

THE UNIVERSITY OF AUCKLAND CAMPAIGN
FOR ALL OUR FUTURES



Ngatahi Education Initiative
Report on 2018 beginning and end of year data



**CAN
WE...**

Milestone 3 –

I Have A Dream Charitable Trust
Report on 2018 beginning and end of year data

4 June 2019

CAN WE PREVENT ADULT DISEASE BEFORE BIRTH? ... CAN WE KNOW HOW THOUGHTS ARE MADE? ... CAN WE PROLONG THE QUALITY OF PEOPLE'S VISION? ... **CAN WE REDUCE INEQUALITY THROUGH EDUCATION?** ... CAN WE HELP WOMEN IN PRISONS TO GAIN SELF-ESTEEM? ... CAN WE BRING BACK THE DAWN CHORUS TO OUR CITIES? ... **CAN WE HAVE THE BEST SCHOOL SYSTEM IN THE WORLD?** ... CAN WE LEARN FROM THE MISTAKES OF HISTORY TO CREATE A BETTER WORLD? ... CAN WE BUILD A SOCIETY THAT PROTECTS ITS WEAKEST MEMBERS? ... **CAN WE BUILD STRONGER COMMUNITIES?** ... CAN WE NURTURE CUTTING-EDGE INNOVATION WITH TRADITIONAL INTEGRITY? ... CAN WE USE VISUAL TESTS TO DIAGNOSE AUTISM? ... CAN WE FACILITATE THE CREATION OF AMAZING ARTWORKS? ... CAN WE REDUCE OUR RELIANCE ON FOSSIL FUELS? ... CAN WE DEEPEN OUR UNDERSTANDING OF THE CREATIVE PROCESS? ... CAN WE BRING UP A GENERATION OF CRITICAL THINKERS? ... **CAN WE STOP WASTING TALENT?** ... CAN WE MAKE EVERY BUILDING SAFE FROM EARTHQUAKES? ... CAN WE EMPOWER YOUNG ADVOCATES TO FIGHT INJUSTICE? ... CAN WE TURN OFF THE OBESITY SWITCH? ... CAN WE TAKE MORE GAME-CHANGING IDEAS TO MARKET? ... CAN WE ATTRACT AND RETAIN THE BEST MINDS IN NEW ZEALAND? ... CAN WE MAKE OUR HEALTH SYSTEM MORE EFFICIENT? ... **CAN WE ERADICATE CHILD ABUSE?** ... CAN WE BUILD A MODERN ROBUST ECONOMY? ... CAN WE PREVENT PROGRESSION OF MYOPIA WITH CONTACT LENSES? ... CAN WE CAPTURE THE FORCE OF LIGHT? ... CAN WE IMPROVE SOCIETY THROUGH UNDERSTANDING OF INJUSTICES? ... CAN WE POWER OUR DEVICES WITHOUT WIRES? ... CAN WE DEVELOP THE GO-TO PRODUCTS AND SERVICES OF TOMORROW? ... CAN WE CREATE CHANGE, INVITE INNOVATION AND LEAD THE WAY? ... CAN WE COMBINE CREATIVE FLARE WITH FUNCTIONALITY? ... CAN WE DEVELOP EFFECTIVE INTERVENTIONS FOR ADDICTION? ... CAN WE PREPARE YOUNG NEW ZEALANDERS TO BE GLOBAL CITIZENS AND INFLUENCERS? ... **CAN WE ENSURE ALL OUR YOUNGSTERS ARE READY FOR SCHOOL?** ... CAN WE PREVENT MIGRAINES? ... CAN WE PROVE THE VALUE OF CREATIVITY? ... CAN WE DESIGN CITIES READY FOR A CHANGING WORLD? ... **CAN WE OVERCOME ECONOMIC BARRIERS TO BRILLIANT STUDENTS?** ... CAN WE SEE INTO A VOLCANO? ... CAN WE TRANSFORM LIVES WITH CREATIVITY? ... CAN WE FOSTER A SUCCESSFUL ENTERPRISE CULTURE? ... CAN WE HELP THE NEXT GENERATION OF COMPOSERS TO WOW THE WORLD? ... CAN WE USE A SINGLE BLOOD TEST TO DIAGNOSE CANCER? ... CAN WE MAKE OUR WATERS CLEAN? ... CAN WE USE CREATIVITY TO ENHANCE THE WELL-BEING OF PEOPLE WITH DISABILITY? ... CAN WE PREVENT PREMATURE DEATH AMONGST MĀORI? ... **CAN WE KEEP ALL OUR CHILDREN SAFE?** ... CAN WE BUILD A SPACE INDUSTRY? ... CAN WE REDUCE REOFFENDING? ... CAN WE KNOW WHAT IS IN OUR AIR? ... CAN WE GIVE ALL STUDENTS INTERNATIONAL EXPERIENCES? ... CAN WE CREATE TRULY WATER-SENSITIVE CITIES? ... **CAN WE MAKE TEACHING A HIGHLY VALUED PROFESSION?