

My Whakapapa

- The Saxon Forward



Great Grimsby



‘The Mariners’

<http://www.bing.com/images/search?q=pic+of+north+sea+trawler&qvtpic+of+north+sea+trawler&FORM=IGRE#view=detail&id=A83504B14D68C9A36B7F21282C8995AF51228079&selectedIndex=3>

- My mountains are Lugnaquilla (County Wicklow, Ireland)
Snaefell, Isle of Man.
- My rivers are The Humber and Mersey and the Liffey (Dublin)
- *Whakatauākī:*

*Kāhore ahau kei te mōhio he aha ahau ki te ao, engari he tamariki
noa iho kei te tākaro ki te taha moana. ā kei te kōtiti haere kē ki*

Are Soft Outcomes: *a New Literacy?*

“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

(Maya Angelou)

“Every literacy instructor has seen them; we all deal with them, hope for them, and expect them. These non-academic outcomes (NAOs) are some of the changes that have occurred since the student began coming to class. Students change their bearing, their walk; they hold their heads higher and smile more readily. They get up in the morning more easily; they go to bed earlier at night. ... They talk to their kids about school and homework. They look forward to reading or doing math, they read to their kids, they present ideas and speak up for themselves at home with spouses or parents, they are more ready to talk to school personnel and make phone calls to social workers” (Battell, E. 2001).

Soft Outcomes, Non-Academic Outcomes, Social Outcomes, Social Capital Approaches and Learner Statements (whakatauiiki) share commonalities in many different ALN learning environments around the world.

(Battell, 2001, Hutchings, Yates, Isaacs, Whatman and Bright, 2013, Salamon, 2010, Westell, 2005).

Soft Outcomes identified by research

Ability to carry out instructions

Ability to follow written instructions

Organisational skills

self-awareness

Positive regard for others

Planning

Concentration

Decision-making

Taking part in meetings

Seek/and or respond to advice

Reliability

Engagement

Problem-solving

Learning to Learn ...

Can recording and engaging in Soft Outcomes Assessments:

- **Impact on our identities and ways of doing as practitioners?**

Can recording and engaging in Soft Outcomes assessments:

- **improve students' learning outcomes, retention and success?**

How is your vision?



- **"He rangi ta Matawhaiti, he rangi ta Matawhanui"**
- **"Those with narrow vision see little potential or possibility. Those with wide vision see many potentialities and possibilities."**

‘Human Capital’ *matawhaiti* views:

