

The Starpath Project for Tertiary Participation and Success

Project Overview

**Presented to a Delegation from Malmo University, University of Gothenburg
& Stockholm University**

19 March 2014

**Liz McKinley
Director, Starpath Project**



Starpath
A University of Auckland Partnership for Excellence



As the first navigators crossed the Pacific they followed the stars from island to island.

At the beginning of their journey, they found the star that marked their direction, and followed it until it sank towards the horizon.

Then they located the next star on the star path, and the next, and the next, until they reached their destination.



Starpath

A University of Auckland Partnership for Excellence

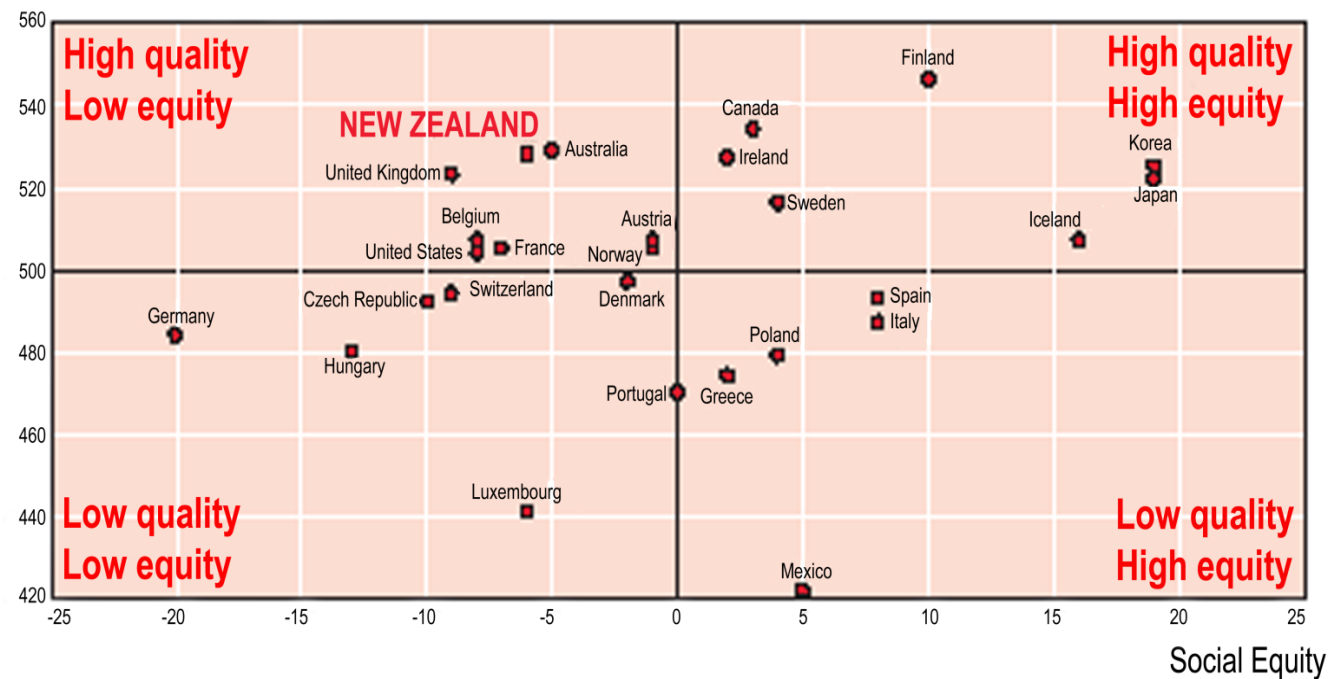


**THE UNIVERSITY
OF AUCKLAND**
NEW ZEALAND

Te Whare Wānanga o Tāmaki Makaurau

RELATIONSHIP BETWEEN AVERAGE STUDENT PERFORMANCE AND SOCIAL EQUITY

Mean performance in reading literacy



Source: OECD (2001) Knowledge and skills for life, Appendix B1, Table 2.3a, p.253.

General Background

- Partnership for Excellence
 - Government and the UoA
 - \$ for \$ (government and philanthropy)
- Two phase approach
 - Phase 1 – Research, identifying barriers, identification of effective initiatives, enhancement of initiatives, trialing in pilot schools
 - Phase 2 – systematic implementation, transferability, sustainability & evaluation; tracking students into Yr 1 & 2 degree study; focus on science achievement
- Schools
 - 39 secondary schools
 - Regions - Auckland (particularly South & West) and Northland

Phase 1: Key barriers

- The lack of longitudinal student participation and achievement data in schools to permit the tracking of students (both individuals and groups) and the effective setting of goals;
- The lack of effective, evidence-based academic guidance;
- The lack of clarity of pathways in low decile schools, and the links between particular pathways and access to tertiary qualifications and careers;
- The lack of knowledge and understanding in navigating NCEA coursework leading to degree-level qualifications in particular;

