

Fostering Lifelong Learners through Family Wellness

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Abstract

When family wellness is practised, children develop curiosity and adaptability. The arrangement and execution of personal activities also support individual growth and the development of human potential. An enhanced family wellness program typically emphasises improving communication, goal-setting, parenting, independence, and resilience, while providing access to resources and community supports. Schools and community programs could align curricula with family life, build healthy partnerships among families, educators, and health professionals, and combat barriers to support education on family wellness. Family wellness is about bonding, connection, communication, interaction, and support within a family, which may differ in values, culture, and structure. It lays the foundation for lifelong learning and curiosity. This is not a dysfunctional family, and it is not working either. A working family can inquire, usually with an economist's response: "How does it work?" Why is the change credible? What will improve the performance? What knowledge do we need to enable the change? When families are well, they can also learn freely. Family members may select from a widening repertoire of skills, technologies, knowledge and/or methods to investigate, develop and pursue. All these factors related to family wellness foster a willingness and desire to learn and grow.

Keywords: *Family Wellness, Lifelong Learning, Family Systems Theory, Inquiry and Adaptability, Parenting Approaches*

1. Introduction

Education has a shared aim of lifelong learning. The lifelong acquisition of knowledge, skills and attitudes – i.e.

literacy, cultural and spiritual awareness, self-esteem, work skills and political engagement – which can be defined as education (Wells, 2018). The proposed model stresses the primacy of family

wellness in other contexts for lifelong learning. Lifelong learners from well-functioning families share several characteristics. They have the capacity to engage in self-directed learning across their lifespan, acquire knowledge through a constructivist approach, demonstrate curiosity about the world, show openness to experience, build resilient relationships with significant others, and continually seek novelty and change. Mechanisms to promote these characteristics at home are also outlined. These learning traits provide a foundation for establishing life wide and lifelong learning goals in various sectors, including home, community, workplace, and school. Lifelong learners are individuals prepared to learn throughout their lives and in any circumstances that may arise. They have good access to learning opportunities, the ability to learn independently, and the capacity to engage in shared learning with others (T Chu & Korsmo, 2018). A lifelong learning orientation encourages personal inquiry, a critical skill in a rapidly changing world. Such skills, along with the ability to develop them in others, can be fostered in teacher and other educator preparation programs and among families.

2. The Conceptual Framework of Family Wellness

By instilling these lifelong learning attributes in their children, families can

help people learn at any time. Family well-being positively affects individual well-being (Mercado, 2018), and it contributes to lifelong learning (European Commission, 2020). Major areas for fostering lifelong learning include family orientation, the usability of learning resources, and the accessibility of learning environments (Lehmann et al., 2021). The ultimate goal of lifelong learning is framed in a context of family wellness.

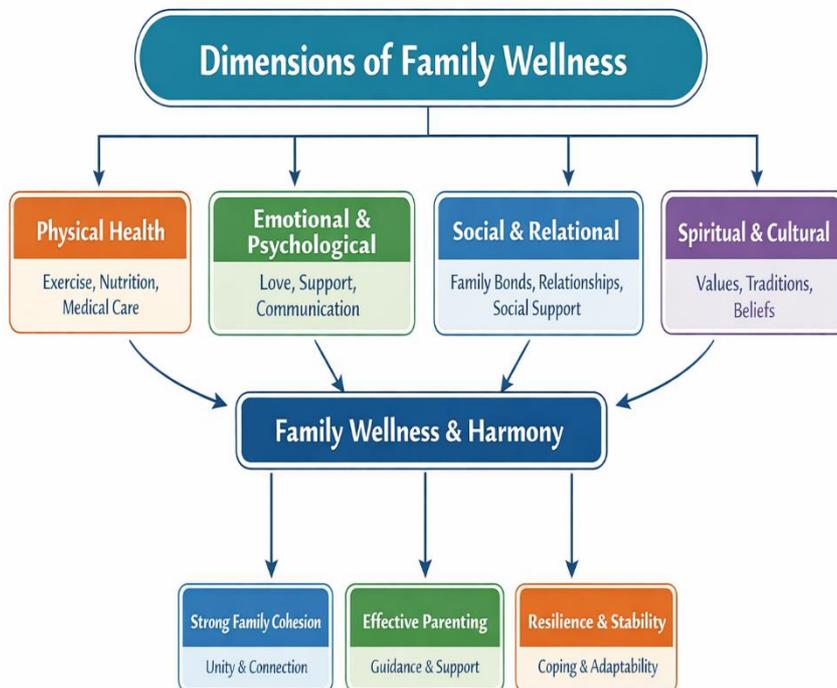
Family wellness refers to the factors that affect families' overall health. It has been defined as the continuous process by which families and communities come together to strengthen the physical, emotional, developmental, social and economic well-being of all individuals (Wells, 2018, p. 1). Family wellness leads to lifelong learning, effective communication, family systems, shared resources and skill development, supportive parenting, and collaborative goal setting. Educating non-parent caregivers enables them to perform more services. Family wellness encourages continuous learning, community empowerment, equity, and personal growth, which is what you want your child to develop.