Human Capital

**Skills -
acquisition**

productivity

attendance

aptitude

**Academic
qualities**

Pass/fail rates

transferability

retention

participation

timeliness

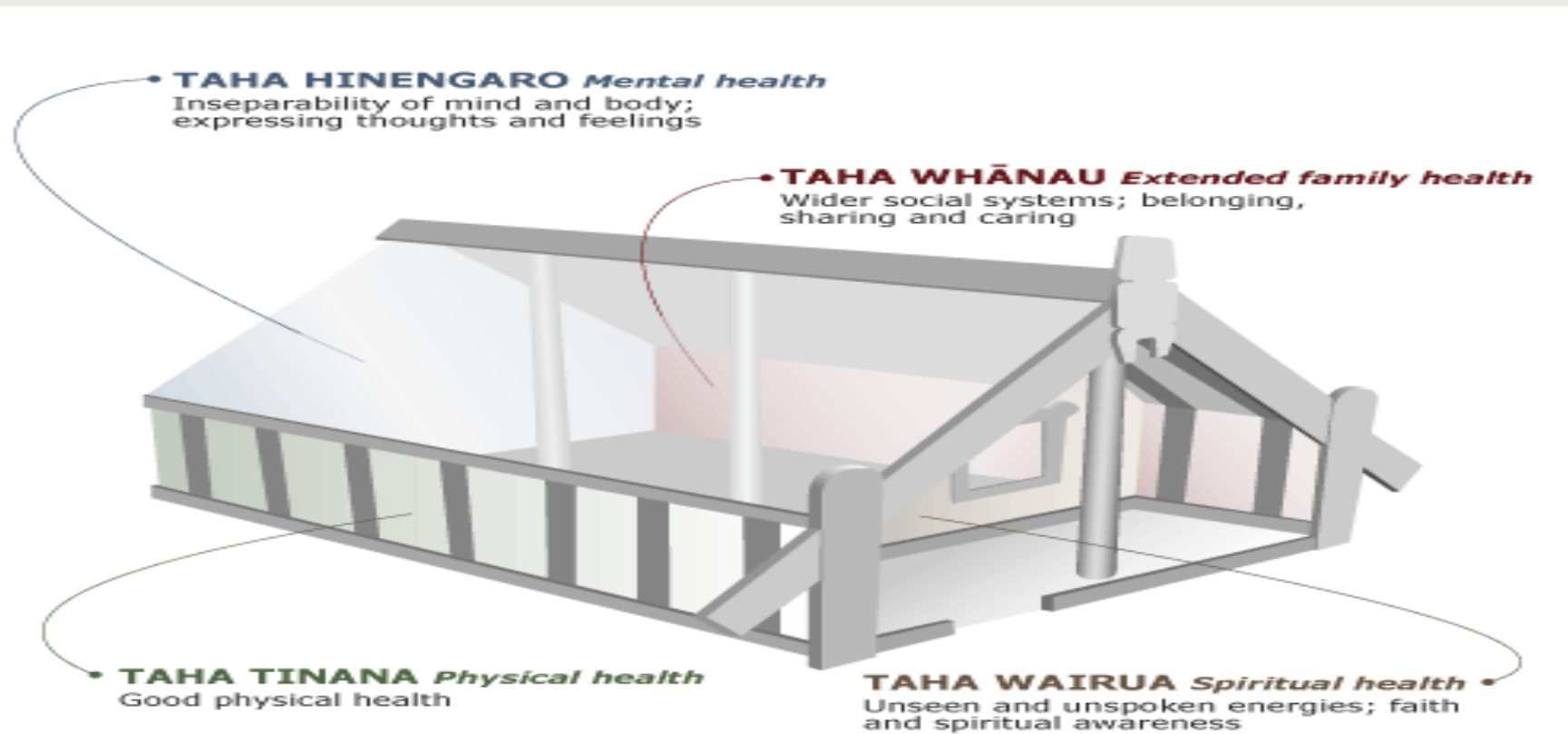
resources

**Interpersonal
skills**

responsiveness

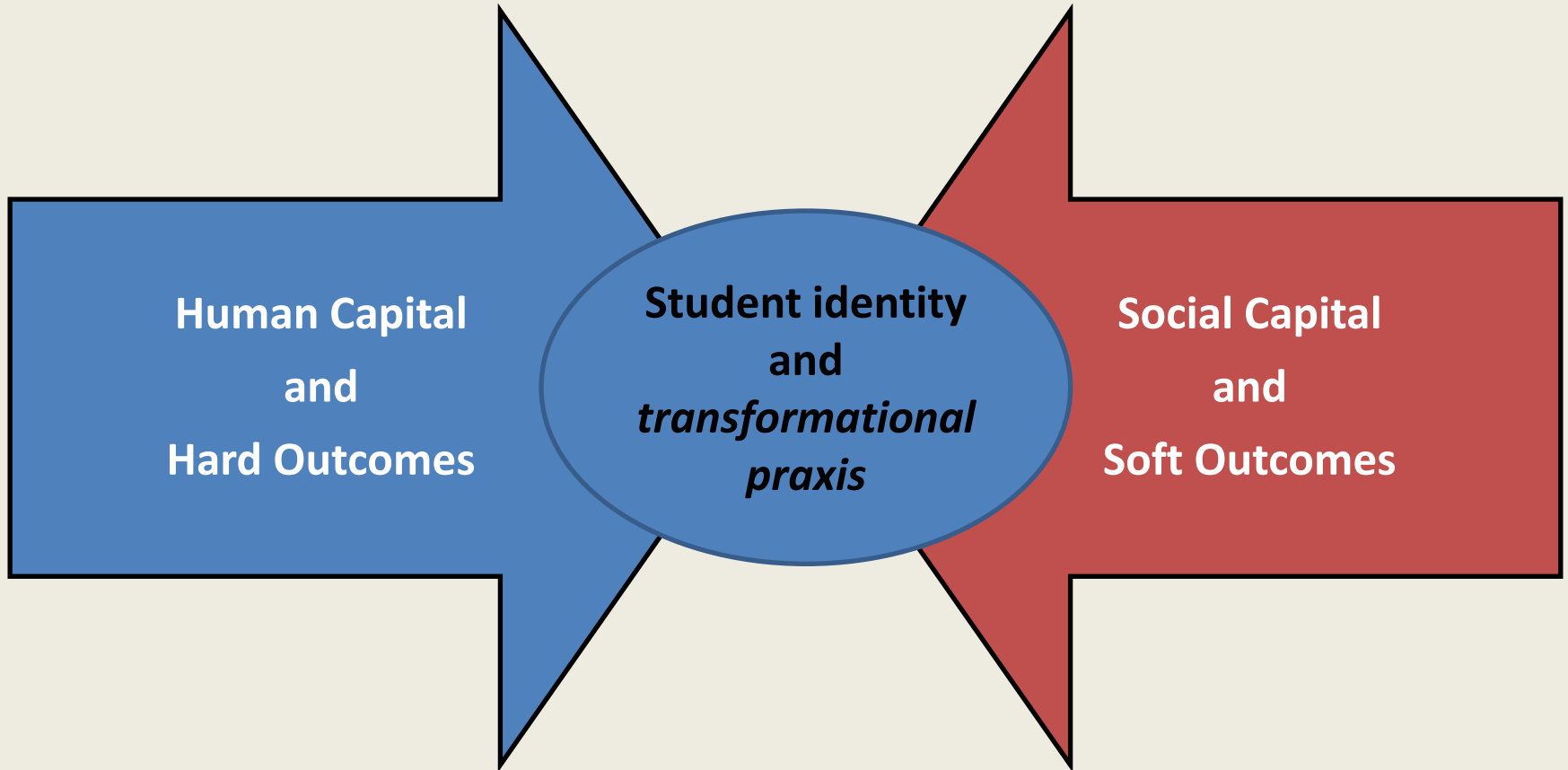
initiative

And as Mason Durie has indicated:



Balanced Positive identity Equates to
well-being (oranga).

balancing pressures...



Because...

***Although Hard Outcomes* are assessed and recorded as evidence of student progress (*matawhaiti*)....**

***Soft Outcomes (matawhanui)* remain unassessed by-products sitting outside of the programme of study.**

'Social Capital' *matawhanui* views:

