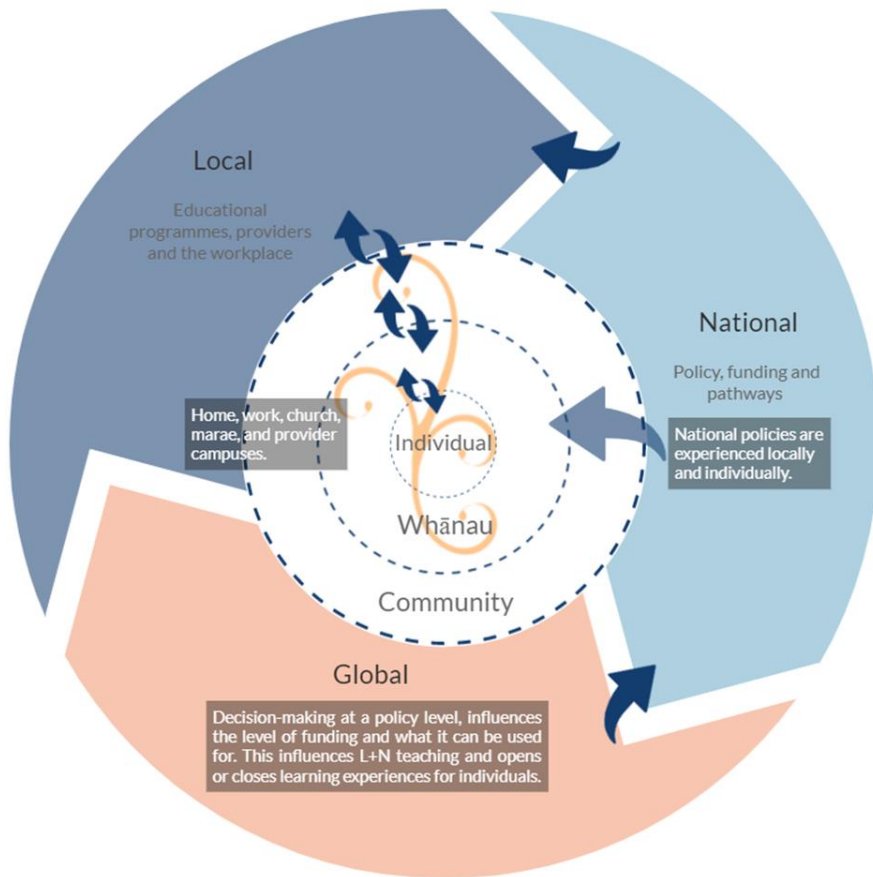
Local: e.g. labour market, transport

National: e.g. cultural influences, social security, legislative framework

Global: e.g. international trade, migration, climate change



Infographic 1



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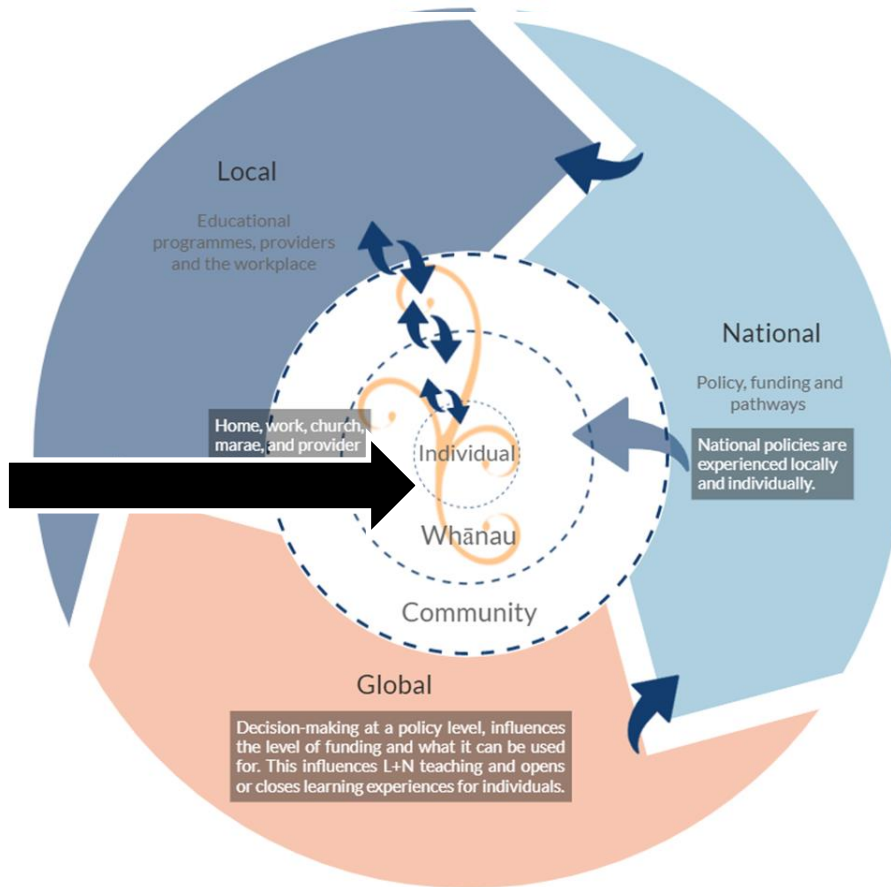


