

### INTRODUCTION

The following report presents the evaluation findings for the final phase of Careers New Zealand's (CNZ) Rangatahi Futures Pilot programme. The intent of the pilot is to work in partnership with schools to develop and deliver a career development programme that meets the needs of Māori learners.

The second phase of the pilot was rolled out in 11 schools in the South Island.

The objectives of the pilot are 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 for Māori learners to experience success as Māori. The pilot also aims to demonstrate the principles of the strategy – particularly 'Māori potential'.
- Work with schools to build the capability of staff to deliver relevant and culturally appropriate career education for Māori learners and to align programmes with other in school initiatives 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.

This report shows the results of the evaluation of the five main components of the second phase of the pilot:

- School staff professional Development session
- Year 10 delivery
- Year 11 delivery
- Whānau delivery (not delivered in all pilot schools)
- Professional development for clusters of regional schools (Non pilot schools)

### RANGATAHI FUTURES HIGHLIGHTS

Feedback from both career modules indicated that both the year 10 and year 11 modules were successful in affirming a positive cultural identity. In particular, year 10 students reported high levels of engagement in the use of traditional stories to explore their career interests and strengths; the year 11 cohort affirmed that learning about what Māori businesses are contributing to the New Zealand economy is an effective a way of exploring future career opportunities.

Teachers and students report that the pilot has been successful in promoting the following five key learnings:

- positive identification with tipuna
- affirmation of the significant contribution Māori businesses and iwi are contributing to the New Zealand economy
- The importance of NCEA, subject choice and preparing for the future
- The influence their personal career choices have on their whānau
- Encouragement to aim high and be resilient

## **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 (20 respondents), and
2. An online survey at the end of phase two (16 respondents).

### ***Student feedback***

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

- 177 evaluations were collected from rangatahi after the completion of the year 10 workshop
- 138 evaluations were collected from rangatahi after the completion of the year 12 programme

## **RESULTS**

### **Professional Development for Staff**

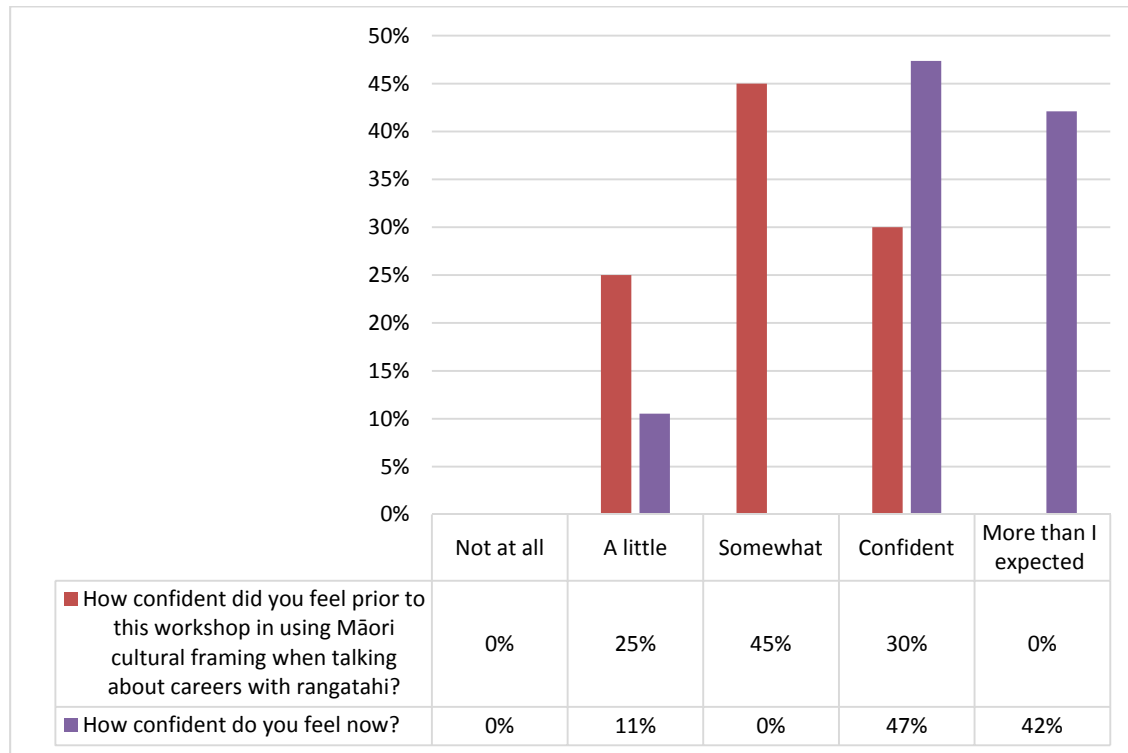
*“All activities will work really well with year 11 – variety, engagement I am sure will be no problem”*

The purpose of the second phase of professional development (PD) for staff was to introduce the year 11 component of the Rangatahi Futures Pilot programme. The anticipated outcome of the professional development session was to see an increase of confidence to deliver the year 11 Rangatahi Futures programme material.