Social Capital

**personal
efficacy**

**community
/hapu**

Whakapapa

Political views

**Aiga/famili/
whanau**

Social class

experiences

**the spiritual
(wairua)**

**Cultural
perceptions**

cultural capital

**Upbringing and
mana**

**economic
factors**

**social
expectations**

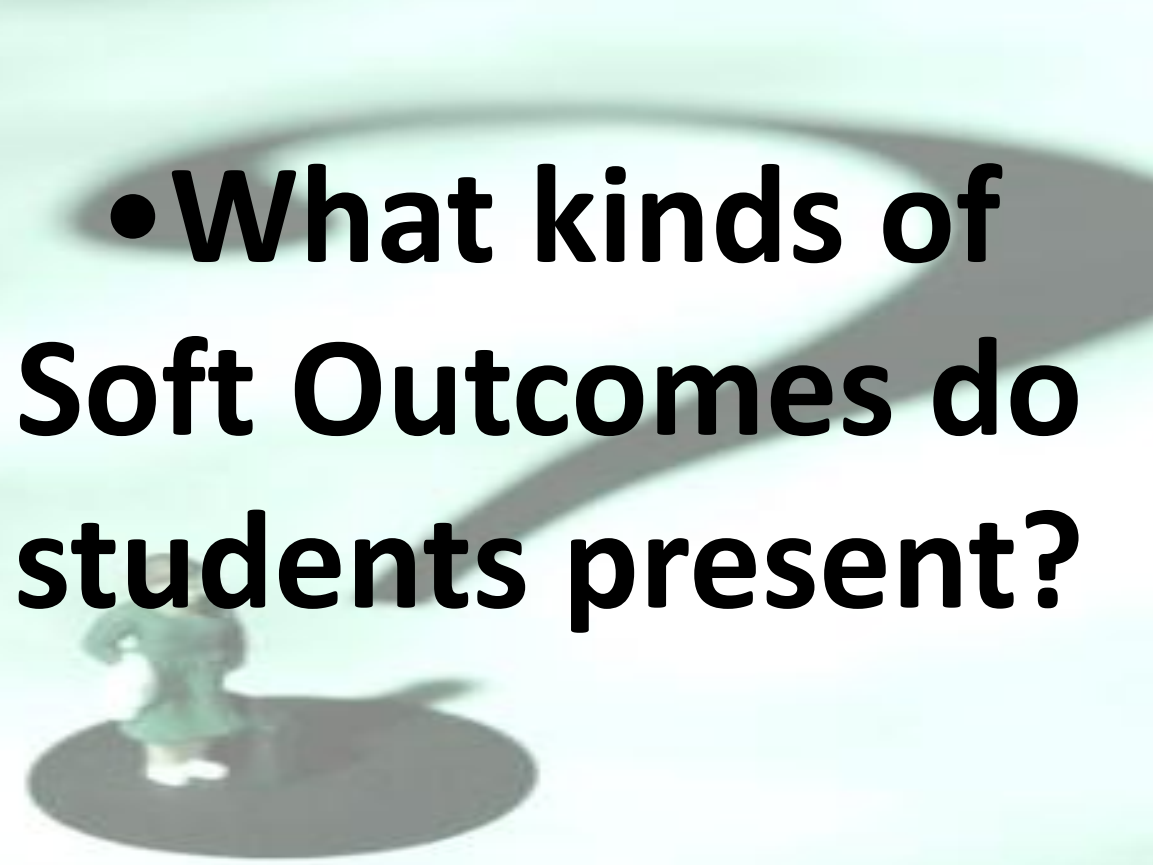
social identity

A person in a green coat stands on a path that leads to a large question mark. The background is a light green, hazy landscape.

**•How might practitioners
record
Soft Outcomes?**



• What might practitioners do in the classroom, to encourage Soft Outcomes?



**• What kinds of
Soft Outcomes do
students present?**

Salomon (2010) describes social capital approaches as ‘an almost ubiquitous outcome of adult learning in the past twenty years’.

But Soft Outcomes are nothing new....

International examples exist from well-being models, health literacies, rehabilitation, prisons, community education, and indigenous epistemologies.

An invitation to reflect...

How do we measure student ...

identity

cooperation

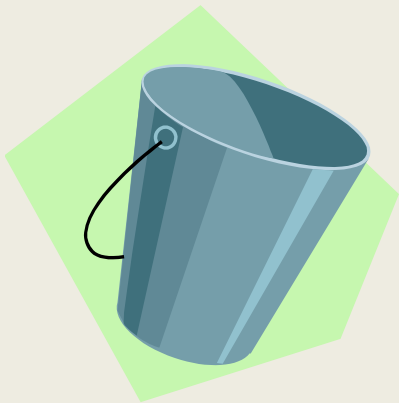
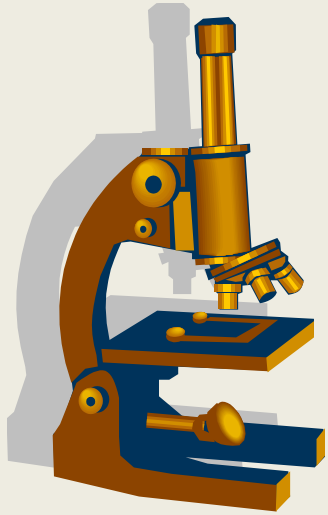
confidence

