Starpath

Phase 3 Research Findings
Partners' Day 12th September 2017

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Introduction
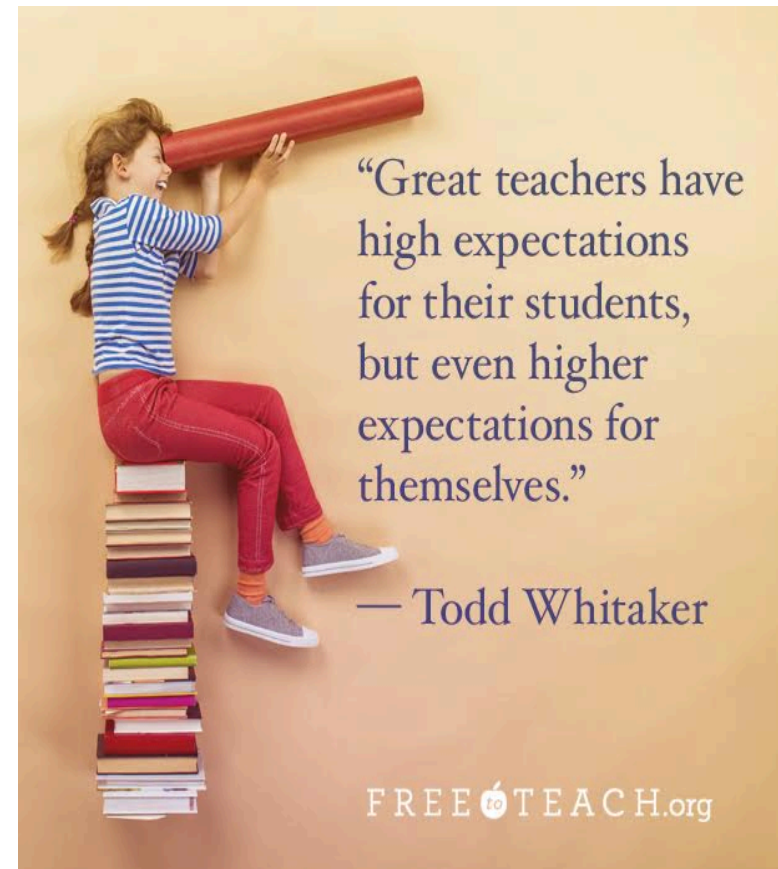
What research have we undertaken in Phase Three?

- Observations and feedback of 2-way and 3-way conversations in 2016 (n=92).
- School practices survey 2017 (n=318).
- Student and whānau interviews 2017 (n=70).
- Leader interviews 2017 (n=49).
- UE Literacy audits for x6 schools.
- Visits to x9 schools on course design.

School Enablers

Effective classroom teachers:

- Individualised instruction and support.
- Encouragement.
- Appropriate level of tasks.
- Specific feedback.
- Appropriate scaffolding.
- Explicit instruction for merit and excellence.
- Go the extra mile, after school.
- Commitment of individual teachers.
- High expectations for behaviour and achievement.

"Great teachers have high expectations for their students, but even higher expectations for themselves."

— Todd Whitaker

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School Enablers

Whanaungatanga

Students and whānau talked about:

- Engagement with families – easy connection with families about lateness/absenteeism as well as positives.
- Connecting with families to engage students post Yr13 for reassessments.
- Having a sense of belonging to a supportive community.
- Engagement with iwi/hapu and community.

Good practice observed in 3-Way conversations showed:

- Teachers appearing to be genuinely interested in their students' lives outside the classroom (co-curricular activities, driver's licence, after school job).

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School Enablers

Systems, Processes and Practices

Effective Tracking and Monitoring Practices:

- Regular tracking (i.e., at least twice a term) of credit attainment.

- Mentors use this time to ensure students are achieving the credits that they are offered.

- Leaders have oversight of academic mentors.

School Enablers

WHAT IS DATA LITERACY?