The percentage of teachers who reported that they felt very confident to deliver the programme content increased from 25% prior to the PD session to 89% following the session.

Collated feedback showed that teachers were impressed with the year 11 resources. Even though a couple of teachers shared sentiments that they felt they will need further support to deliver the content, the widely held view of teachers was that they felt very confident to deliver the year 11 programme as long as the resources were made available.

**Table 1: Results from Rangatahi Futures Year 11 professional development for teachers**



**Overall perceptions of phase two – Online survey results**

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

*“We can’t wait to give it a go by ourselves. We are feeling really empowered”*

All teachers who completed the online survey believed the pilot had not only made a difference for their Māori students but all teachers also indicated that the pilot had made a difference in their ability to support the career development of their Māori learners.

In particular, teachers felt that the programme supported rangatahi to consider the career opportunities available to them within the Māori sector while providing positive affirmation of their culture and identity. Teachers also report that the programme had also led to building stronger relationships with their Māori learners.

*“For some there is more clarity about NCEA. For some a connection between school, qualifications and their futures, for some a Māori identity that they could wear a little more comfortably”.*

**Objective one: Strengthen the cultural content of our career development workshops for rangatahi (Specifically through using traditional stories and values and specific Māori business example to reinforce a positive learning identity as Māori)**

All teachers who completed the survey believe the Rangatahi Futures Pilot programme is meeting this objective ‘well’ or ‘very well.’

The teachers felt that sharing traditional career stories with students regarding tipuna was an effective way of exploring careers specifically for those who have had little exposure to their culture. Teacher feedback indicated that *“Rangatahi really engaged in the sessions where it was hands on and they could relate to their Māori identity”.*

**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**

All teachers believed the pilot programme achieved this objective ‘well’ to ‘very well’. Feedback suggested that the process helped teachers to feel empowered to deliver the programme components. Other feedback indicated that *“teachers taking the lead in some of the activities helped to develop very important relationships...”*

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

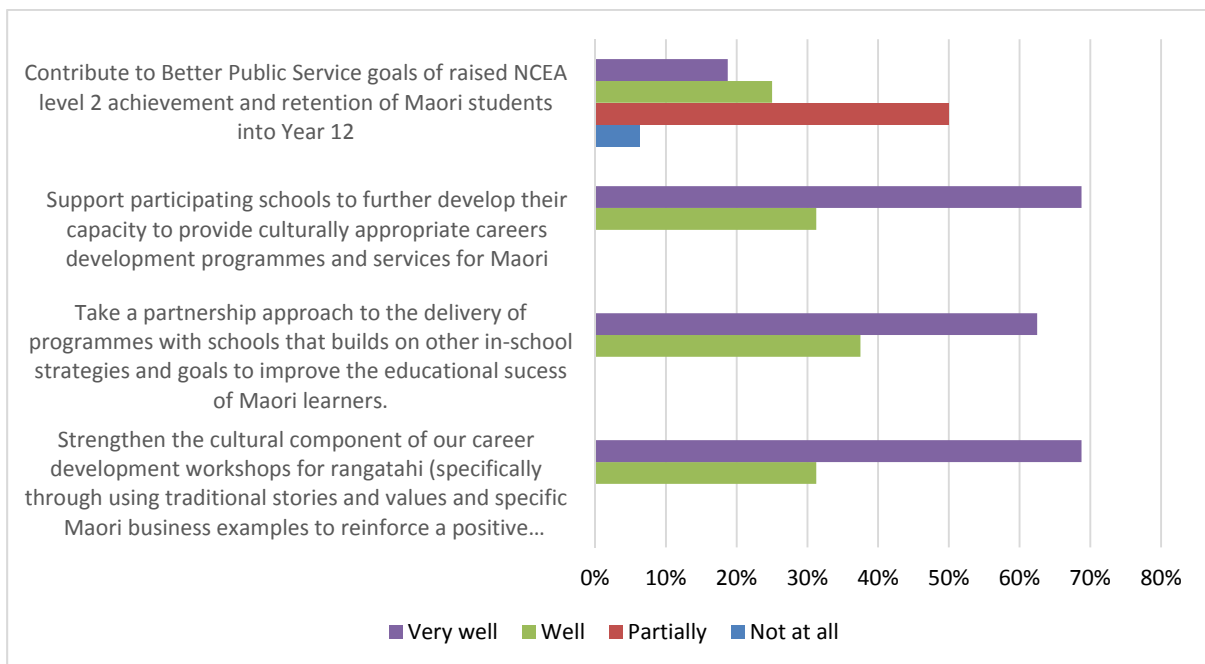
All teachers believed the pilot achieved this objective well to very well. Teachers believe that the information shared within each of the year 10 and year 11 programmes has been eye opening, particularly where iwi diversification and distribution of investment and wealth are described. As a result this may lead students to consider alternate pathways they hadn't considered before. Others suggested that the pilot programme has given them confidence to be involved. Other comments suggested that the information shared within the programme should be shared in other teaching programmes and at staff professional development