experience

Learning to learn

culture

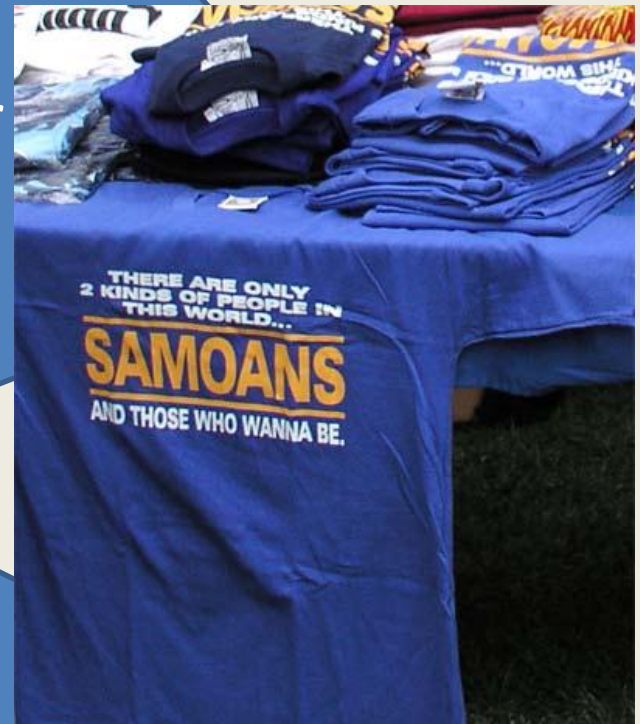
empowerment?



