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
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).
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

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.
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.
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.
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.
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?”
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 targeting 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.
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.
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.
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.