Family Systems Theory, as outlined by Victor and Sinha (2020), holds that family context influences learning. This Definition of Family asserts that family has their own identity or personality,

according to systems theory. In the family, however, we are all responsible for our own actions. (Kvit, 2001) A systems method for family wellness emphasises personal family beliefs, values, and choices. The process acknowledges how these (the four SEE dimensions) dynamically interact with the four social, economic, emotional, and environmental (SEE) dimensions of wellness to promote sustainable well-being (Kvit, 2001). According to the theory, behaviours are specified that enhance family wellness; they are demanding and reflect commitment from all.

2.1. Definitions and Dimensions of Family Wellness

Wellness has many dimensions, including physical, social, emotional, spiritual, occupational and intellectual (Nixon et al., 2021). The current study uses a family wellness perspective, a multidimensional construct that reflects how well-connected and well a family is. Family wellness differs from traditional family well-being, which mainly focuses on reducing stressors and helping families gain wealth, time, and freedom. The family wellness framework is adequate for evaluating, enhancing, and appreciating both individual and



collective family dimensions through programming and scientific extension. Family wellness is regarded as a prerequisite for Lifelong Learning (LLL), which involves learning through personal questions and life experiences. Therefore, family well-being forms the foundation of LLL. Improved family well-being fosters young children's natural curiosity. It promotes other LLL traits, such as awe and wonder, inquiry and intellectual development, adaptability and resilience, readiness to learn, and creativity

2.2. The Role of Family Systems Theory

Family systems theory is an approach that views families as multidimensional and dynamic social units, within which members are interdependent. Family systems theory postulates that family members seek to maintain their patterns of behaviour toward one another during times of loss, transition, or upheaval, and vice versa. Joseph and Lindahl (2002) have studied family dynamics during the process of becoming an adult ("launching process") and parental preparation to facilitate success in autonomy within this frame of reference. Moulton (R. Moulton, 1995) believes that the family's capacity to foster a lifelong learning atmosphere is a major factor in the success of individual family members in their academic and non-academic pursuits. Davis and Meltzer (2007) suggest that, through one or two family

sessions, a newly arrived immigrant family with children in the school system can improve communication and relationships, and enhance the child's subsequent engagement with schooling.

3. Lifelong Learning in the Family Context

Family wellness over the long term has positive effects on emotional well-being, self-efficacy across multiple life areas (social, health-related, educational), parenting effectiveness, the quality of personal relationships, and the functioning of family members. Good health, strong relationships, family support, and opportunities to learn are elements traditionally linked to family wellness that are key motivators and behaviourally beneficial for children and adults in their lifelong learning. Particularly rich scholarship links family wellness to community and societal levels (Wainwright & Marandet, 2013).

If families are not well, you cannot expect lasting engagement. As a concept, lifelong learning means learning for life; it refers to the use of formal and informal initiatives in community activities, as well as in other informal settings, religious education, hobbies, sports, self-development, and formal and non-formal vocational training. Adults committed to lifelong education are eager to interact with others, learn new things, and participate in new activities.

