

RANGATAHI FUTURES - EVALUATION OF PHASE ONE

INTRODUCTION

The purpose of this report is to present the evaluation findings on the first phase of the Careers New Zealand (CNZ) Rangatahi Futures Pilot. The Rangatahi Futures Pilot is a two year approach to working in partnership with schools to develop and deliver career development programmes that meet the needs of Māori learners.

The first phase of the pilot was rolled out in 11 schools in the South Island from early 2013. Delivery of phase two will commence in 10 schools from March 2014.

The objectives of the pilot were to:

- Develop, deliver and evaluate a career education programme that affirms the identity, language and culture of Māori learners and supports the vision of the Māori education strategy – Ka Hikitia which aims to support Māori to experience success as Māori
- work with schools to build the capability of staff to deliver relevant and culturally appropriate career education to Māori learners and to align programmes with other in school programmes and strategies for supporting the educational success of these learners
- contribute to the national education goals of supporting student retention and achievement at Level 2.

For more information on the Rangatahi Futures Pilot programme see Appendix 1.

This report shows the results of the evaluation of two main components of the first phase of the pilot:

- School staff professional development session
- Year 10 student deliveries (two modules).

HIGHLIGHTS:

Students report high levels of engagement with the use of traditional Māori stories to explore their career strengths and interests.

Students report that the Year 10 programme had been successful in promoting the following five key messages:

- Positive identification with tipuna
- affirmation of a positive identity as Māori
- affirmation of personal strengths and qualities
- the importance of NCEA and subject choice.
- encouragement to aim high and be resilient

Staff report raised levels of confidence to deliver culturally appropriate career education to rangatahi Māori and enhanced relationships with rangatahi.

EVALUATION METHODOLOGY

Staff feedback

School staff supporting the roll out and delivery of the Rangatahi Futures Pilot were offered two ways to provide feedback:

1. Written feedback immediately following the professional development session (25 respondents), and
2. an online survey at the end of phase one (12 respondents).

NB: The online survey was only distributed to schools in South Canterbury, Otago and Southland. North Canterbury schools' feedback was captured in written form following student deliveries and face to face conversations.

Student feedback

Students were asked to provide written feedback at the end of both programme modules.

- 193 evaluations were collected from rangatahi after the completion of part 1
- 186 evaluations were collected from rangatahi after the completion of part 2