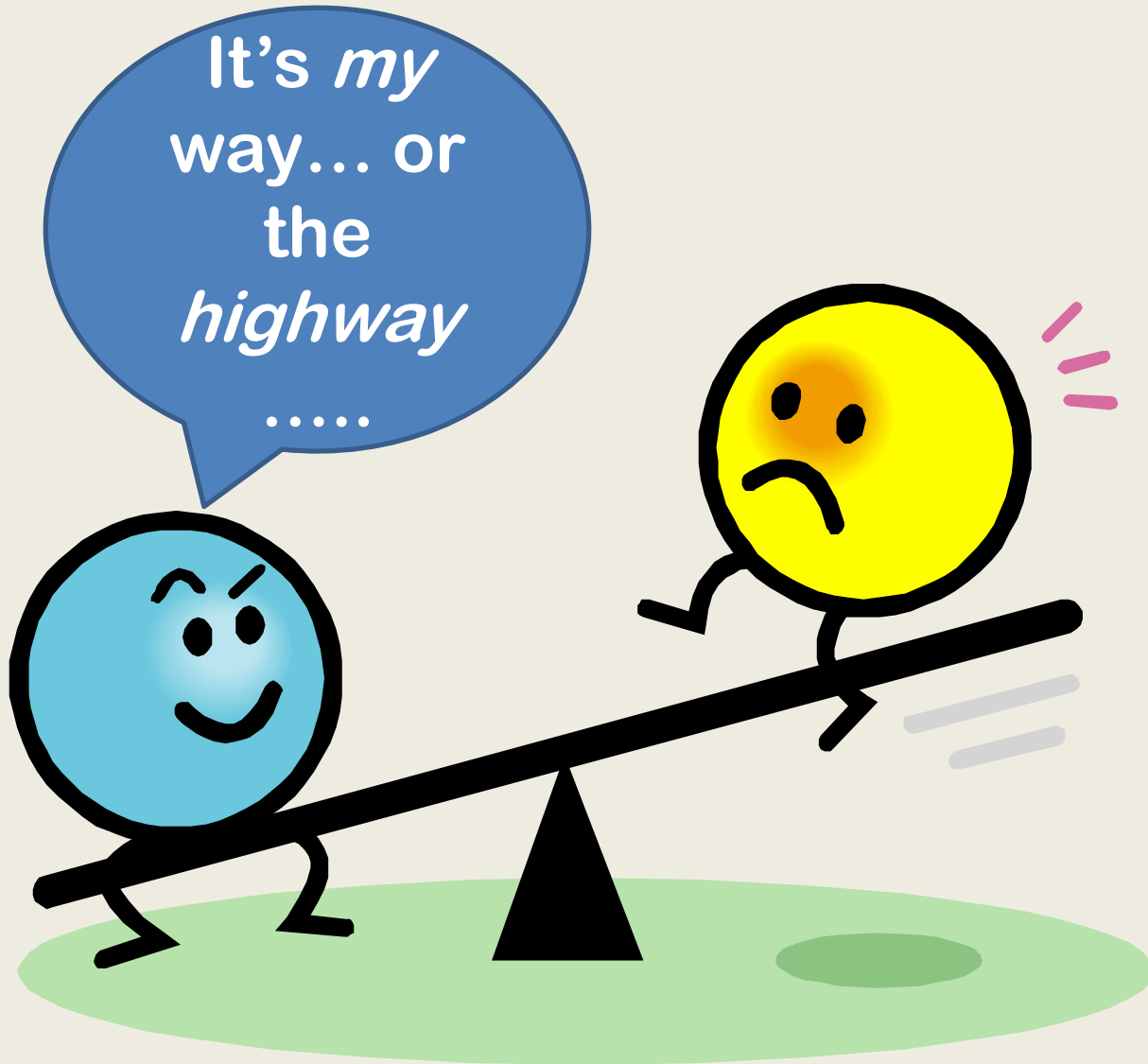
Hard Outcomes

If a student's identity is measured solely by academic outcomes, then ignoring the drivers, motivators, community, family and culture of that student may become hindrances to their academic success ...

... when it has the potential to be a significant contributing factor to a student's academic success.