There are strong links between lifelong learning and inquiry, reflection, awareness of change, and adaptation. Motivation comes from their living and learning experiences. While the learning environment plays a crucial role in these developments, it is ultimately the adults who can foster such engagement, both directly and indirectly.

3.1. Characteristics of Lifelong Learners

The term lifelong learner refers to a broad range of qualities that encourage exploration of both a changing environment and the self. Lifelong learners pursue learning voluntarily and for personal growth; their learning is meant to be actively integrated into society. Acquisition of knowledge and skills occurs through education, job training, and social engagement. The Vicarious, Autopoietic, Heutagogic, and Reflexive Learning modes facilitate informal learning in various contexts (Jehangir Talati, 2014). The lifelong learning journey is a continuous process that extends beyond job training. Therefore, the concept of lifelong learning should encompass personal development from birth to old age.

Attaining the perspective of a lifelong learner requires a deliberate shift in one's understanding of knowledge and oneself. A lifelong learner is someone who engages with knowledge, interest, or life situations, thus creating

opportunities for others to learn and to reconstruct the concept of knowledge and what it means to be 'who we are'. Experiences outside the formal institution enhance metacognition and creativity. The goals of empowering and collaborative learning are quite different from those that emphasise controlling behaviour and achieving specific outcomes. Much of the focus on high academic standards, which many institutions profess, centres on what is covered and assessed rather than who is learning. Creating, customising, and exchanging information itself helps develop skills and dispositions and has important consequences for universities and the activities they undertake (Mannix, 2012).

3.2. Mechanisms for Cultivating Inquiry and Adaptability

The environment is changing rapidly and unevenly. Therefore, having broad knowledge, competence, and essential life skills prepares an individual for lifelong learning. This refers to the ability and willingness to learn throughout life, encompassing not only educational settings but also daily activities. Increasingly, people recognise the importance of lifelong learning as a goal in itself, alongside foundational skills such as literacy, numeracy, and ICT use. Of particular interest to institutions and educators is identifying foundational

skills and knowledge (i.e., pre-learning prerequisites) that facilitate and extend lifelong learning.

To be lifelong learners, individuals must develop a range of qualities related to inquiry, adaptability, and agency; these qualities form a crucial part of a lifelong-learning disposition that enables people to recognise when and what to learn and when and how to act (Steurer, 2018). Inquiry-oriented lifelong learners are curious about the world around them, actively seek meaning and understanding from multiple sources in various events and experiences, and are challenged or perplexed by problems, situations, or topics they encounter. Adaptable lifelong learners willingly embrace change, experiment with new ideas in thinking and action, and proactively re-evaluate established thoughts and practices when faced with unexpected or contrasting outcomes (A Macintyre Latta et al., 2007). Such learners value their own agency in shaping their learning and life paths and embody two key aspects: independence (doing things on their own) and interdependence (seeking help from others to progress).

The wellness of a family can significantly enhance these traits. When emotional ties between family members are strong, when families experience togetherness, and when families participate in shared activities and shared interests, children

learn to ask more widely. Families allow for a web of other individuals and opportunities to discuss personal queries. Moreover, the group can serve as a 'safe space' for exploring and taking risks. When families ask questions together, they model a lifelong learning attitude. Learning together is valuable, as the researchers show. It shows that this way of being and relating is meaningful and worth incorporating into one's own style, identity, and approach.

4. Strategies for Promoting Family Wellness as a Foundation for Lifelong Learning

Wellness of households exceeds dietary and hygiene. Disengaging from the hectic pattern of daily life and devoting time to our family helps us to reconnect with each other and create balance. Families develop routines and strategies that are health-promoting and well-being enhancing. Areas of family wellness include family interactions, quality time together, community participation, living environment, and individual health. Wellness and wellness activities as a family not only strengthen the family unit but also each member personally. It also supports individual health.