RESULTS

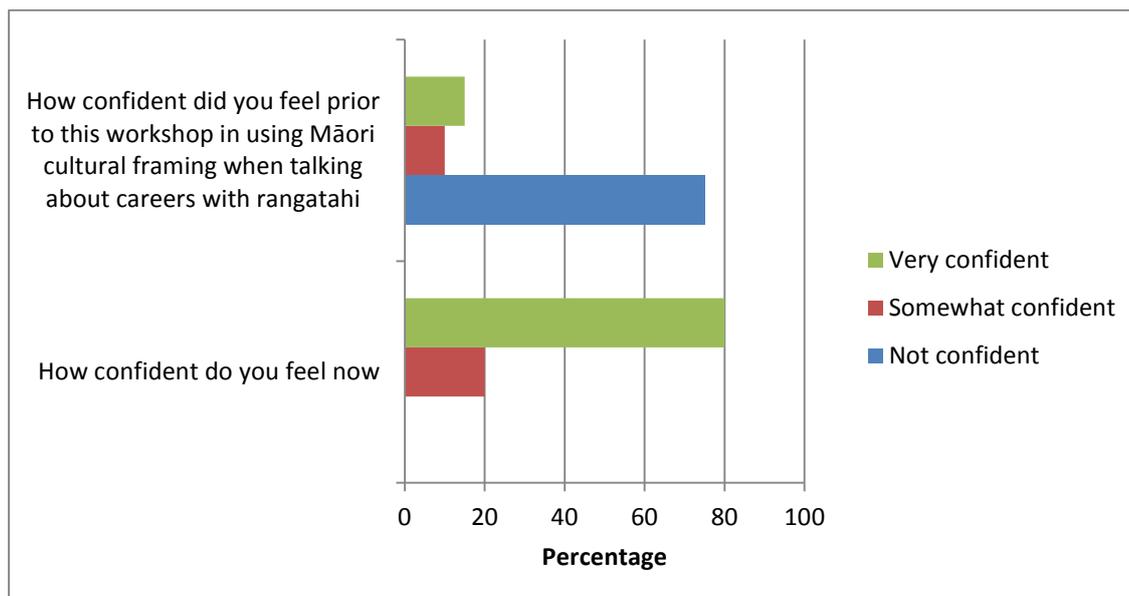
Professional development for staff

The intent of the professional development (PD) for staff was to provide a cultural context to the Year 10 modules and a chance for participating staff to become familiar with the lesson plans, activities and resources. It was hoped that as a result of attending the PD session, teachers would report an increase in confidence to deliver the Year 10 Mahi-ō-ngā-tipuna programme material.

Immediate feedback from staff indicated that the percentage of teachers who reported they felt very confident to deliver the programme materials increased from 15% prior to attending the professional development to 80% at the conclusion of the session.

Staff reflected that they found the central narrative around the strengths and values of tipuna and the waka metaphor useful. Staff reported that they felt supported by the programme resources but would feel more confident once they had seen the material being delivered by the CNZ consultant.

Table 1: Results from Rangatahi Futures Year 10 professional development for teachers



Overall perceptions of phase one – online survey results

Participating staff were invited to rate how effectively they believed the pilot had met its objectives in phase one and to rank their satisfaction levels with the key components of the pilot.

Making a difference for students and improving staff confidence

Just over 80% of staff indicated they believed the pilot had made a difference for their students. In particular they felt students responded to the message about the strengths and achievements of their ancestors.

“...their ancestors were achievers and they, the students, likewise have a role to play too...”

However, teachers also signalled that due to the programme only being in its initial stages it was still too early to comment about the overall success of the programme *“...It may have made a difference to how students think and feel about their futures but only time will tell for this”*.

All of the teachers believed the pilot had made a difference to their ability to support the career development of their Māori learners. They reported that the examples of tipuna careers had provided them with a base for exploring careers with students that they hadn’t considered before. They reported taking part in the programme had built their confidence and enhanced their relationships with students. One respondent said the programme had led to *“a better appreciation of the importance of linking this work with the past and culture”*.

Success in meeting pilot objectives

Objective one: Strengthen the cultural content of our career development workshops for rangatahi through the use of traditional stories and values (develop a programme that values learners' culture, language and identity).

Nearly 83% of teachers believed the pilot had achieved this objective either 'well' or 'very well.'

The teachers felt that sharing traditional career stories with students about their tipuna was an effective way of building rangatahi awareness of career interest types. Teacher feedback indicated that *"Students responded well to traditional stories"*. Furthermore, there was a common theme within the feedback that *"students related very well to the idea that their tipuna had careers that were matched to their individual skills"*. When teachers were asked to comment on what they thought could be done to improve the delivery it was suggested that there should be illustrations demonstrating the traditional careers carried out by tipuna with job titles written in Te Reo Māori with English translations.

Objective two: Take a partnership approach to the delivery of programmes with schools that builds on other in-school strategies and goals to improve the educational success of Māori learners

Seventy-five percent (75%) of respondents believed the first phase of the pilot had achieved this objective either 'well' or 'very well'.

Teachers commented that being a part of the programme had strengthened interaction between themselves and rangatahi by creating a common base.

"...shared knowledge with the rangatahi that will allow improved interaction"

Further comments made about the partnership approach suggested that while the pilot was 'off to a good start', CNZ needed to keep in mind that the *"partnership continues and is consolidated before support is withdrawn and schools are left alone"*.

Feedback also indicated the need to heighten the awareness of the pilot programme along with its benefits amongst all school staff to ensure that there is greater support from within the school.