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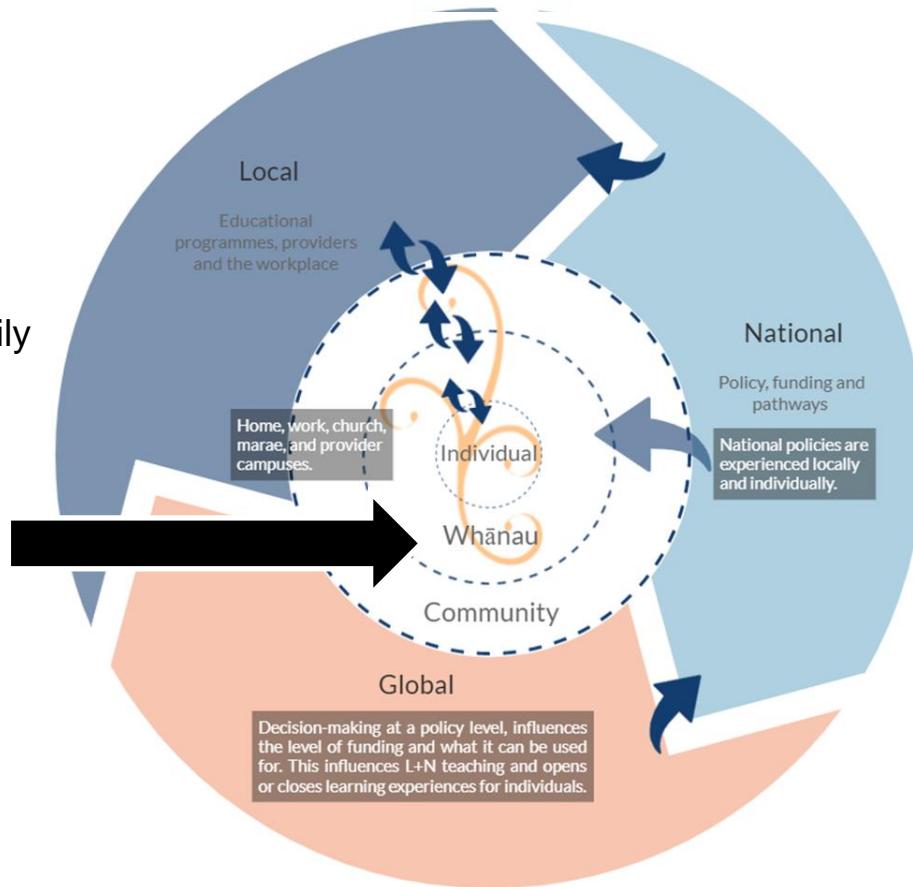
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Whānau/Aiga = family