The engagement and connections fostered by a robust number of reliable adults, including family members, help a child. Reliable grown-ups build hope and perspective about the future. Having

time for leisure activities reduces frustration, aggression, and loneliness, and also creates a taste for wholesome activities. Hope and gratitude are important ideas in life. Family messages and values promoting healthy growth and health-supporting activities for individuals and families, along with an overall mindset towards wellness, remain with people and families over time and support positive change.

Communication customs nurture interdependence while bringing family members closer together. Inquiries that demand more than a mere 'yes' or 'no' can ignite dialogue and conversation between opposing views. As children express ideas, they come to respect their own and others' opinions. Talking aloud promotes children's analytical abilities. Every one of these practices is an illustration of active listening as a mentoring advice.

Family members can formally collaborate to set personal growth goals for one another. Communication about values, priorities and areas for improvement is needed for the goal-setting process. The role of family members in RCT is serious and focused on changing conflicts. Family values persist and remain constant through a variety of tactics.

The autonomy-supportive parenting approach respects the child's view and

does not undermine it. Even the most selfless intent to rescue a child from an unwanted duty can weaken a child's autonomy. The autonomous method promotes well-being and creates a safer learning environment for everyone. Aside from that, helping students adopt a growth mindset that welcomes challenge makes it easier for them to adapt to change, participate more, and learn better.

Enhancing engagement through sharing of experiences, ideas and resources. The nearby mountains, parks and open spaces offer healthy recreational opportunities for family wellness. In faith communities, congregations give health advice and other help. Within the family context in sound religions, lifestyle choices get enhanced by social support.

4.1. Communication Practices and Collaborative Goal-Setting

A good communicator can share not only information but also perspectives and feelings. The way family members talk to one another shapes the family atmosphere, either enhancing or diminishing it. The families who talk freely about various things also discuss views, ideas and feelings with one another. Setting goals as a family deepens understanding. Families that plan together for their future are more likely to share knowledge. However, it is

not only the sharing of information but also of views and feelings that is communication. This communication can lead to both desirable and undesirable effects. If not handled properly, it may prevent the emergence of a healthy family climate. Sharing thoughts, ideas, feelings, interests and experiences is more than just talking about certain topics; it is when family members engage meaningfully with each other. Together, setting family goals provides more perspective and clarity. Families that spend time making decisions together generally have a better sense of future possibilities. When families openly communicate, they tend to collaborate better. The use of techniques to assist in such communication is active listening and reflecting feelings. The mentor must listen actively without preparing a response while focusing on the speaker. When reflecting feelings, you encourage the speaker to express emotions rather than just recounting events, which helps the mentor better understand the speaker's underlying needs (Ann Hibbard, 2016).

Likely to have a shared vision, an environment that allows family members to communicate honestly will foster deeper collaboration. Active listening and reflecting feelings are ways of communicating in individual mentoring. When we listen actively, we give the

speaker our full attention and avoid the urge to respond. Feeling reflections also invite participants to express their feelings rather than tell stories, so the mentor can more accurately identify deeper needs (Rossetti et al., 2018).

4.2. Parenting Approaches that Foster Autonomy and Growth Mindset

A differentiated approach (Louise McDonald, 2019) aimed to empower parents with knowledge of the growth mindset as an effective learning strategy. This approach was adopted within a research partnership between a large Australian inner-city metropolitan secondary school and the University of Sydney. The school had a well-established Parent Engagement Program, but attendance was limited to a small number of parents, mainly from migrant backgrounds. The program's content was reimagined as a Mindset Parent Workshop to encourage parents to support student resilience, motivation, and lifelong learning within the school community. This was presented as a practical extension of the existing Mindset Program, which was already in place for students and teachers and aimed to improve parent engagement. The entire initiative was documented in an educational research partnership case study that outlined the inquiry and context.

Workshops were conducted in Arabic, Cantonese, Mandarin, and English at the school, with YouTube videos available for later viewing. The role of educators in leading these workshops is typically to raise parents' awareness of education and to offer valuable insights to help them guide their children's educational paths. Drawing on Burnett and McDonald's 2002 socio-cultural-multimodal-multiliteracies theory, the concept of parents' roles and positions was redefined during the workshops within a broad sociocultural-interactional-constructivist framework as co-educators and co-learners in educational research practice. By positioning parents similarly, step-by-step and targeted strategies for creating opportunities for dialogue and shared experiences through participation-observation were further examined.