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

Three quarters of teachers thought that the programme is achieving this objective ‘partially well’ to ‘well’ with another 18.75% believing it is working ‘very well’. Feedback is consistent with first phase of the pilot with many suggesting the difficulty in assessing this early on in the pilot.

*“Not able to fully comment as the students in the pilot will be in year 12 in 2015”.*

**Table 2: How well is the Rangatahi Futures Pilot meeting its objectives? (16 respondents)**



### Satisfaction with Pilot components

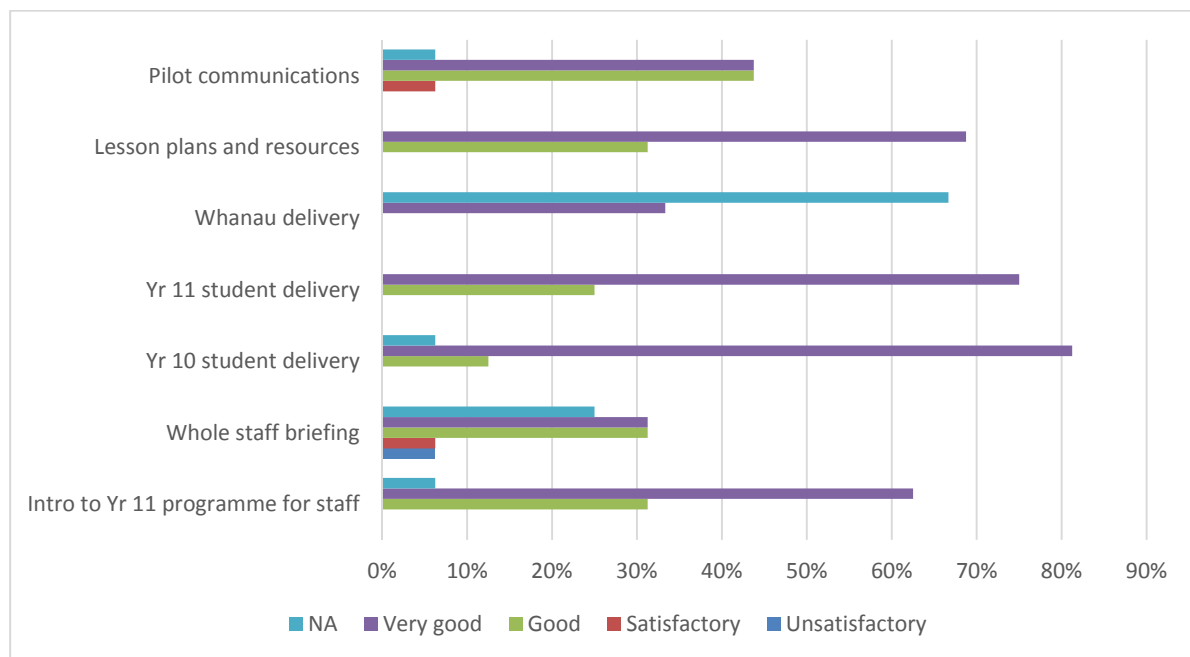
This part of the evaluation asked teachers to rank their satisfaction with the pilot components by selecting from the answers “unsatisfactory” “satisfactory” “good” and “very good”. Below is a summary and graph of teacher feedback.

- Staff professional development: 93.75% of teachers ranked the staff PD as “good” to “very good”.
- Year 10 Student deliveries: 87.5% of teachers believed the year 10 student deliveries were “good” to “very good”.
- Year 11 Student deliveries: 100% of teachers believed the year 11 student deliveries were “good” to “very good”.
- Not all schools participated in a whānau delivery, of the 3 schools that did 100% of whānau participants believed the whānau delivery was “very good”
- Lesson plans and resources: 100% of teachers reported that they were “good” to “very good”.
- Pilot communications: 87.5% of teachers believed the communications were “good” to “very good”.