Objective three: Developing capacity to provide culturally appropriate career development programmes

Just over 83% of respondents believe the Rangatahi Futures Pilot is achieving this objective 'well'.

While staff were generally positive about how the pilot was building their confidence and capacity they were mindful that they (and the success of the pilot) was still reliant on ongoing support from Careers New Zealand.

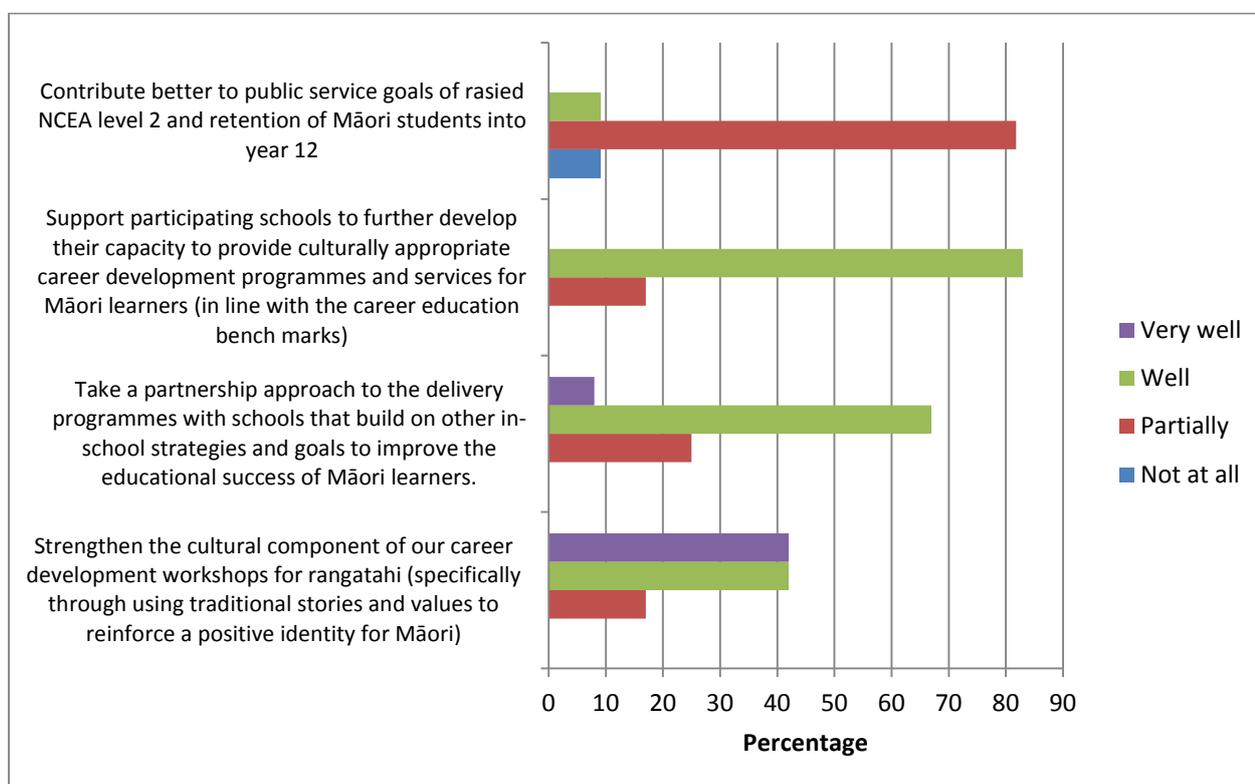
“The strength of this programme is the delivery and the confidence with which the presenter can incorporate the stories into the learning. It will take time and familiarity for others to develop this confidence”.

Objective four: Contribute to better public service goals of raised NCEA level 2 achievement and retention

Over 90% of teachers believed the pilot is achieving this objective “partially” to “well”. Many commented on the difficulty in assessing this so early in the pilot when the first cohort of Year 10 students are two years from entering Year 12.

“Not sure we can measure this yet as programme has only started and Yr 10 students are just going into Yr 11 in 2014”.