4.3. Community and Resource Engagement

Family wellness is a broad concept that includes health and well-being (physiological, physical, and emotional), overall satisfaction with the family unit, family support systems, and specific family needs. Various frameworks define family wellness dimensions to address these needs. For example, the Ottawa Charter states, "Family health is an aggregate and dynamic condition that results from the ongoing interplay of the

factors exercising influence on the interrelated biological, psychological, socio-cultural, economic and environmental attributes of family life." Similarly, Wong et al. identified three determinants of family wellness: individual, family, and environmental. They categorised families into five interconnected dimensions: commitment, satisfaction, positive communication, collective activities, and emotional support. The dimensions related to environment, educational opportunities, access to recreation, and symptom relief through existing welfare are also considered.

A significant body of theory and research on healthy development, personal resilience, wellness, and quality of life indicates that families are the most important socialising units for lifelong learning and formative human development. Family Wellness constitutes an essential precondition for effective learning throughout a lifetime. Family Sustainability Theory sheds light on the learning space of Family Wellness. A family is an open system that continuously interacts with other systems in a certain space. When the physical dimensions of the Life Environment, including address/location, housing conditions, Neighbourhood facilities, and surrounding environment, are adequate, and the inter-relation dimensions

(private time, communication scope, individual programs) meet the basic needs of families and their surrounding communities, the Family Wellness Space expands. In this wellness space, interactions among Family Units foster mutual encouragement of curiosity, creativity, and alternative options from parents and others. The overall compatibility between a family and its surrounding families not only ensures Family Wellness but also enlarges the Family Wellness Space by gathering more families to generate and share reasons, methods, and real cases with the widest possible diversity.

5. Educational Implications for Schools and Community Programs

Family systems theory emphasises the role of family structures in fostering and developing lifelong learning. Family wellness, which reflects a family's overall health and stability (M. Azcoitia, 2015), encompasses emotional, social, financial, and spiritual well-being. Although often overlooked or underestimated, family wellness is essential to our children's development, educational outcomes, and well-being in adulthood, as several studies (e.g., Ann Charlton, 2013) show. An individual's preparedness and potential to learn are a function of his or her well-being throughout life. Well-being is formed in the family.

Wellness is related to personality development and affects children and adolescents in the long run. Through rigorous research, it has been found that well-adjusted children can become successful adult learners. The key elements of family wellness that support lifelong learning include mental well-being, self-esteem, education, communication, partnership, financial well-being, material well-being, leisure, oneness, and spirituality.

5.1. Integrating Family Wellness into Curriculum Design

Family Wellness is how well people function as a whole in relationships and communities. Important aspects of wellness are emotional wellness, the ability to solve problems, have empathy, understand what emotions are and forgiving others; social wellness, what is the quality of our relationships and what is the degree of family cohesion; and financial wellness, budgeting, long-term planning and wisely spending money, and community wellness, volunteering, giving to those in need, advocating for social justice and being part of a community-based organization, E. Myers et al 2008. The second half of the 20th century saw the emergence of Family Wellness based on family systems theory. According to family systems theory, a family is a relational unit, and therefore, its members' relationships are both reciprocal and interdependent. The

idea suggests that it is better to assess the relationship system rather than the individuals in which it works. Family Wellness is a contextual construct that draws on deep knowledge of interconnections and reflections to contribute to the development of lifelong learning skills.

A simple definition of learning is the continuous process of acquiring and developing knowledge and skills. Three main features of lifelong learning are: one, scope/learning across a lifetime; two, professional/competent development; and three, the importance of learning in childhood. Those committed to lifelong learning will become more open-minded. One wants to understand, be open to seeing other views and explore new opportunities to get answers and discover new things.

