Research Update

Research Plan for 2016 and 2017:

- Observations of 2-way and 3- way conversations (121)
  - Student goals and targets
  - Evidence used to support strategies and planning
  - General pattern of academic conversations in schools
- School practices survey (35)
  - Senior leaders, HoDs/HoFs, Teachers
  - School goals and targets
  - Course design
  - Tracking and monitoring systems
  - Types of data collected by schools
- Interviews (0)
  - Students, whanau, leaders and teachers
  - Student goals, aspirations and achievement targets
  - School systems to support student goals and targets

Academic Conversations: 121

- All 9 Phase 3 schools observed
- 9 schools observed during 3-way conversations (82)
- 3 schools observed during 2-way conversations (39)
- 121 conversations
- 18 hours recorded and analysed (36 hours of total conversation time)
- Conversations observed in alternating 2 minute blocks – i.e., 50% sample

Conversations: Achievement

- Most contained achievement comments

     General – "you're doing well"

     Specific – "you need 20 more credits to pass"

- 71% of talk about achievement data was based on some evidence

     teacher feedback / predictions / achievement data

- 41% of achievement talk based on specific credit information

- 7 conversations did not mention achievement at all

- 22 conversations did not mention credits at all

Conversations: Goals & Targets

- Most (82%) contained comments about goals

  57% long term – "be a lawyer"

  38% med term – "get Level 2"

  11% short term – "don't get distracted"

- About half included some strategizing or planning to meet goals

  "are there any teachers or students that could help you with that? How can you find out more?"

- 44% contained talk about targets

- 36% of target talk included strategizing or planning to meet targets

  "Get marking schedule and do the test. Mark yourself. Work backwards to find out how got answers. Then go ask your teachers for feedback."

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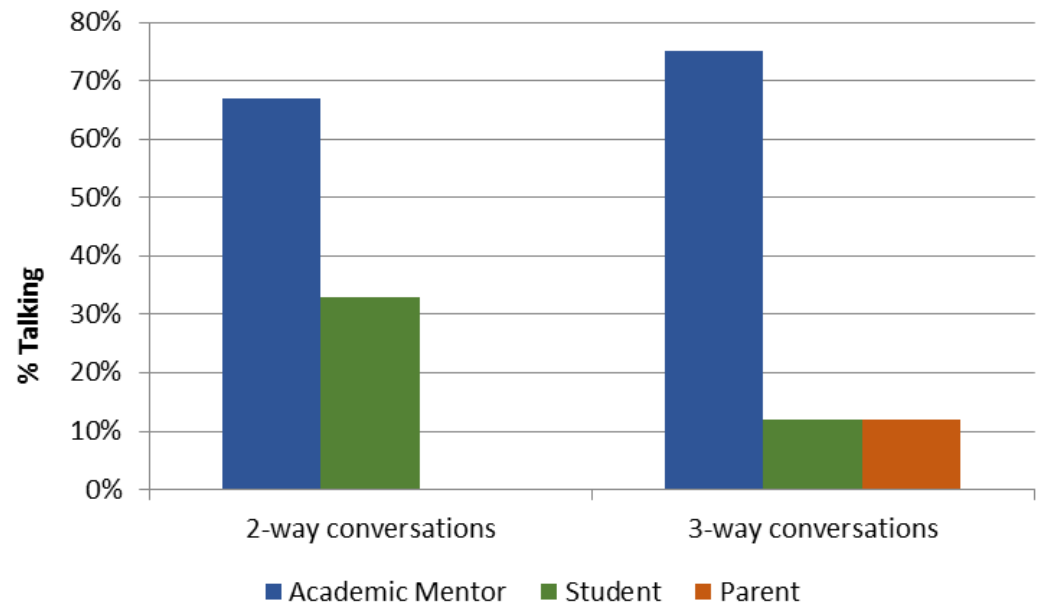EDUCATION AND
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Conversations: Aspirations