Table 2: How well is the Rangatahi Futures Pilot meeting its objectives?



Satisfaction with pilot components

This part of the evaluation asked teachers to rank their satisfaction with the pilot components by selecting from the answers “unsatisfactory” “satisfactory” “good” and “very good”. Below is a summary and graph of teacher feedback.

- Staff professional development: 88.9% of teachers ranked the staff PD as “good”.
- Whole staff briefing: 66.7% of respondents ranked the staff briefing “good” to “very good”. 33% ranked it as satisfactory.

- Student deliveries: 81.8% of teachers believed the student deliveries were “good” to “very good”.
- Lesson plans and resources: 72.7% of teachers reported that they were “good” to “very good”.
- Pilot communications: 72.7% of teachers believed the communications were “good” to “very good”.

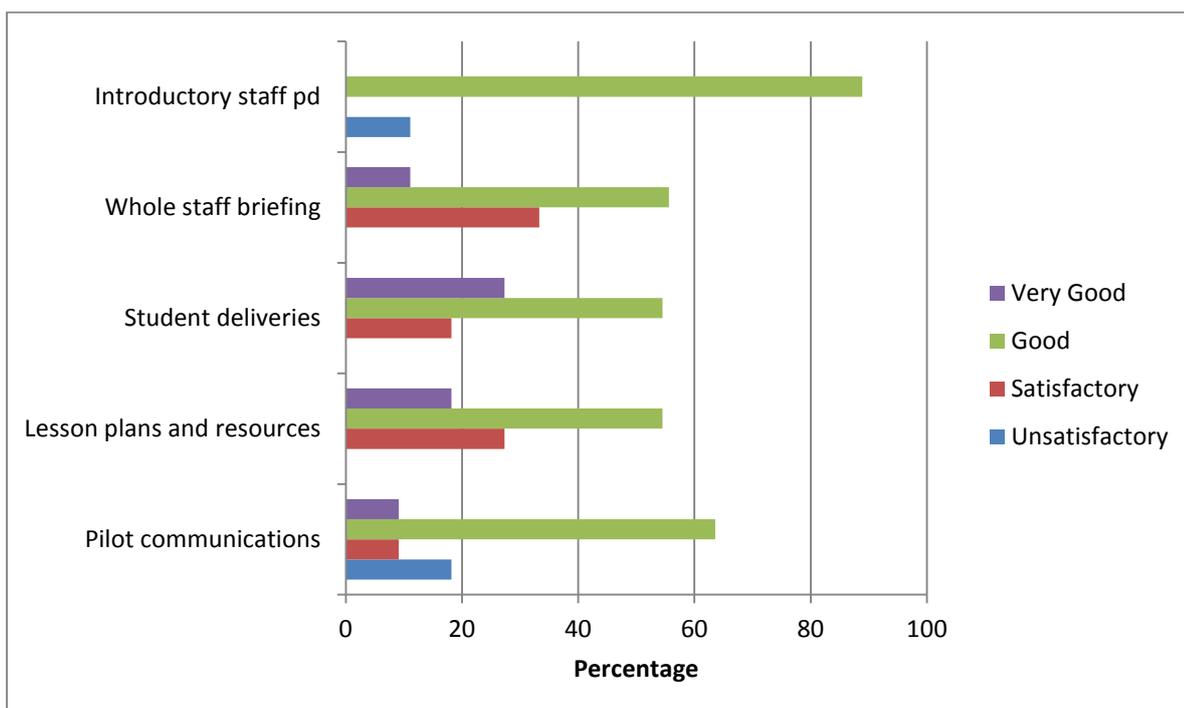
Rangatahi Futures Year 10 Pilot programme teachers overall satisfaction feedback

The results collected from the teachers satisfaction survey indicates that teachers responded well to the professional development sessions. However, in future professional development sessions Careers New Zealand will need to ensure that enough time is allocated for teachers to engage with the delivery resources and build their confidence in sharing the traditional stories with students.