Systems, Processes and Practices

Data:

- Use of data to inform teaching – teachers generally believe they use achievement data although comments made in the school practices survey indicated that while teachers use data they may not be using it **consistently** to change teaching practices.

- Data literacy amongst teachers and leaders.

- Cross-curricular data sharing.

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School Enablers

Academic Counselling

- Genuine, mutually respectful relationships.
- Establishment of relationships and agenda for the conversation
- Setting goals and targets.
- Variability about data – where data were present and up-to-date, teachers generally had specific conversations about student achievement.
- Advocacy for students – speak to subject teacher/dean.

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School Enablers

Effective Course Design

These are practices happening in schools:

- Annual, in-depth course audits; and courses are reviewed by senior leaders. Middle leaders have appropriate knowledge and PLD to plan courses effectively.

- Checking viability of courses.

- Checking courses are matched to student aspirations.

School Enablers

Careers Advisors:

- Knowledgeable, committed personnel: accurate qualification knowledge, tertiary opportunity knowledge (across multiple institutions), networks with a variety of providers.
- Time investment: caring, deep knowledge of individuals. Organising of university visits.
- Systems around information availability. Scholarships – use of generosity.org.nz and other philanthropic providers.
- Expertise and support for applications for scholarships, student loans, and admissions.

School Barriers

- Ineffective teachers e.g., low expectations, poor relationships, poor communication.

- Perceptions of poor attendance.

- Perceptions of low literacy e.g., Ineffective/inconsistent interventions to combat issues around literacy.

- Poor/inconsistent academic counselling.

School Barriers

- Data and SMS issues e.g., lack of data in 3-way conversations, poor/lack of use of data, not having up-to-date data.
- School systems and processes e.g. timetable, ineffective tracking and monitoring, poor course design.
- Lack of information – unis, scholarships, student loans.
- Time – management of interventions and busy-ness.
- Issues to do with MOE/NZQA, policy, BPSTs.
- Distance and financial issues.

Recommendations

Roles and responsibilities

- A person with responsibility for data management and analysis – and broad spectrum training around data literacy and evidence-based decision making.

Student learning

- More individualised support.

Leadership

- Accountability of teachers and mentors.
- Induction processes for new teachers.

Recommendations

Course Design

- Monitoring of OTL for UE Literacy and interventions to support attainment of UE Literacy.

- Appropriate number of credits offered in each course (not too few and not too many).

- Opportunities to gain credits from a mix of internals and externals.

Recommendations

Relationships

- Improve home/school relationships
- Improve student/teacher relationships.

Literacy

- Cross-curricular collaboration for developing skills in writing.

Teacher Knowledge and PLD

- All staff understanding goals and targets at the school level.
- Staff knowledge or language about NCEA (e.g., the difference between UE and UE Literacy).
- Shadow coaching for academic mentors.

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Recommendations

Greater Supports for Transitioning to University Study

- Access to role models and peer support.
- Preparedness for further study and resilience, transition.
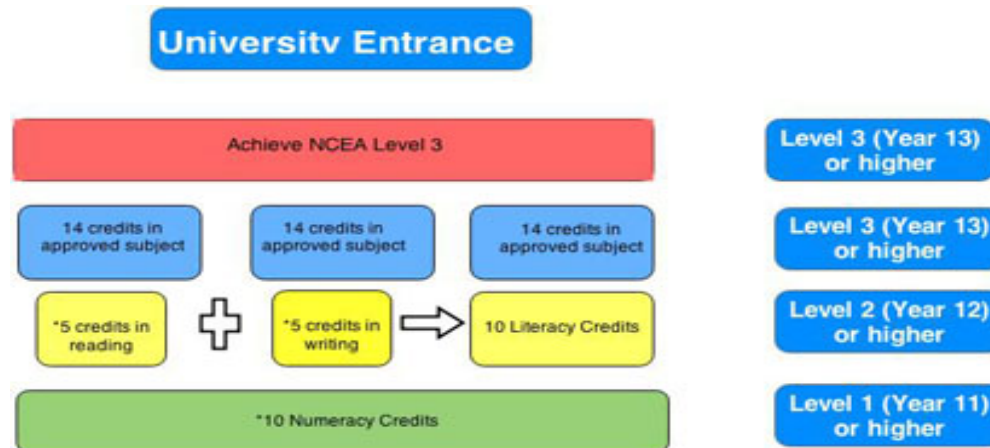
Recommendations

School processes

- Timetabling (double periods, extra line on timetable, combining L1 and L2).