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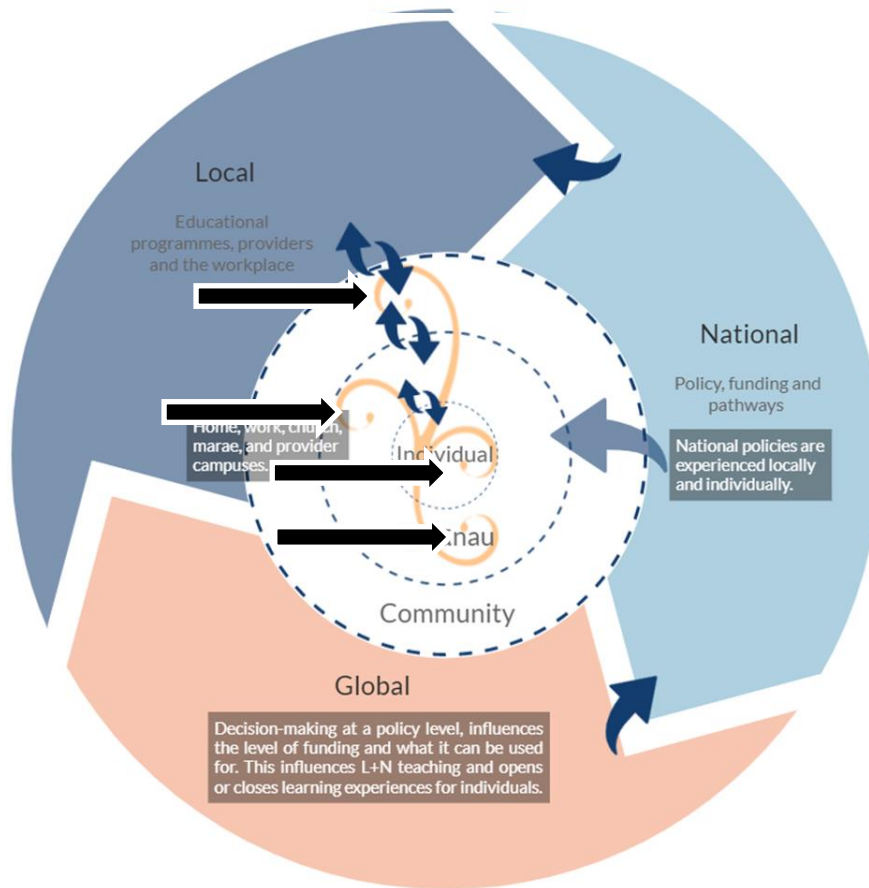


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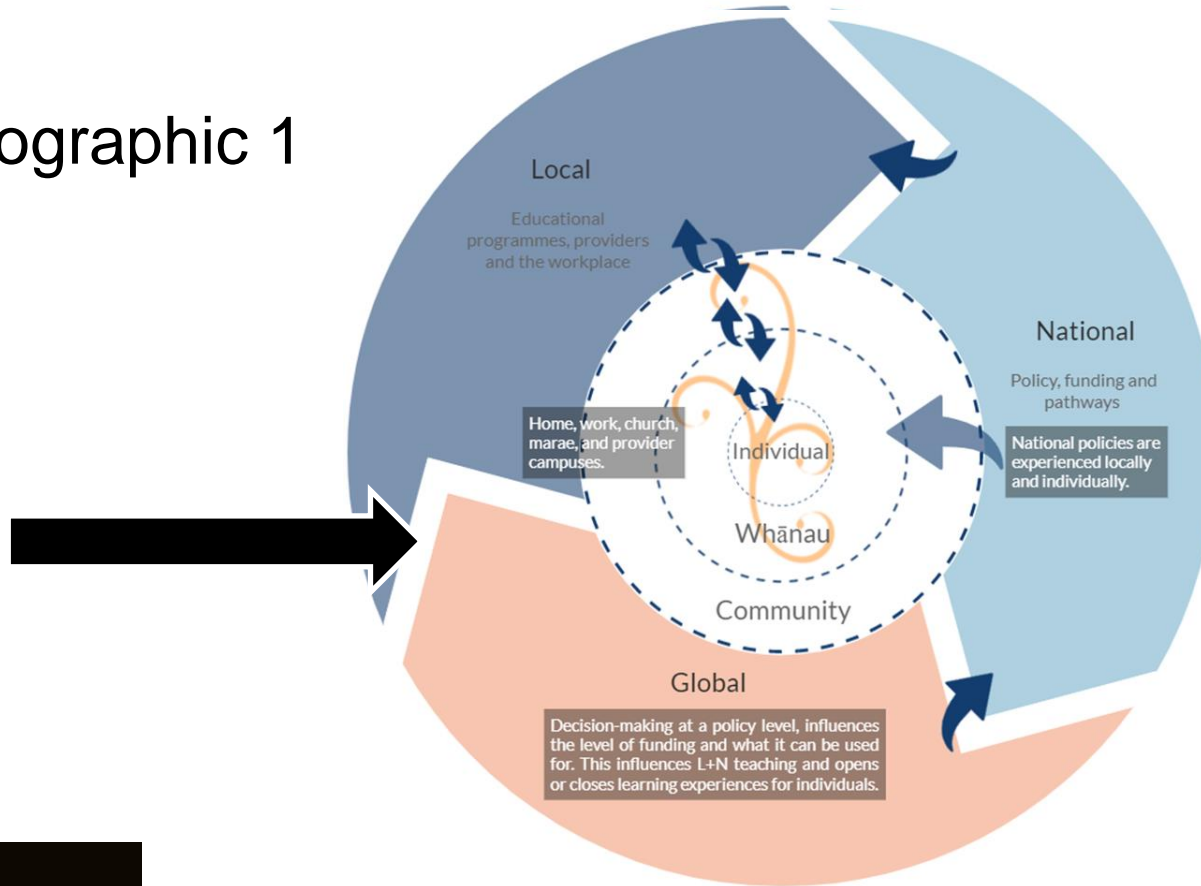