46 students (38%) explicitly stated an aspiration to go to Uni or to get a certificate endorsement
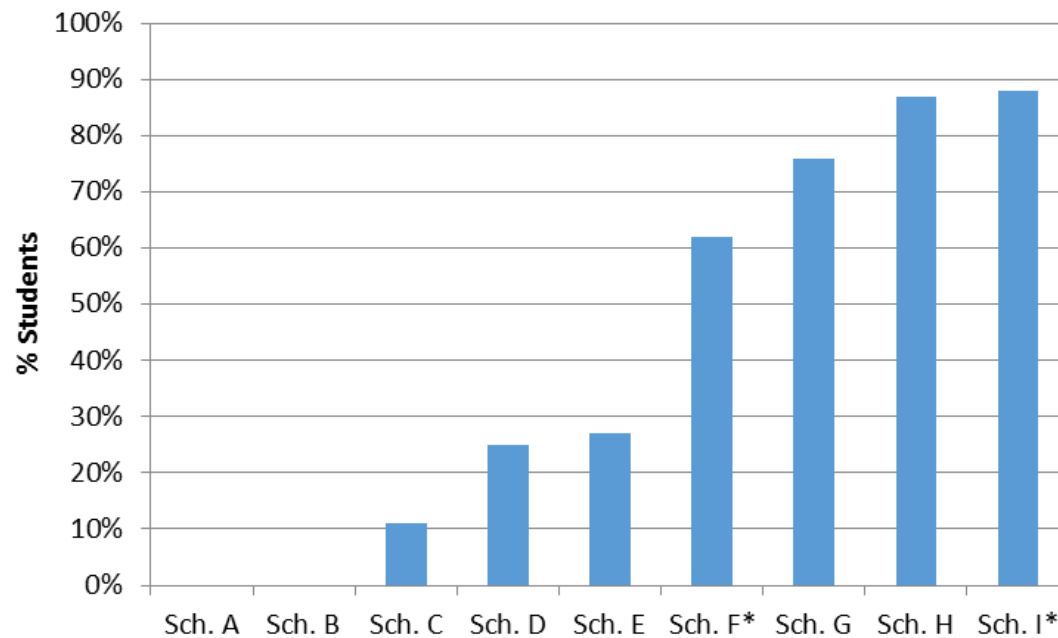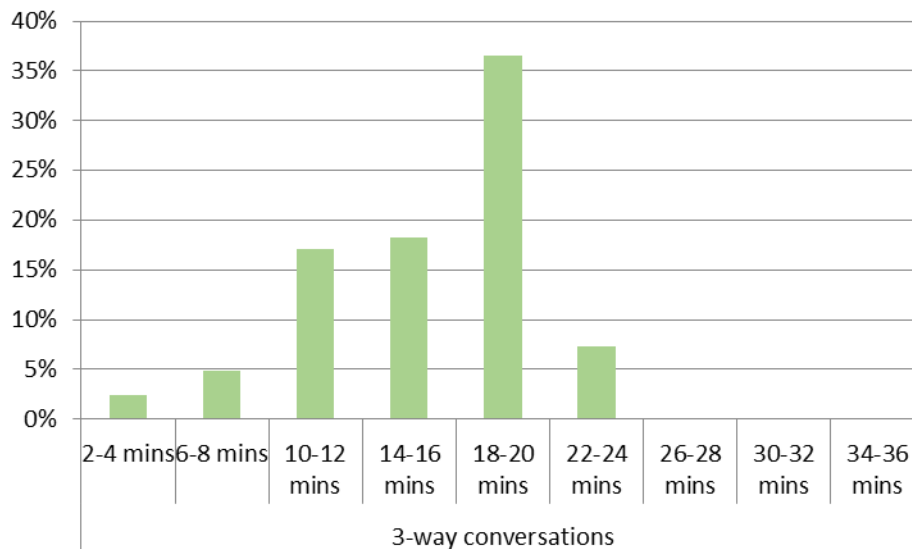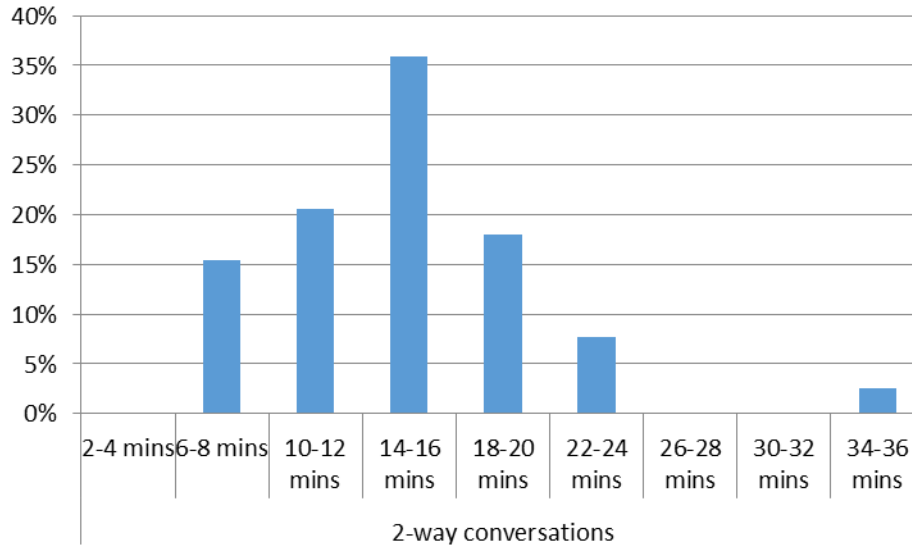

* Indicates target students selected for observation

Conversations: Talking

- Teachers speak 73% of the time overall
- Students speak 18% of the time overall
- Parents 'majority talker' only 4% of time during 3-way conversations

Bar chart showing % Talking for 2-way conversations and 3-way conversations, with legend: Academic Mentor, Student, Parent.