The satisfaction levels with the whole staff briefing were more mixed. This may reflect a lack of clarity of the objective of this activity, and/or the success in engaging wider staff. In one situation a whole school briefing did not occur, with a more targeted presentation being given to a project group in the school.

Satisfaction with student deliveries was generally good with comments reflecting the same themes captured in objective one. Openness to making slight adaptations to programme material to meet the needs of students was appreciated.

Table 3: Rangatahi Futures Year 10 Pilot programme teachers overall satisfaction with programme components



Rangatahi feedback

Students were invited to give written feedback ranking their interest in the key topics and learning activities in the programme modules and identifying their key learnings. In addition they were asked specifically about their engagement and interest in the 'traditional stories' shared as part of the pilot.

Key messages

The following five key messages were most commonly identified by students:

- Positive identification with tipuna: *"...our ancestors were like us in the things we do"*
- affirmation of a positive identity as Māori: *"Dont be afraid of being Māori";*
- affirmation of personal strengths and qualities: *"I am a doer" or "I am a helper"*
- the importance of NCEA and subject choice: *"NCEA is very important and we need to choose our subjects well"*
- encouragement to aim high and be resilient: *"To stive high and dont give up", "Follow your dreams but be prepared for change".*

In addition the students reported they were most likely to talk to their whānau about the following things following the programme:

- Learning more about their Māori heritage
- NCEA and subject choice and what they need to follow their career path: *"...I am going to be a marine biologist and that I need NCEA level 3".*
- their career interests and ideas.

Some students identified that they had built their confidence to share their career interests with their whanau and to resist pressure to follow other paths: *"To tell them to let me do what I want to do not what they want"*

Others had become aware of career opportunities that they hadn't considered before and talked about needing to research further.

Learning activities

Overall students reported high levels of interest and engagement with all of the topics and learning activities in the year 10 pilot programme.

The 'holiday game' activity that promotes researching career information was most likely to be ranked 'pretty cool'; followed by 'looking at the skills and values of traditional careers and how they link to today'.

The four most popular topics and learning activities (in descending order) were:

- Looking at the skills and values of traditional careers and how they link to today

- Subject choice
- Holiday game
- Identifying your skill type (by looking at the skills and strengths of tipuna)