## Rangatahi Futures Phase 2 overall satisfaction feedback

The results collected from the teachers satisfaction survey indicates that overall teachers responded well to each of the programme components. However only 3 schools involved in the pilot have participated in the whānau evening explaining why 66.7% of teachers opted not to answer the question. One teacher also commented that there was a loss of communication part way through the programme.

**Table 3:** Rangatahi Futures teachers overall satisfaction with programme components. (16 respondents)



## Year 10 Learning Activities

Students in both year 10 and 11 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' in the year 10 programme and their interest in learning about the Māori economy in the year 11 programme.

## Key messages

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

- Positive identification with tipuna: *“our tipuna had careers so we can also have goals”*
- Affirmation of a positive identity as Māori: *“We are future leaders”, Te Reo Māori is still with us”*;
- The importance of NCEA and subject choice: *“NCEA is very important and subject choice too”*
- Encouragement to aim high and be resilient: *“To strive high and don’t give up...”*.

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

- The importance of NCEA and subject choice
- Their personal strengths and qualities *“I am a leader”*
- Their career interests and ideas
- The positive influence of their tipuna and Māori business *“Our tipuna had careers and our iwi have 40 billion dollars”*
- Their career interests and ideas.

## Year 10 Learning activities

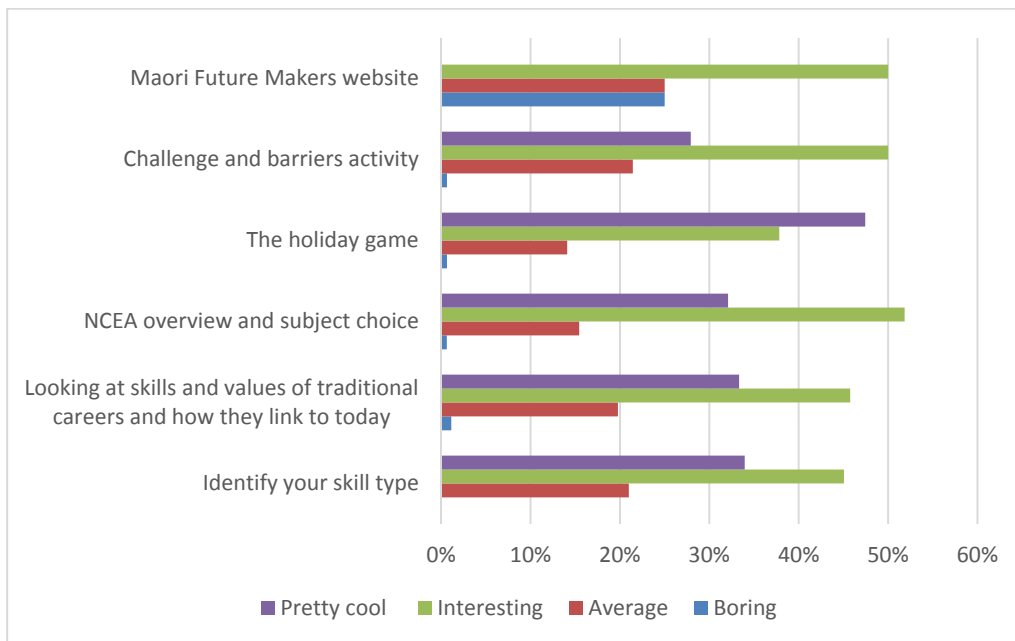
Overall students reported high levels of interest and engagement with all of the topics and learning activities in the year 10 pilot programme.

The *‘holiday game’* activity that promotes researching career information was most likely to be ranked *‘pretty cool’*; followed by *‘NCEA overview and subject choice’*

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

- The Holiday game
- NCEA overview and subject choice
- Looking at the skills and values of traditional careers and how they link today
- Identifying your skill type (by looking at the skills and strengths of tipuna)