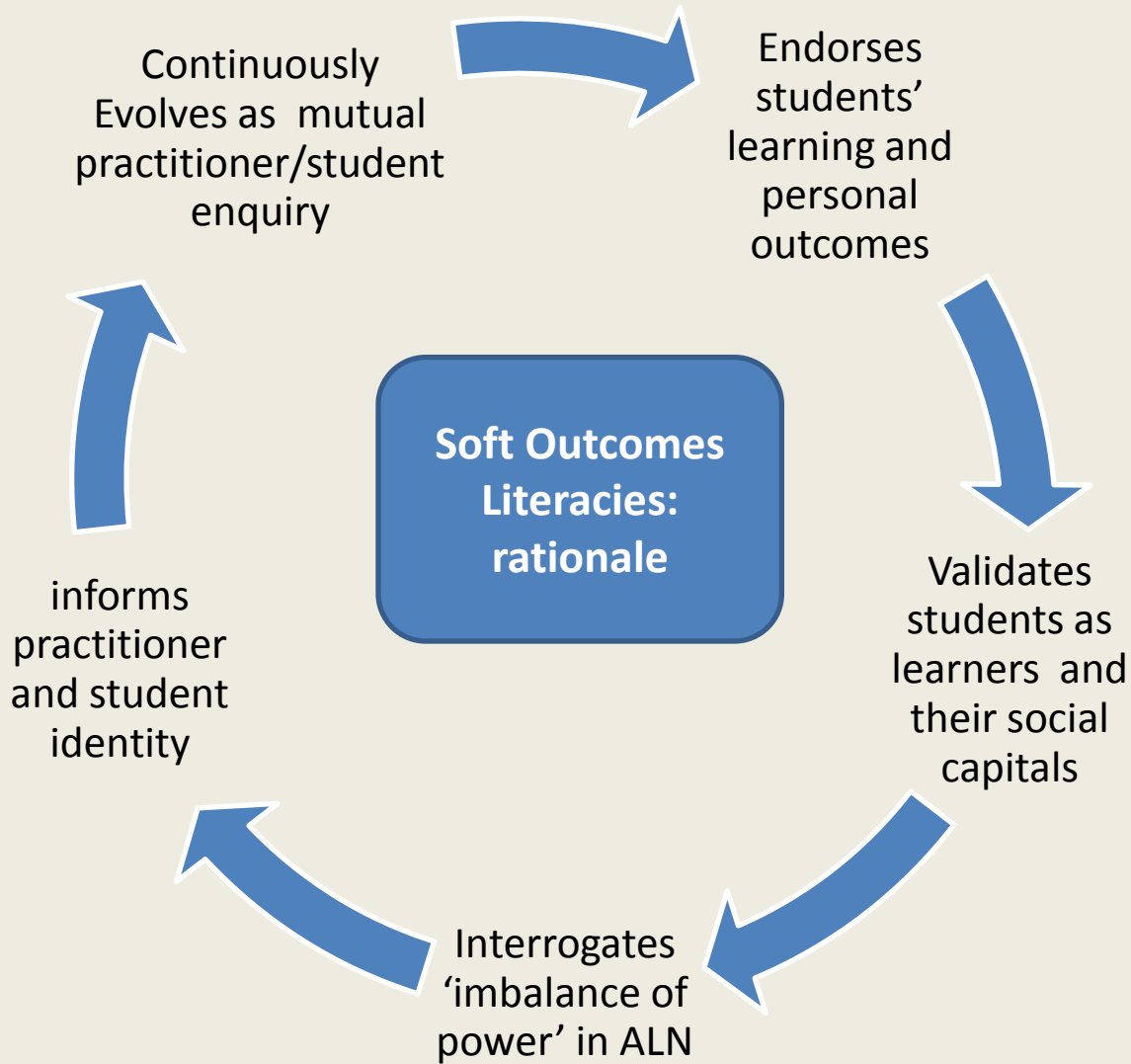


Are we promoting an imbalance of power?



