

## The Enacted Learner Identities Framework

The potential to improve VET delivery

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by 2025, 40 per cent of all 25-34 year olds will have a qualification at bachelor level or above' and that 'by 2020, 20 per cent of higher education enrolments at undergraduate level should be of people from low socio-economic backgrounds (Gillard 2009)

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Improving the enrolments and qualifications levels of adults involves understanding;

- a) the underlying drivers of adults' decision making about engagement in post compulsory education decision making,
- b) the groups in Australian society who have the potential to significantly increase their participation and
- c) the pathways through VET to undergraduate qualifications.

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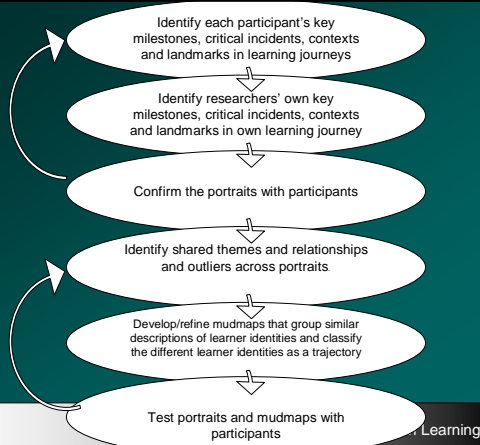
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Attitudes to lifelong learning engagement (or disengagement):

- those who are sceptical about education's potential for achieving social change,
- those who participate but reject some kinds of participation to avoid indecision,
- those who actively engage in lifelong learning as part of personal development and community participation (Field 2005) .

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## Engagement is a risk

- to an individual's identity as a learner
- to learners' membership in a range of local, global and learning communities
- to an individual's sense of self efficacy

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- **Resistant**

- resisting the transformative effects of learning and maintaining the integrity of the individual's existing learner identity

- **Persistent**

- trying to adapt to and respond to social processes and identities and mirror the dominant identities sufficiently to complete a qualification

- **Transition**

- experimenting with different learner identities over a short term in a nonlinear order without settling in one identity

- **Enacted**

- negotiating and actively managing the intersections between the inherent social values and processes

## Learner Identity Elements

- Purpose
- Networks (bonding, bridging and linking ties)
- Identity resources
- Processes
- Alignment of community, family and workplace identities
- Sense of Agency
- Access to information and resources

## Implications for VET delivery

- Learners are engaged in learner identity work
- Support services build learner identity and connections
- Making the underlying social structures and knowledge processes of formal educational institutions explicit and connecting people to those structures and processes.

## Implications for VET delivery

- Providing opportunities to experiment with a range of identities and reflect on what this might mean for their existing identities..
- Co-production of knowledge
- Recognising the learners strengths and skills as the starting and reference point for learning

## Implications for VET delivery

- Normalising empowered identities in difficult situations..Ensure learners have the opportunity to examine the reasons that institutional discrimination occurs and what that means for them and their identity
- Providing learning experiences that support people to practise and articulate their decisions about engagement
- Work in partnership

## Thank you

### Contact

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