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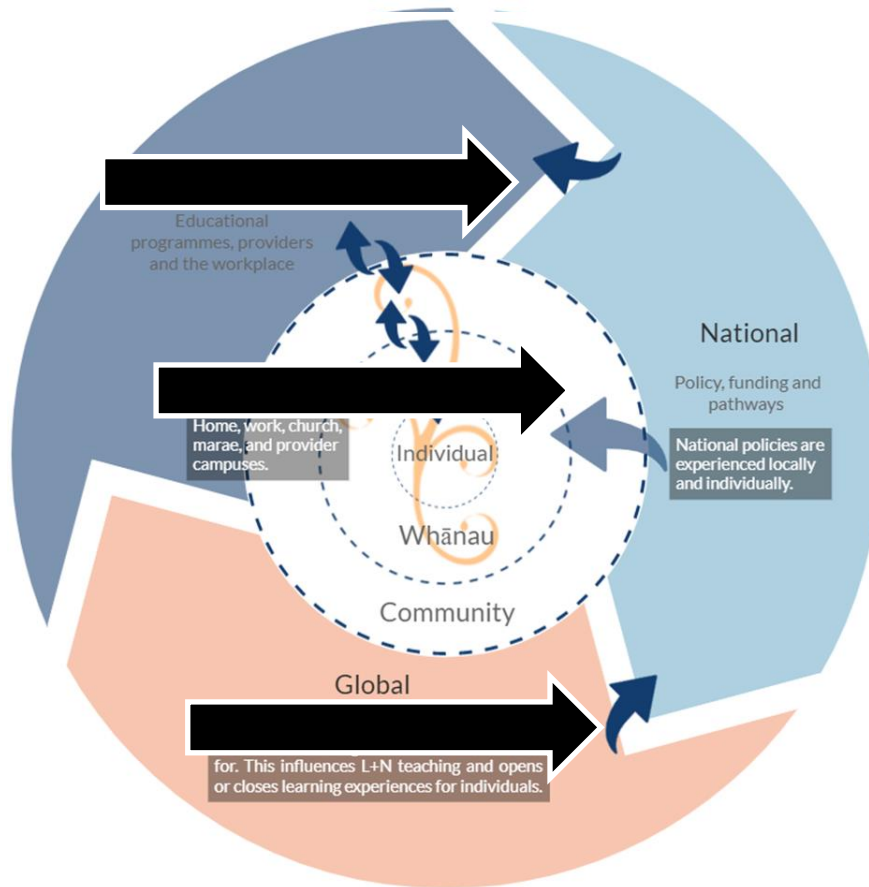