- More responsive curriculum.

- Other opportunities for learning e.g., connections with workplace.

- Stricter policies (non-completion of assessments, homework).

- Evidence-based whole school decision making.

- Smaller academic counselling groups.

- T+M - data carefully linked to students' goals and targets.

- T+M – regular checking of credit count relative to credits offered – followed by an intervention strategy.

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Talking Point

Is UE correctly named?

What might be a suitable alternative?

"One of the issues I have – Auckland University – you've got UE and then for better or worse UOA have their own entrance. So it comes back to – what is the point of UE?"

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What Schools say About Universities Generally

- Unis are doing a good job – as much as they can do.
- Students say they aspire to do better than others in their community.
- Pasifika students in particular want to honour the sacrifices of their parents – burden on the students to bring the family success.
- Evidence for aspiration and resilience for some students – overcome high barriers striving for excellence.
- It's expensive, maybe too expensive. Can we afford to go?
- fear about debt/student loans: "Students are afraid of getting a loan, they need to know how the loan is going to be repaid so it's not scary to them."

What Schools say About Universities

Bridging programmes:
- Uniprep at AUT is well known and respected.
- Unibound is not marketed well – not targetting Careers Advisors. Those that know about UOA Unibound think it's a good programme.

What Schools say About Universities

Support Students get From Universities:
- AUT is in contact with home for students in first year of study.
- Surface level approach at UOA – other institutions appear to have a more genuine approach.
- The universities need to be connecting more with families and communities, like AUT do.

What Schools say About Universities

Mentoring:
- UOA progammes such as MAPAS, MATES (NIU), Tuakana and Dreamcamp were mentioned often as being supportive for students.

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What Schools say About Universities

Scholarships:

- Have become more competitive AND declined in number e.g., MIT and AUT have halved the number of scholarships they award.
- Merit and Excellence endorsement does not guarantee a scholarship.
- Students in the north compete with students from all over Auckland and low decile compete with high decile.
- AUT First in Family Scholarship.
- Mixed comments on UOA Scholarship linked to halls of residence fees – some see it as a good thing, others not.

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What Schools say About Universities

Transitions and tertiary/school links:

- Need for greater partnerships between schools and tertiary institutions.
- Privileged knowledge – opportunities for universities to capitalise on Pasifika languages expertise in the SA community and Matauranga maori expertise in the north.
- Unis need to get out into the school communities.
- Otago model makes sense – genuine partnership with the schools and guaranteed offers of placements for students on mentoring programmes.

Attitudes about UOA

- Considered elitist: "we're the best". This attitude doesn't go down well in South Auckland.

- Don't talk the same language as our students.

- "It's probably that visibility. It was noticeable how many more brown faces there are at AUT – it's just more comfortable at AUT."

- "The UOA is just not going to change any time soon in terms of that demographic."

Recommendations for UOA

- Better teaching staff – culturally responsive and relational pedagogy.

- Get out there more – connect with students, families and communities. Be involved earlier in students' education pathways (e.g., Year 10). Get students on campus earlier.

- Connect with work experience so students can work while they are studying and see future work opportunities:

  – summer employment etc.,

  e.g., First Foundation

  – more of that.

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Recommendations for UOA

- Capitalise on existing expertise students have – offer NCEA credits or university points extra-murally for students who have expertise e.g., in languages.

- Regional – link in to what research is happening in the North – get science students up there to participate in the holidays.

- Financial support
  - lower the fees.

- Transport
  - bus in South Auckland.