Conversations: Length

Shorter conversations tended to be rushed or incomplete & dominated by transmission talk

Conversations: Relationships

Generally Warm & Positive

Occasionally leading to issues potential miscommunication – e.g., student has 45 credits at end T3 and is told both "you need to work harder" and "you're doing well"

Some (rare) evidence of low expectations or discouragement

"You want to do Geo next year? That's a lot of writing. You'll find that hard"

"If that [scholarship] isn't your thing, don't worry about it"

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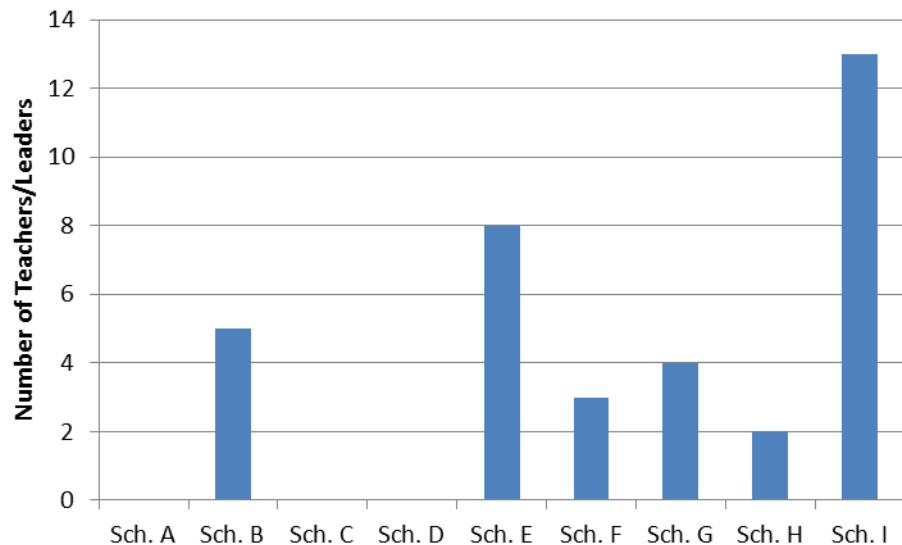
School Practices Survey: 35

Completed by:

6 schools

4 Senior Leaders
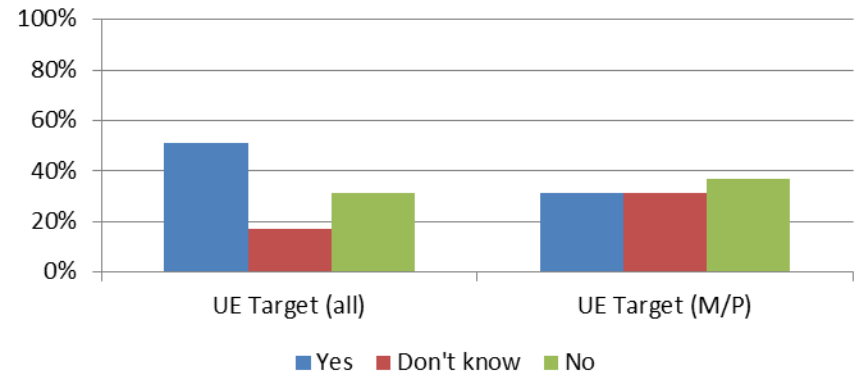
13 Teachers

18 HoDs / HoFs

School Practices Survey: Summary

This school has clear targets for the number of students obtaining the UE qualification that staff, students and their families are aware of.

UE Targets

Legend: ■ Yes ■ Don't know ■ No

In this school, there is a culture of high expectations around achievement for all Māori and Pasifika students.

School has high expectations for Maori/Pasifika students

Strongly Disagree ← → Strongly Agree
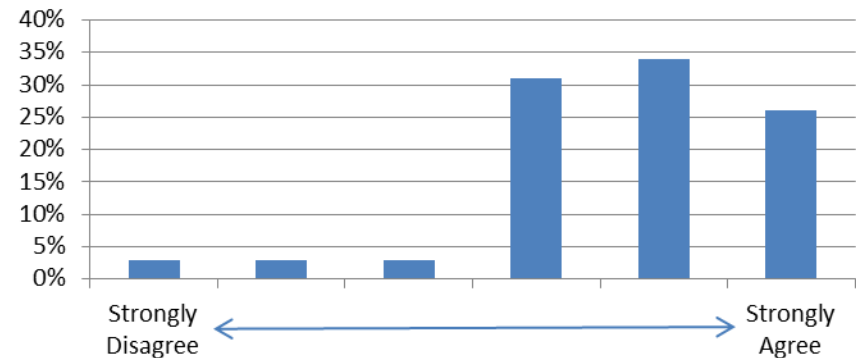
School Practices Survey: Summary

Academic counsellors are able to access data about students' progress across all subjects.

Academic counsellors have data about student goals and aspirations.