Rangatahi Futures Year 10 Pilot programme

Table 4: Module one: Student feedback

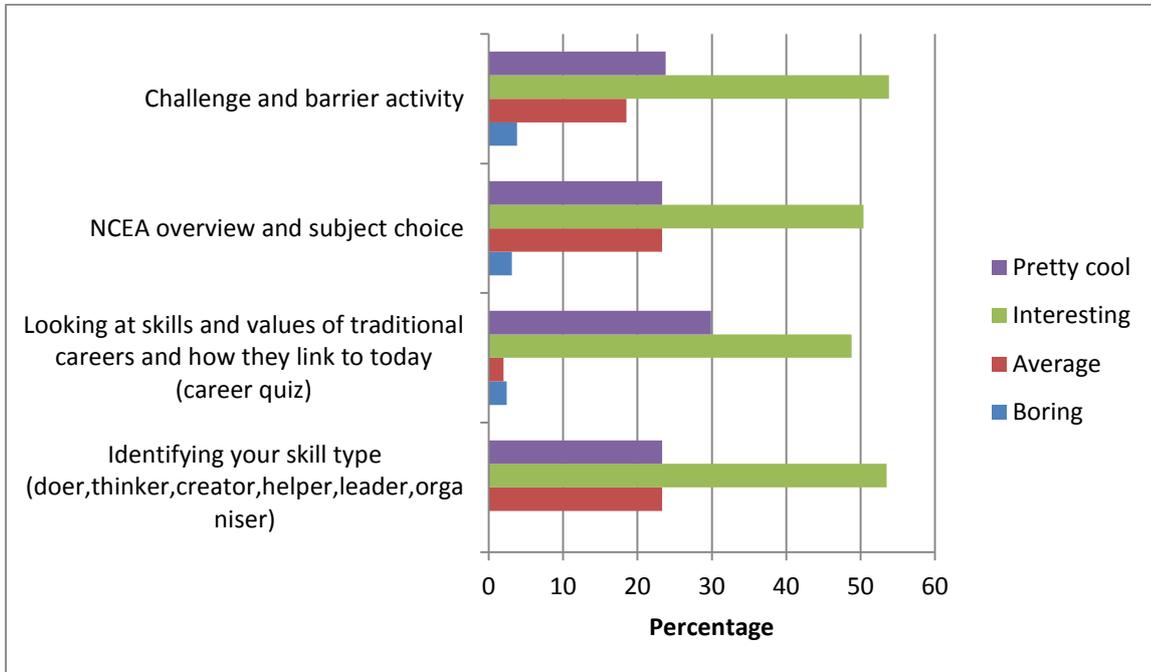
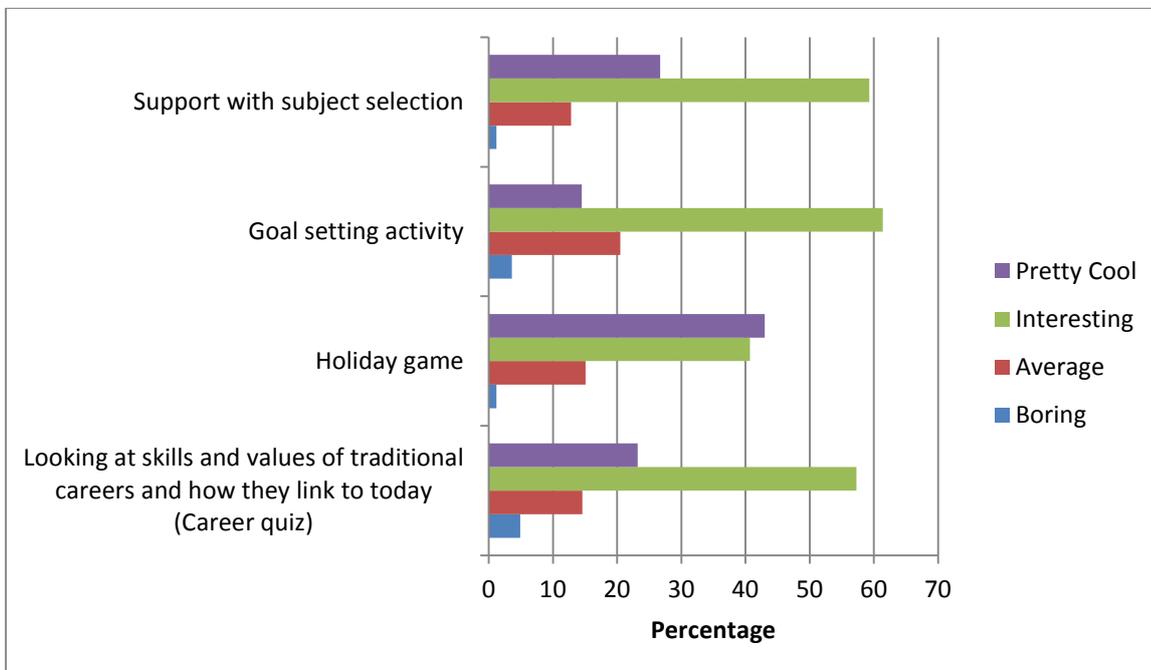