**Table Four: Rangatahi Futures Year 10 Pilot Programme**



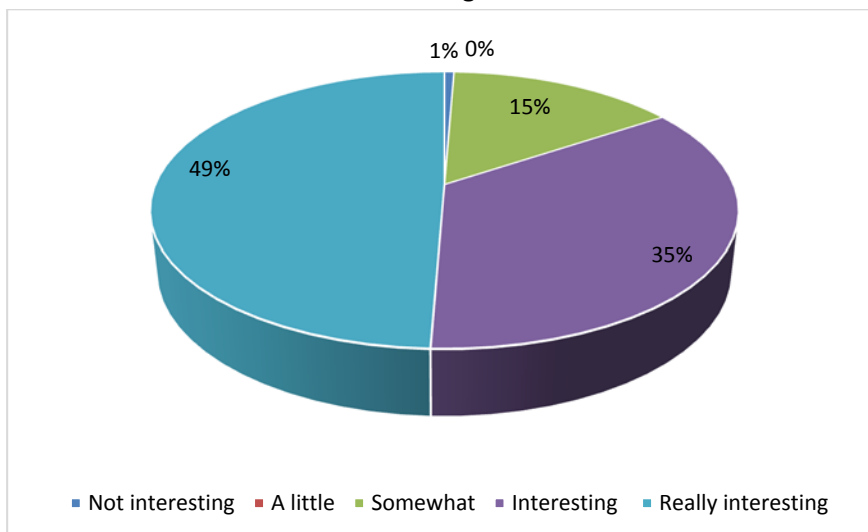
**Use of traditional stories**

Throughout the roll out of the Rangatahi Futures Year 10 pilot programme the delivery team have been interested in testing whether the use of traditional cultural stories and archetypes would be effective in engaging rangatahi Māori.

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

The results collected from the survey have indicated that 84% had found the traditional stories 'interesting' to 'really interesting'.

**Table 5: Year 10 Students overall thoughts on the use of traditional stories. (160 respondents)**





### **Year 11 Learning activities (159 respondents)**

The results from the year 11 evaluations indicate that there was high levels of interest and engagement with all of the topics and learning activities in the year 11 pilot programme.

### **Key Messages**

The following 5 messages were most commonly identified by students in the year 11 programme:

- The significant contribution that iwi and Māori business are contributing to the New Zealand economy *“Māori businesses contribute a lot to the economy”; “Māori do a lot more for our community than most New Zealanders think”*
- To be resilient *“Never give up and follow your dreams”*
- The importance of NCEA and planning for the future
- The opportunities that are available to find a career pathway connected to Māori business

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

- The career path they want to follow *“I am going to start a business”*
- The positive influence that iwi and Māori business are having on the New Zealand economy
- How *“job demand changes”*
- That ethnicity is not a barrier *“...It doesn’t matter if you are Māori you can get a lot further”*
- Messages of resilience *“dream big, work hard and aim huge”*

### **Year 11 Learning Activities**

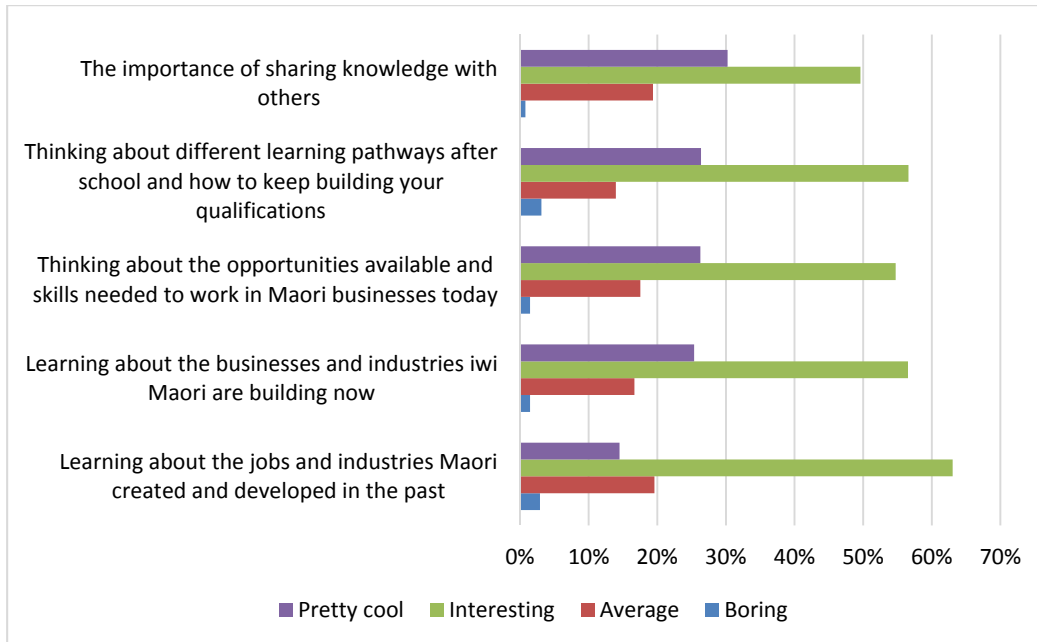
The *‘New Zealand Qualification Framework and NCEA overview’* was most likely to be ranked *‘pretty cool’*; followed by *‘NCEA overview and subject choice’* by rangatahi in the year 11 cohort.