5.2. Partnerships Between Families, Educators, and Health Professionals

Widening the communication gap between families, educators and health professionals for lifelong learning. Schools that foster effective home-school relationships can cultivate responsible, engaged community members. (Ann Charlton, 2013) Consequently, respondents participating in these activities help strengthen relationships and promote family involvement. Besides, they provide a deeper understanding of family issues. To

accomplish this aim, a Family Learning Framework allows educators to plan for learning that is preventive, supportive, and holistically fosters learners who support Family Wellness (T Chu & Korsmo, 2018).

Family Health and Wellness Events provide a space for families to interact, engage, and collaborate, to improve family health and wellness within a Family Learning Framework. When families, educators, health professionals and community members work together to address common health and wellness challenges, local programs can improve students' academic performance and leadership skills while also benefiting families. A community celebration of student successes would do well to include wellness topics, that is, how to eat and exercise healthily while juggling a busy life. Through this means, families can see their own health and that of others, as children live to learn, thus strengthening community ties through an acknowledgement of student contributions.

6. Measurement and Evaluation

Family wellness refers to the healthy connections and relationships within the family and with community support systems. Having an open communication channel helps family members to become more aware of the family. Using goal-setting practices and individual strengths

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ensures that all family members are heard. When families work well together, it promotes learning that lasts a lifetime. Open communication is the backbone of successful home-school connections. Trusting, respectful relationships between families and educators will help parents to raise issues, share observations and work together. Families who feel safe and respected are more willing to explore new ideas in partnership with schools. Workshops, video conferences and parent cafés that offer other expertise and advice on innovative practices for family wellness are available to families and community members. Families may learn about a variety of community resources that support wellness or lifelong learning through these workshops, which may also demonstrate skills for fostering positive, supportive communication. Resources may include local health services, counselling, family development programs, early childhood planning, mental health services, youth and family programs, and information about parenting styles (Mason, 2019).

Lifelong learning is a shared, interconnected responsibility among families, educational institutions, and community health service providers. Policies promoting a Lifelong Learning approach treat it as a shared responsibility, linking new initiatives to the Sustainable Development Goals. Lifelong learners create their own inquiry-based learning opportunities, yet families remain pivotal. Schools can advance the Family Wellness framework by integrating it into the curriculum, reflecting commitments, sharing resources, modelling goals and strategies, and fostering open, two-way communication regarding concerns and support. Teachers remain influential within families, and regular, genuine communication facilitates positive family-school relationships. Teachers can assist family wellness initiatives by modelling a family-wellness framework within educational communities and sharing this work within their own families.

6.1. Indicators of Effective Family Wellness and Learning Growth

Family Wellness Indicators

Indicator Category	Key Examples	Benefits for Lifelong Learning
Ongoing Learning	Nutrition, technology, health, and personal finance	Prioritises development beyond formal education
Positive Change Orientation	Viewing change as an opportunity, supportive relationships	Builds trust and openness to adaptation
Community Engagement	Youth participation, resource sharing	Enhances commitment and active involvement
School-Family Communication	Regular updates on curricula, progress, and events	Strengthens home-school partnerships
Resource Access	Nutrition, well-being opportunities	Supports child development and family balance

Indicators of Effective Family Wellness and Learning Growth

Research supports the need for measuring family wellness and learning

growth together and provides indicators for each:

- Ongoing learning and development are prioritised, expanding knowledge and skills beyond formal education and

covering topics such as nutrition, technology, employment, health, child and family development, relationship maintenance, and personal finance.

- Change is seen as a positive chance to learn, not a danger. Families develop supportive bonds that encourage trust and openness about change.
- Youth demonstrate their dedication to the community and actively engage in efforts to improve it.
- Families frequently share family information and resource referrals, and also communicate with external agencies and organisations.
- Families make sure children have proper access to nutrition and food.
- Children have access to resources and opportunities that support their well-being and growth.
- The family regularly communicates with the school about curricula, student progress, events, and resources available in the community and the school.
- Parents act on the information provided by schools about curricula, student progress, events, and community and school resources.
- The family shares information about community resources and provides advice about their use.