Table 5: Module two: Student feedback



Use of traditional stories

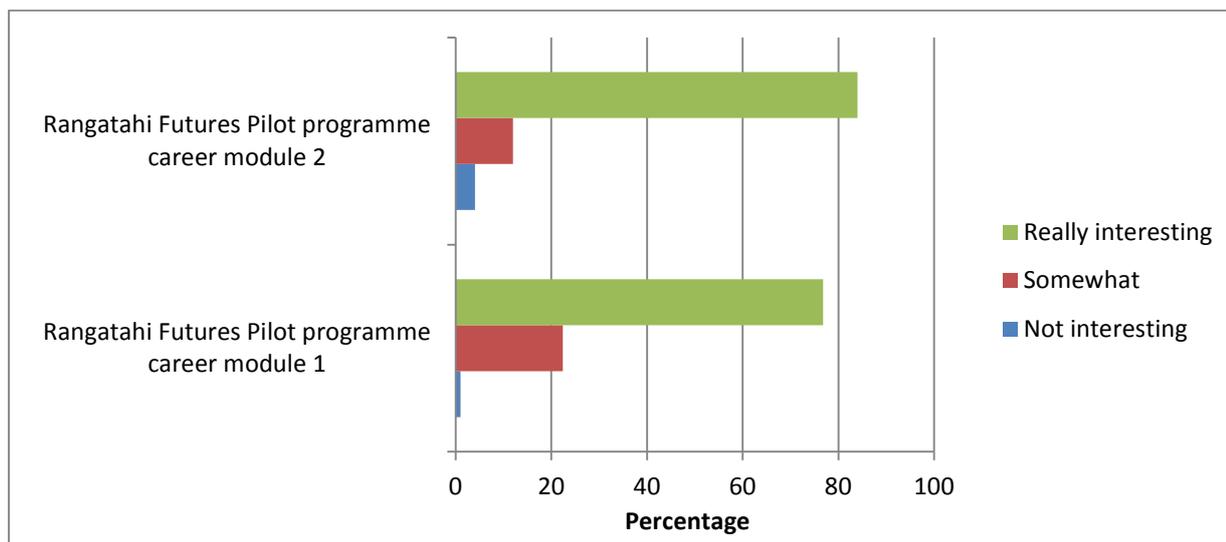
Before rolling out the pilot the delivery team were mindful that students participating would come from a variety of backgrounds and differ widely in their identification as Māori. They were interested in testing whether the use of traditional cultural stories and archetypes would be effective in engaging this diverse student population.

After each student delivery students were asked to rank how interesting they had found the traditional stories included in the delivery.

Following the first module, 76.8% of students reported that they had found the traditional stories 'interesting' to 'really interesting'.

After the second module this had lifted to 84%.

Table 6: Rangatahi Futures Year 10 Mahi-ō-ngā-tipuna Career modules 1&2: Students overall thoughts on the traditional stories



Careers New Zealand peer review and recommended changes

On review of the first phase of the pilot The Careers New Zealand pilot delivery team reflected on the following experiences and possible changes:

Pilot Communications

- Early communication with local runaka to share the goals and activities of the pilot; delivery timetables and to invite participation
- Importance of clear communication with school leadership about the objectives and requirements of the pilot
- Specific consultation and communication with Kaiako Māori in schools to support partnership and collaboration

- Early planning of whole staff briefing to ensure all staff are aware of objectives and key messages of programme and the value of encouraging rangatahi to attend.

Staff Professional Development

- Allow more time for staff to familiarise themselves with key learning activities and to 'practice' framing learning activities in terms of the cultural narratives being promoted
- To support the consolidation of learning, identify and focus on parts of each student module that staff can deliver in upcoming deliveries. In other words move directly into co-delivery, as opposed to an initial role modelled stage. It is hoped that this change will result in an acceleration of the transfer of the pilot materials to the school.

Student deliveries

The delivery of two distinct modules was initially planned to provide an opportunity for the delivery team (CNZ and school staff) to develop stronger relationships with rangatahi.

However, in some schools this proved difficult where rangatahi were reluctant to be 'separated' from their peers and/or where staff or students were concerned about missing regular classes. In 2014 it is proposed that both the Year 10 and 11 programmes are offered as a one off longer programme. This will reduce organisational pressure in schools; clashes with other classes and the need for students to feel that they are being targetted twice.

Ideally participating students could be followed up individually by school staff later in the year to acknowledge the work they had done in the hui and to link it to planning for the following year.