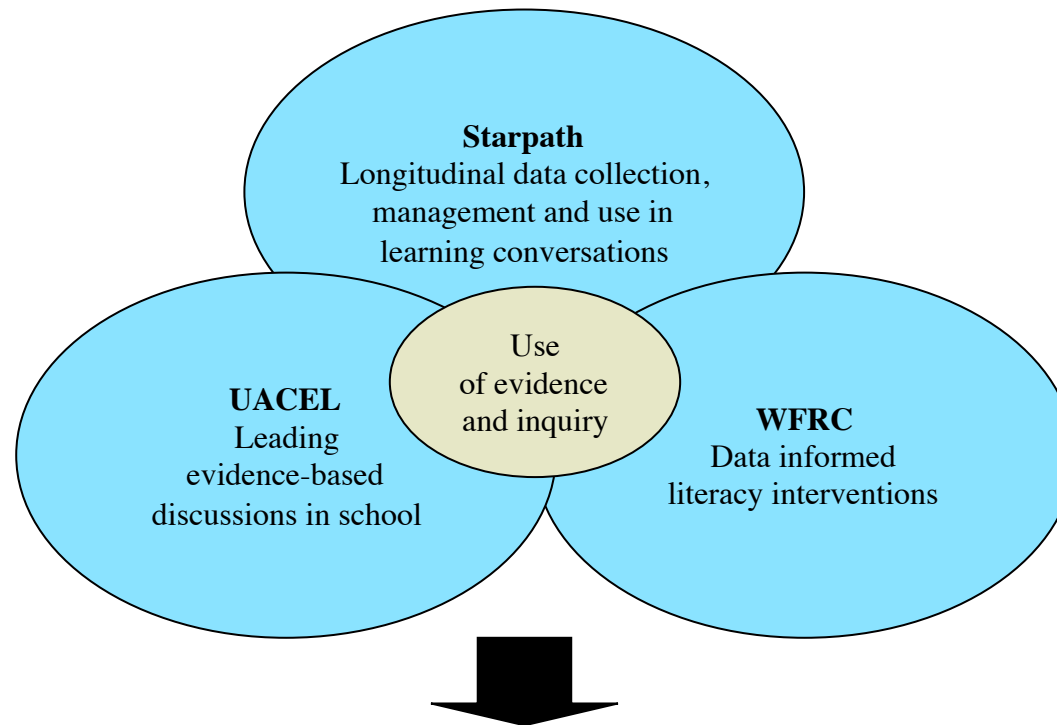
Phase 1: Key barriers (cont)

- The lack of effective literacy practices that lead to students gaining UE literacy;
- The lack of leadership to support evidence-based practices and changes needed in schools
- A proliferation of programmes aimed at enhancing academic achievement outside the core curriculum that are neither strategically planned nor monitored for outcomes;
- The difficulty of achieving successful transitions from secondary to tertiary education.

MISSION: reducing educational disparities

GOAL: to enable decile 1-3 secondary schools to match **national** levels of achievement at UE and Level 3 NCEA.

Starpath Strategy for Student Success



Strategy implemented in 40 schools; Starpath Toolkit; 15-20 Woolf Fisher Lead Teachers

Starpath Phase 2

- Building data capability in schools
 - Establishment of evidential databases (EDBs)
 - Setting and using of individual and group academic achievement targets
 - Use of data for ongoing tracking and monitoring of student learning and progress
 - Provision of regular academic review and counselling to monitor and support students' progress towards their set targets
 - Increased communication with parents/whānau/caregivers that focus on student learning and achievement
- Building leadership capability with respect to equity.
- Building capability with respect to inquiry and problem solving, particularly in relation to UE literacy requirements.
- Building system capability in evaluation.

Monitoring and Evaluation

- Developing baseline data for all schools in a systematic way (e.g. interviews regarding current practice and documenting data work)
- Monitoring implementation of all initiatives (i.e. achievement data, observations of academic counselling sessions, Parent-Student-Teacher [PST] meetings, curriculum planning meetings, literacy practices in classrooms, leadership, etc.)
- Determining effectiveness of all interventions
- Building capacity in schools to evaluate their own work (e.g. assisting schools to design PST questionnaires, ask question, etc.)
- Reporting on progress

SELECTED RESEARCH REPORTS

- Towards university: Navigating NCEA course choices in low-mid decile schools
- Stumbling blocks or stepping stones? Students' experience of transition from low-mid decile schools to university

BOOKS

- *Uni Bound? Students' Stories of Transition from School to University* (Madjar & McKinley eds, NZCER Press, 2010)
- *Understanding NCEA: A relatively short and very useful guide for secondary school students and their parents* (Madjar & McKinley, NZCER Press, 2011)

www.starpath.auckland.ac.nz