- Support is given to maintain or restore family balance (Arnett et al., 2018).

6.2. Methods for Longitudinal Assessment

The goal of infant family wellness assessments is to evaluate the developmental and wellness status of families and children during a crucial growth period. Families with young children encounter many challenges, including feeding, healthcare, safety, play, parent-child attachment, family interaction, parenting stress, marital relationship, and financial pressures, which impact their functioning and ultimately influence healthy child development and family wellness (Q. Bruno, 2009). To understand the complex and varied nature of family development and wellness, it is important to identify its key indicators and measurement methods.

The first step is to define the indicators for constructing the assessment. Comprehensive reviews of data mining and statistical analyses of employee wellness show that individual health, family relationships, and government social support are three key dimensions that influence family wellness. Other analyses of young adult satisfaction reveal that safety, family relationships, and social climate significantly impact family functioning. Previous studies on preschool child development suggest

that preschool education promotes development in areas such as cognition, social-emotional skills, language, and motor skills, and that fitness activities in school and family settings are also important. Lastly, research on young adult relationship wellness highlights three indicators: sense of self, relationship bonding, and spiritual development, to evaluate wellness in couple relationships. Combining these indicator systems creates a family wellness assessment covering three areas: family functioning, preschool child development, and couple relationship wellness.

7. Policy Considerations and Equity Implications

Family wellness provides families with key skills to help their children grow into lifelong learners. Educators, health professionals, and community organisations aiming to support family wellness need to consider how access, inclusion, and responsiveness influence the experience of family wellness and lifelong learning for different groups. Families facing inequalities related to income, access to health resources, and cultural safety are most likely to have their approaches to family wellness ignored. Additionally, various family structures—such as those led by grandparents or other relatives, single-parent households, and same-sex

partnerships—may not align with the assumptions underlying typical family-wellness strategies (Barrueco et al., 2015). Policies should protect and promote wellness strategies that improve access to educational opportunities throughout life.

Lifelong learning thrives when family engagement becomes routine and when diverse arrangements that include different family structures and cultural practices actively influence approaches to family wellness. Spaces designated for families to collaborate with others who have lived experience are especially important both inside and outside the classroom, especially when circumstances limit the flow of interactive practices or culturally grounded languages. Families with disabled members and those who see disability as an individual matter rather than a family issue demonstrate how educational arrangements already impact the co-creation of family wellness and lifelong learning through various options for specialist visits based on expertise, frequency, and the range of concerns (Skouteris et al., 2022).

7.1. Access, Inclusion, and Cultural Responsiveness

Establishing access points embodies the idea of “access” to both an idea and a product. Fostering Lifelong Learners provides families with an unobtrusive

entry point, an invitation to explore, and a pathway to employ assistive tools. It offers families a gateway to develop lifelong-learning attitudes and acquire individual skills that prepare them to face lifelong-learning challenges in any season of change. Access includes both physical entry to a setting or program and opportunities or invitations to gain knowledge, explore, and utilise the tools that support purposeful effort. Gaining entry through any access point gives families options to explore ideas and tools and to adapt them to their own family context (Rossetti et al., 2018). When considering entry points or “hooks,” it is essential to understand the type of access they aim to promote and how the design of related messages either supports or hinders ongoing engagement.

The concept of cultural responsiveness continues across various fields (Rochester, 2018). The nuances of culturally responsive programming can stem from the target audience. For example, early family activities and community programs engage with families living in poverty and transform individual cultural practices into common group practices. It is important to understand how a program defines cultural responsiveness to grasp the reasoning behind the guidelines, the expected indicators of success, the targeted outcomes, and the methods for

measuring progress. A narrow philosophical perspective across education, health services, the philosophy of care, theology, and organisational frameworks can lead to oversimplification and quick judgments about expected shifts toward or away from cultural responsiveness. Concerns about family structure, ongoing community engagement, social capital, cycles of exclusion, transformation of the family safety net, neighbourhood climate influences, parent-school connections, family-school partnerships, and teacher-faculty-team support characterise education, care, and service settings across disciplines. These insights highlight that formal programs are only part of the response to issues related to program access and cultural responsiveness.