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

- The NZQF and NCEA overview activity
- The Amazing Race
- Māori business case studies
- The Importance of sharing knowledge with others activity

## Year 11 Results

Table 6: Year 11 Students overall satisfaction with the programme components. (159 respondents)



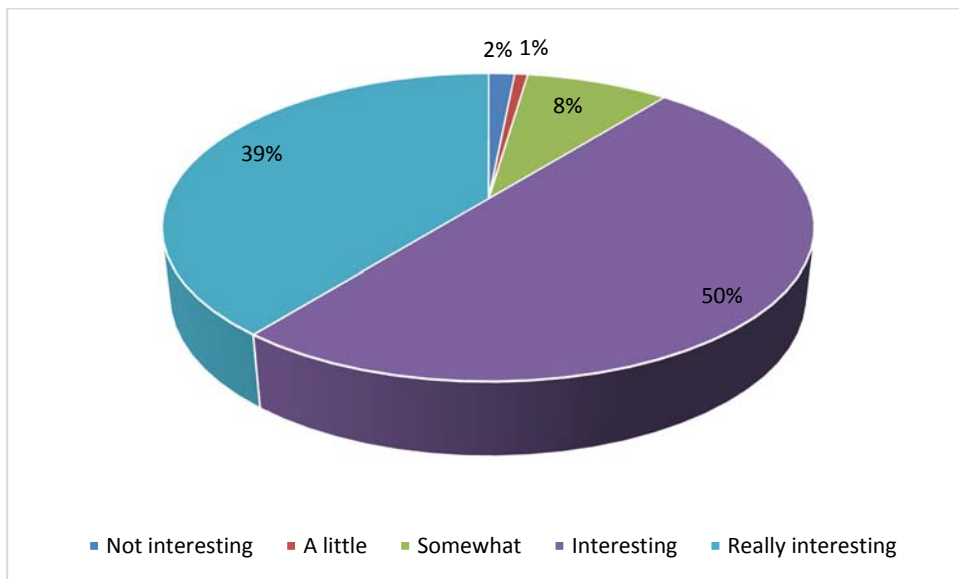
## Interest in the Māori Economy

Throughout the roll out of the Rangatahi Futures Year 11 pilot programme the delivery team have been interested in testing whether the use of messages and activities regarding the Māori economy would be effective in engaging rangatahi Māori.

At the completion of each student delivery students were asked to rank how interesting they had found learning about the Māori economy.

The results collected from the survey have indicated that 89% had found the traditional stories 'interesting' to 'really interesting'.

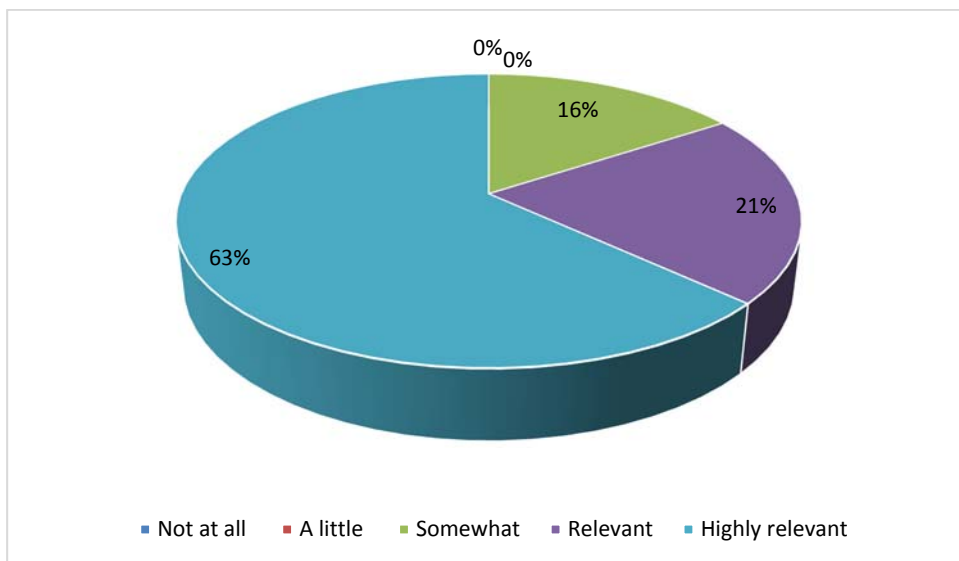
**Table 7: Rangatahi overall thoughts on learning about the Māori economy. (130 respondents)**