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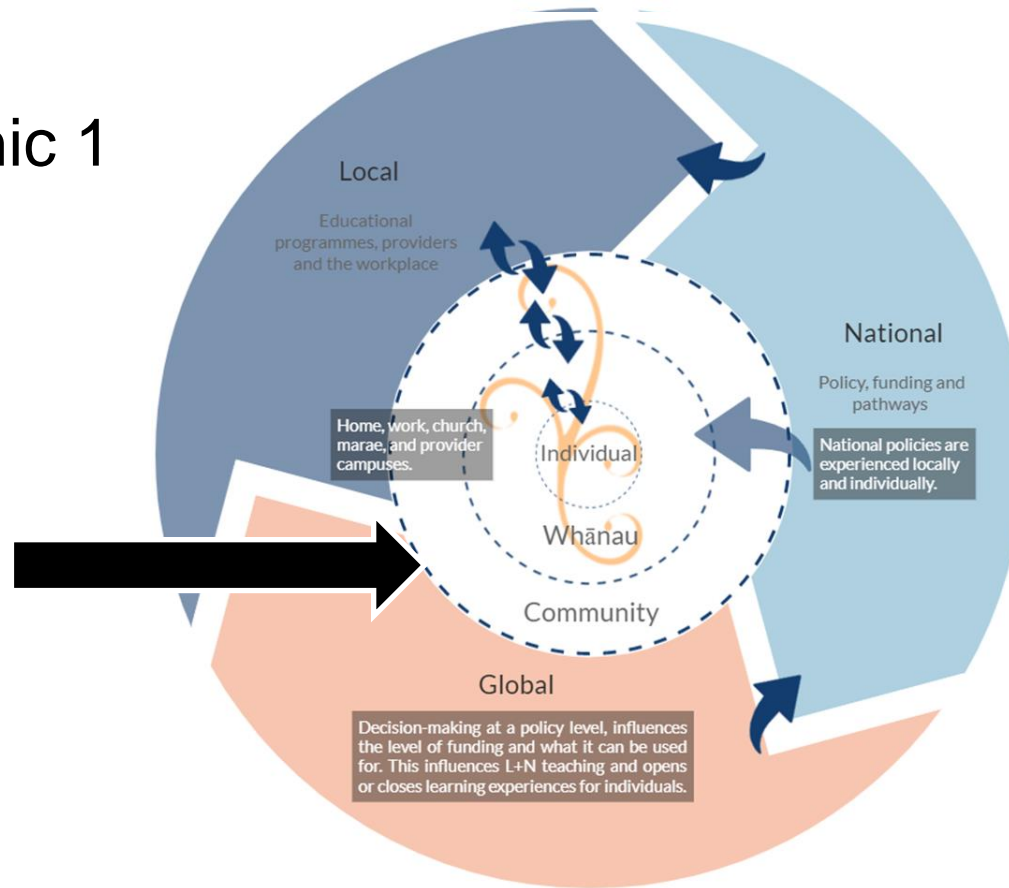


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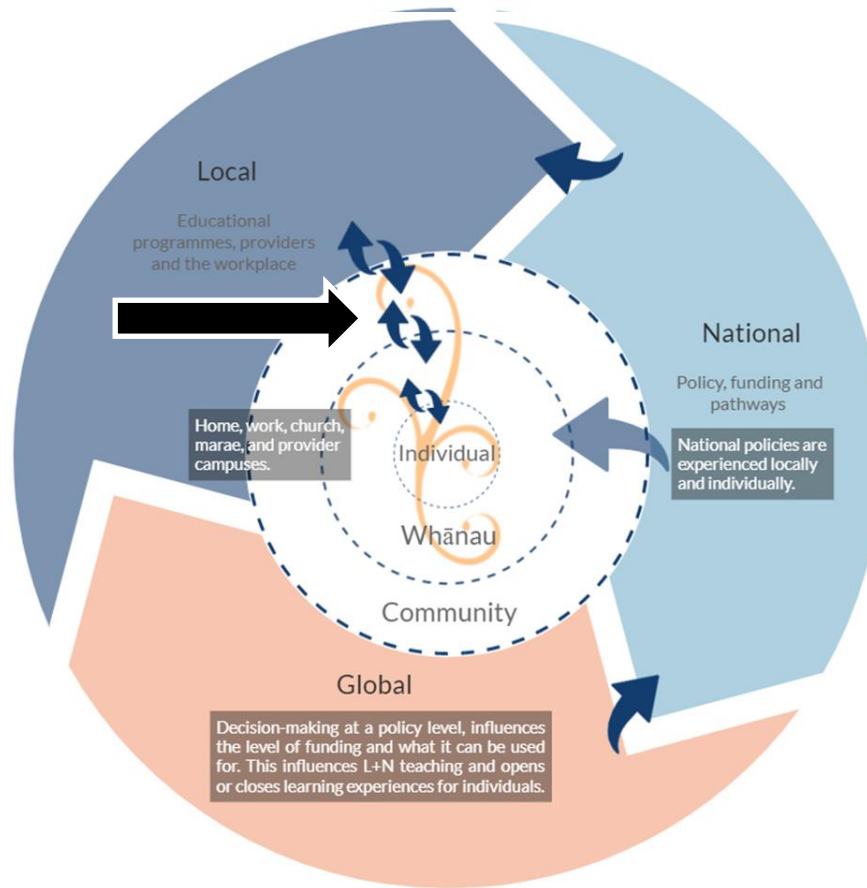