7.2. Supporting Diverse Family Structures

Contemporary society recognises many family structures and backgrounds within a larger community. Family structure and culture greatly influence children’s behaviours, societal and family views, attitudes, and acceptance of others. The family dynamics in the twenty-first century differ significantly from those of the past. Various factors, including separation, economic hardship, health challenges, and migration, can affect whether a family can stay in one place long-term. The

students involved in this project come from diverse family backgrounds beyond traditional nuclear families. Many students experience extended periods of absence from one parent, which broadens their understanding of different family types. Schools need to promote a wider view of family to foster greater acceptance of these differences, reduce social pressures, and support family well-being. The Family Support Initiative at Galbraith Elementary School, as studied by Payne and Lethbridge (1997), demonstrated through numerous testimonials that some parents facing tough situations see even small help as meaningful support. Other schools might develop a similar initiative tailored to their specific context.

The students' family concept is likely to stem from their home environment and experience. There is a noticeable difference among children from different cultures. According to Kroneman (2018), elementary school children often learn about the various family forms in their society during this period. The project called "Extending the Understanding of Family Types among Kindergarten Students" seeks to increase the understanding of different family types among kindergarteners, who usually hold a very narrow view. Around a third of the US population consists of single parents, and 27% of children under 18 live with a single parent. What statistics

can you use to get more knowledge, more acceptance? By age nine, a child could describe a family. By age twelve, a child could compare families. One often-overlooked group that could benefit from a greater conceptual understanding of family is children from military families. Military families often endure extended separations because of deployment, and military children are more likely than non-military children to reside with a grandparent or other relatives.

8. Practical Case Studies and Illustrative Examples

In 2005, a teacher-parent engagement project was launched in New Zealand to increase the number of involved parents in the Hawke's Bay Region. Formal outreach and engagement, as well as student-focused programs, improved the well-being of families and supported parental literacy (T Chu & Korsmo, 2018). In the Central and Western areas of the U.S.A., a similar problem arises. With government effort and the help of non-public organisations comes the promotion of family involvement. The engagement of parents who speak limited English led to increased attendance, demonstrating the positive impact of their involvement.

9. Conclusion

The meaning of lifelong learning is diverse. Most people attribute diverse meanings to this terminology. Different stakeholders have different interpretations of this law, including government agencies, community programs, and school districts. The following report illustrates how family wellness can foster lifelong learning among parents and children. (24 words) The goal is to demonstrate that family wellness promotes lifelong learning, along with suggestions for family wellness programs, school programs, and community partnerships. Highlighting the significance of family wellness initiatives is essential as they promote lifelong learning. Family wellness programs have demonstrated their effectiveness in fostering growth and positively impacting children and adults alike. Parents and caregivers play an important role in how educated their children are and how well their children's learning is promoted. Families' wellness initiatives are related to the amount of control families can exert on children's learning.

Family wellness refers to a family's ability to meet its basic needs in ways that support the healthy growth and development of each member. The overall health of family members—social, emotional, physical, mental, and spiritual—is broadly described as family wellness.

Families that create healthy home environments foster a growth mindset and promote lifelong learning. Families seeking life satisfaction and healthy living establish a more positive context for continuous learning. Adaptability and curiosity persist throughout the lifespan as the brain forms new connections and develops new interests. People who learn throughout their lives share several traits: they are creative, goal-oriented, curious, flexible, adaptable to change, and open to cross-fertilisation. A family dedicated to developing healthy living habits enhances the landscape of lifelong learning.

Parenting practices influence practitioners' lifelong learning abilities and their overall learning goals. When families focus on learning outcomes, it can hinder a rich vision of lifelong learning. Children are more likely to develop a learning orientation and goals when parents adopt behaviours that nurture, protect, and encourage gradual independence. The shift from conditioning to inquiry serves as a bridge to lifelong learning. Supportive and encouraging lifestyles can offer children an alternative to conditioning when it comes to assurance and inquiry.

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