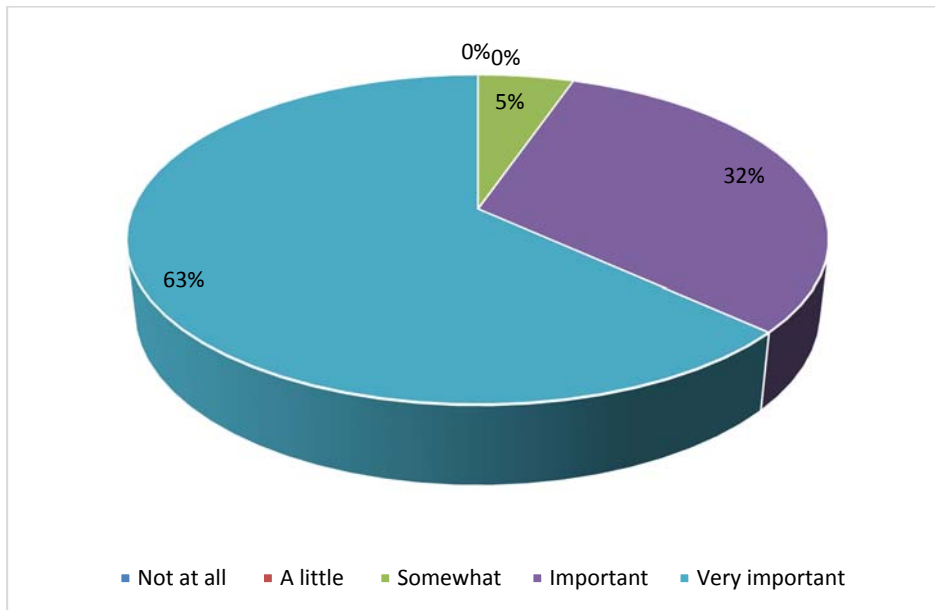
**Rangatahi Futures Whānau Evening**

The purpose of the Rangatahi Futures Pilot Programme was to introduce whānau to the content of the programme to enable conversations at home. An anticipated outcome was to see if whānau believed the career modules were a valued way of providing career development to their children. Results collected from the evaluations indicated 84.21% of whānau believe that sharing traditional stories is ‘important’ to ‘very important’. 95% of whānau reported that it is important to learn about the Māori economy and related work opportunities.

**Year 10: How relevant do you think it is for your children to be supported to consider the stories and values of their tipuna when reflecting on future career decisions? (19 respondents)**



**Yr 11: How important do you think it is for your children to learn about the Maori economy and how it is creating future work opportunities in New Zealand? (19 respondents)**



The following 4 messages were most commonly identified by whānau as the ‘key messages you are taking away’:

- To aim high and be resilient *“Anyone can achieve if they try and strive towards success”*
- The importance of NCEA and subject choice
- The influential role whānau have on their child’s career *“We as parents are who our children get their drive and desire from for career aspirations”*
- The links to careers of tipuna and the influence of the Māori economy

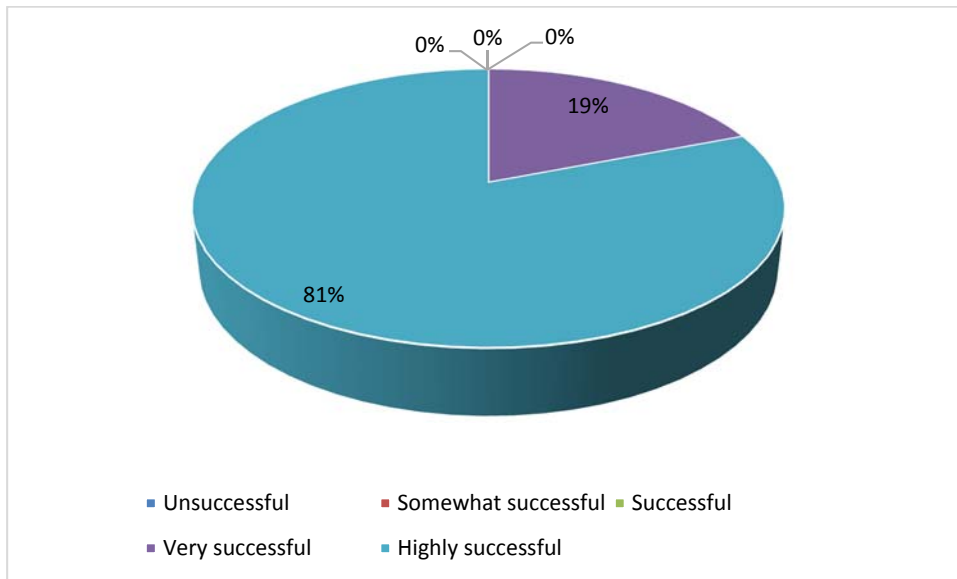
### **Rangatahi Futures Cluster Day Results**