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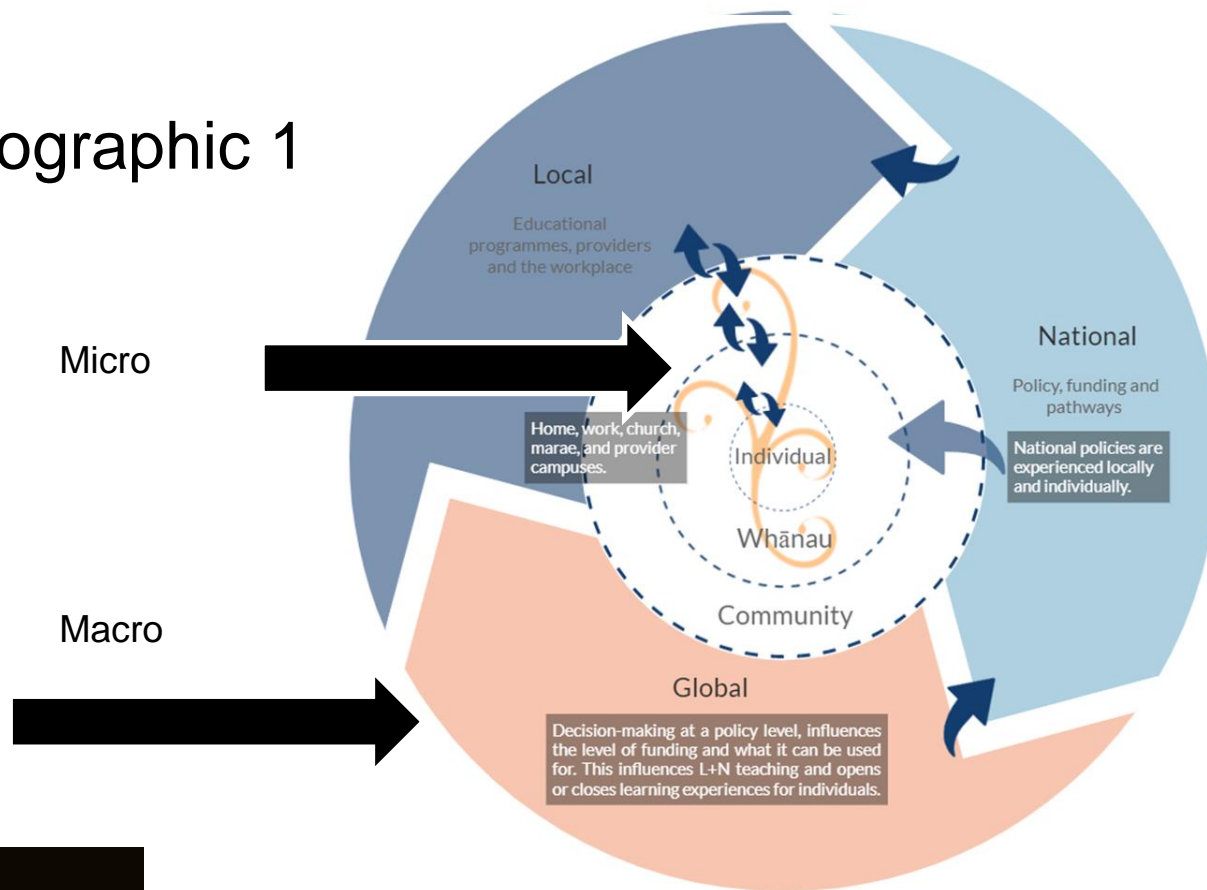