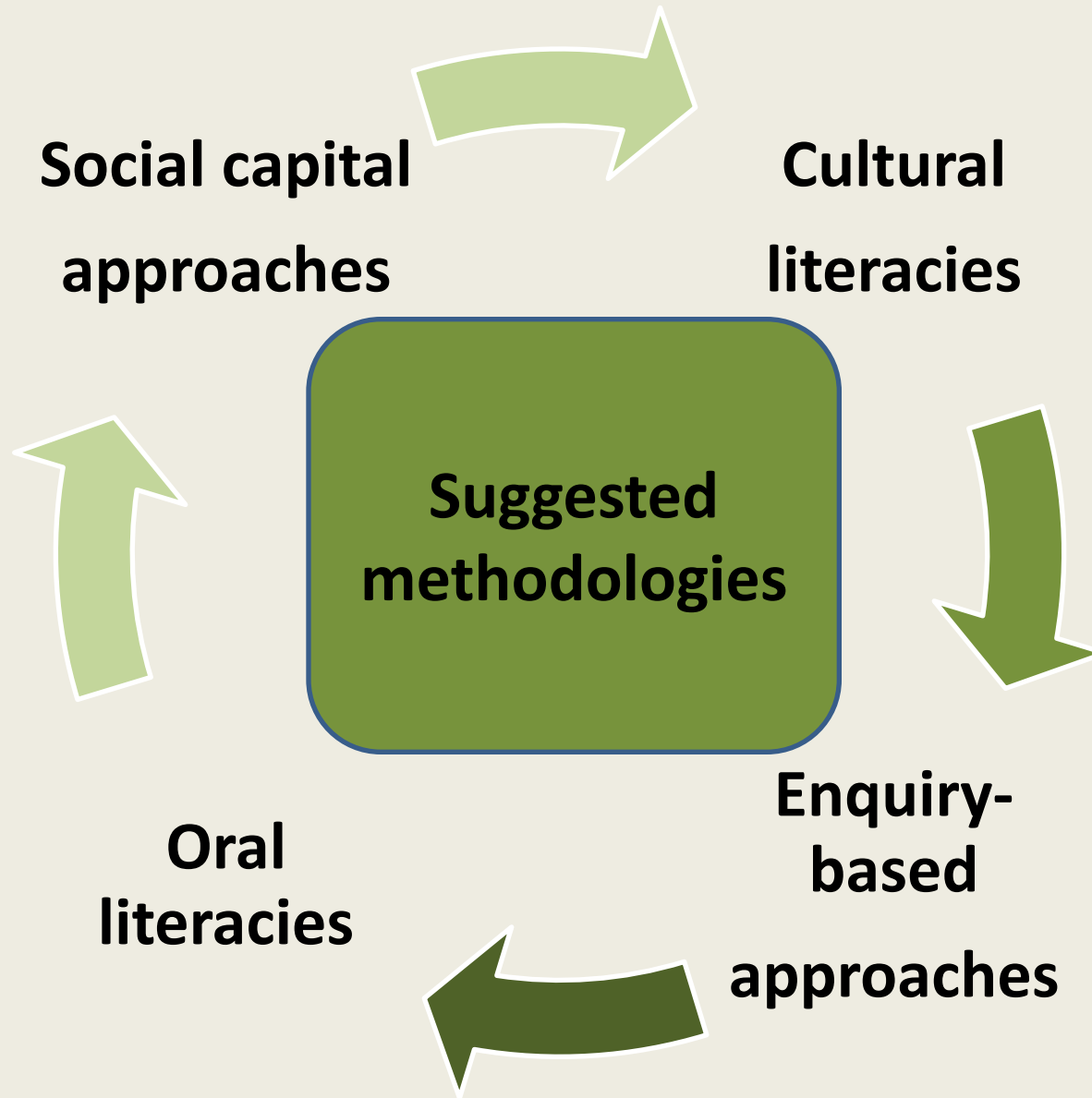
‘Soft Outcome Literacies’

**What kinds of Educator
and student strategies
exist for progressing adult
students’ participation in
their own assessments?**



Some critical questions to ask:

- If promote an ‘imbalance of power’ in our work – does it block positive learning?**
- Do we validate students’ ‘wider’ experiences and identities student (matawhanui)?**
- Do we employ a ‘narrow vision’ (matawhaiti)**
- If we are to ‘ask’ our students, what kinds of guidance or systems might practitioners require to do it right?**



Social Capital Approaches

- Education, is a powerful agency for self-efficacy, community presence and personal empowerment and includes the social benefits for whānau, aiga or community of confidence, motivation and learning to learn .

Cultural Literacy

- Practitioners are encouraged to re-evaluate what they may ‘know’ about their own cultural literacies and to engage in reflexive appraisals of:
 - how they consider their own culture,
 - how they consider a student’s culture; and,
 - how their each culture represents itself to the other within the educational process.

Enquiry-based Learning

Research has indicated that enquiry, properly expressed has a profound ability to encourage

- sharing of ideas
- mutuality of approach
- a sense of empowerment for students.

However, a range of sources recommend professional development for practitioners to assist them to develop the strategies most conducive to the above.

Oral Literacies

How does the kind of language Practitioners use
'translate' to students?

- Do we use 'educationalese';
- Do we employ language that does not talk-down to our students';
- Do we listen as well as we talk?