***“The activities were positive and encouraging and demonstrated Māori success and enterprise”***

Following the success of phase 1 of the Rangatahi Futures pilot programme the implementation team began running cluster days throughout the southern region. This provided Careers New Zealand with the opportunity to share the success of the Rangatahi Futures Pilot programme along with shared learning and resources.

At the end of the session teachers were asked to complete an evaluation. The intent of the evaluations was to get feedback on how well teachers thought the activities would work with learners in their schools. The immediate results collected from the evaluations indicated that all participants believed they would be ‘very successful’ to ‘highly successful’.

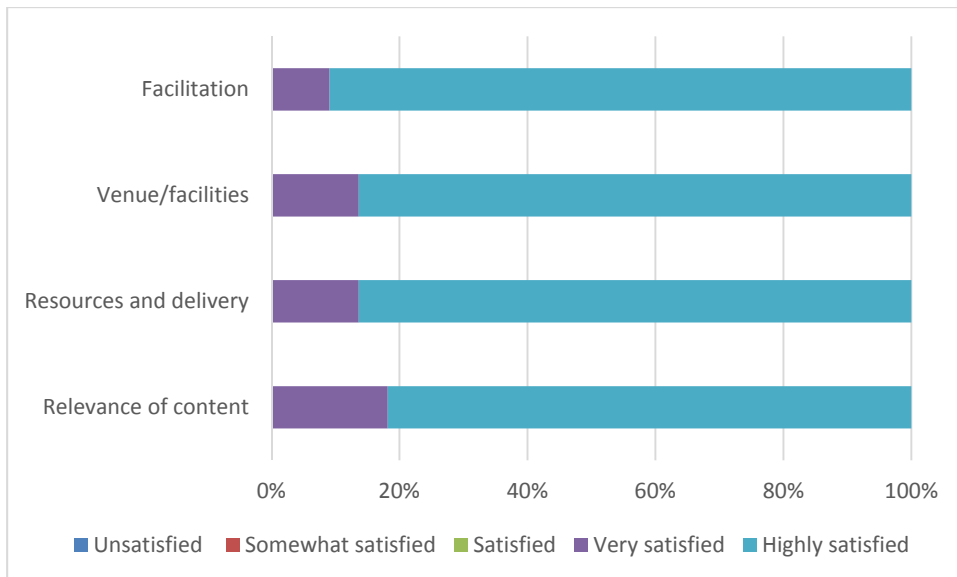
Table 8: How successful do you think the topics and learning activities presented today would be in engaging your Māori learners? (21 respondents)



It was hoped that the evaluation would inform us “what activities schools were most likely to adapt and use in their school”. The top 5 common comments were:

- All of the programme components
- The Rangatahi Futures Year 10 programme
- The Amazing Race
- The Pā card sort
- Business Case studies

To conclude the survey participants were asked to rank the activities, facilitation, venue, resource and the delivery and the relevance of the content. The results indicated that 100% of staff who completed an evaluation were ‘very’ to ‘highly satisfied’ with each of the components. Table 9: Satisfaction with the activities. (22 respondents)



### Careers New Zealand peer review

On review of the second phase of the pilot The Careers New Zealand pilot delivery team reflected on the following learnings and challenges:

- The need for customised teaching and learning resources that affirm identity, culture and language
- The power of taking a 'Māori potential' approach to programme development in challenging and replacing negative stereotypes for staff and students and supporting a positive identity as a learner
- The value of developing resources in consultation with iwi and runaka and making use of specialist Māori resource developers
- The importance of designing professional learning and development that is: co-constructed, experiential, directly related to learner engagement and achievement and provides the opportunity to learn in teams and communities.
- The time and support needed for staff to feel confident delivering cultural material and the need to work in partnership with community, iwi and other external providers to continue to build this.
- The difficulties of achieving sustainability in the delivery of the programme when key staff leave or change position.
- The need to provide a 'starter pack' of information with tips and advice on how to plan and deliver the programme in school and showing possible links to the curriculum for those schools that might want to continue delivering the material independently

- The need to keep whanau informed about material shared with learners and to respond to whanau expectations that their rangatahi will have the opportunity to learn about their culture and the opportunities to participate and contribute in the growing Māori economy.