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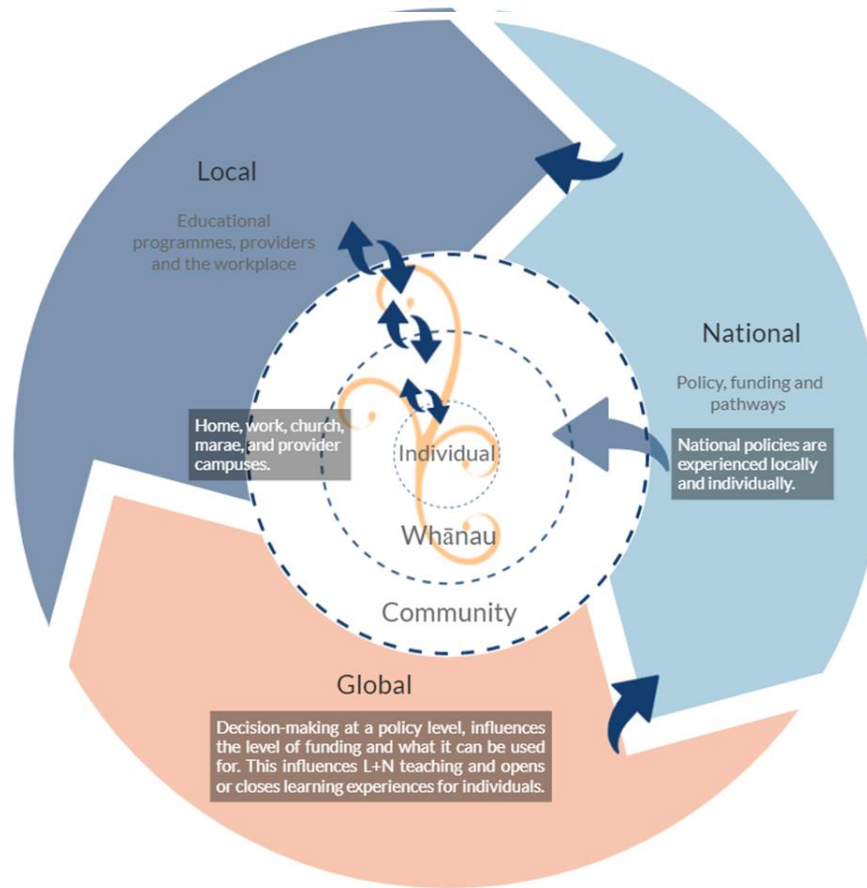


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Moving forward

How might the model change if a more inclusive approach was taken?

Family/Whānau/Aiga before individual – draw on indigenous models

Strengths-based approach: low skill to high potential

How could the current policy interventions be challenged?

Next step: Reconnecting with our advisory group and stakeholders including learners

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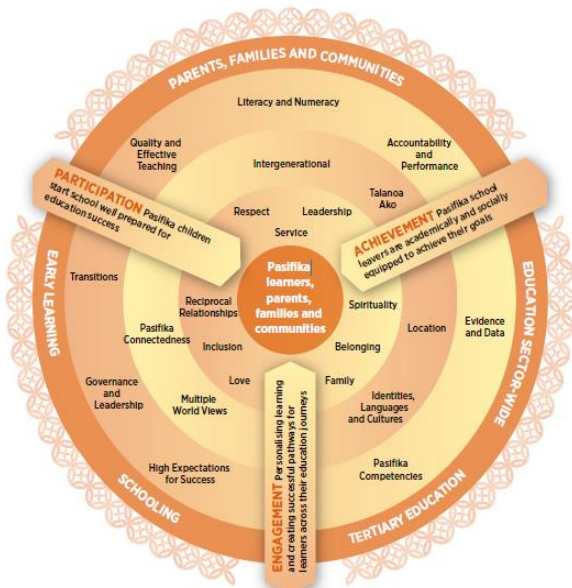


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Indigenous models

The Pasifika Success Compass



The Pasifika Success Compass captures the essence of the PEP. All activities, domains, principles and values are oriented around the Pasifika learner, parents, families and communities who are at the centre.



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Learner centered AND culturally relevant

Comments...

Questions...?

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