** ... CAN SCIENCE AND MĀTAURANGA MĀORI WORK HAND IN HAND? ... CAN WE MOVE THE DIAL ON OUR ECONOMIC PERFORMANCE? ... CAN WE BE WORLD LEADERS IN INDIGENOUS HEALTH? ... CAN WE MAKE BURN SCARS A DISTANT MEMORY? ... CAN WE BETTER UNDERSTAND NEW ZEALAND'S UNIQUE IDENTITY? ... CAN WE REPLACE LOST BRAIN CELLS? ... CAN WE RESTORE OUR UNIQUE NATURAL ENVIRONMENT? ... **CAN WE ACCELERATE LEARNING THROUGH DIGITAL INNOVATION?** ... CAN WE USE THE ARTS TO INCREASE PERFORMANCE IN THE SCIENCES? ... CAN WE SLOW DOWN THE PROGRESS OF FRONTOTEMPORAL DEMENTIA? ... CAN WE IGNITE A SPIRIT OF INNOVATION? ... CAN WE UNDERSTAND HOW THE UNIVERSE FORMED? ... CAN WE LEAD THE WORLD ON ENVIRONMENTAL POLICY? ... **CAN WE HELP OUR STUDENTS TO MOVE ON TO POSTGRADUATE STUDY?** ... CAN WE CELEBRATE OUR DIVERSITY AND CREATE AN INCLUSIVE SOCIETY? ... CAN WE HAVE CLEAR RIVERS AND SEAS? ... CAN WE CREATE A CRIME-FREE ENVIRONMENT? ... CAN WE ENRICH INDEPENDENT EVERYDAY LIVING FOR OLDER PEOPLE? ... **CAN WE USE SOCIAL DATA MORE EFFECTIVELY?** ... CAN WE MAKE OUR COMPUTERS SAFE FROM HACKERS? ... CAN WE IMPROVE THE LIVES OF PEOPLE WITH SEVERE EPILEPSY? ... CAN WE MAKE EVERY HOME A GREEN ONE? ... CAN WE FOSTER THE TALENTS OF OUR YOUNG PERFORMERS? ... CAN WE REDUCE THE HIGH INCIDENCE OF HEART DISEASE AMONGST MĀORI? ... CAN WE EARTHQUAKE-PROOF NEW ZEALAND? ... CAN WE DO JUSTICE TO OUR GLOBAL OPPORTUNITIES? ... **CAN WE PREPARE STUDENTS TO SUCCEED IN A RAPIDLY CHANGING WORLD?** ... CAN WE PROTECT NEW ZEALAND'S CREATIVITY AND INNOVATION? ... CAN WE POWER NEW ZEALAND WITH THE WIND? ... CAN WE LEARN WHAT IS NEEDED FOR AN ETHICAL AND JUST SOCIETY? ... CAN WE DESIGN ANTI-SKID ROADS? ... CAN WE DELAY THE ONSET OF ALZHEIMER'S? ... CAN WE BE A WORLD LEADER IN BIOSECURITY? ... CAN WE IMPROVE THE WELL-BEING OF THE WORLD'S MOST VULNERABLE PEOPLES? ... CAN WE INNOVATE TO CREATE VALUE FOR ALL? ... CAN WE ACCELERATE BRAIN RECOVERY AFTER STROKE? ... CAN WE CREATE A SAFER FUTURE? ... CAN WE NURTURE THE ABILITY TO THINK AND ACT CREATIVELY? ... CAN WE IMPROVE NEW ZEALAND'S RELATIONS WITH OTHER COUNTRIES? ... CAN WE MITIGATE THE DEBILITATING EFFECTS OF CEREBRAL PALSY? ... CAN WE REIMAGINE BUSINESS SUCCESS? ... CAN WE UNDERSTAND THE VALUE OF MARINE RESERVES? ... **CAN WE PREPARE OUR STUDENTS FOR THE 21ST CENTURY OF WORK?** ... CAN WE ENSURE ALL PREMATURE BABIES HAVE A NORMAL LIFE? ... CAN WE ENSURE GOOD GOVERNANCE FOR THE FUTURE OF NEW ZEALAND? ... CAN WE CREATE BETTER MUSEUMS? ... CAN WE MAKE EXERCISE A PRESCRIPTION FOR HEALTH? ... CAN WE INCREASE EDUCATIONAL ACHIEVEMENT BY TEACHING THROUGH THE ARTS? ... CAN WE USE NON-INVASIVE BRAIN STIMULATION FOR RECOVERY FOR STROKE SURVIVORS? ... CAN WE BE A SUSTAINABLE COMMUNITY? ... **CAN WE END NEW ZEALAND'S STEM SKILLS SHORTAGE?** ... CAN WE POWER OUR HOMES WITH ELECTRIC CARS? ... CAN WE DRAMATICALLY IMPROVE CANCER SURVIVAL RATES? ... CAN WE USE THE ARTS TO BUILD OUR SENSE OF NATIONAL IDENTITY? ... CAN WE UNCOVER NEW INSIGHTS INTO OUR PAST THROUGH ARCHAEOLOGY? ... CAN WE CREATE WORKPLACES THAT WORK? ... CAN WE PREPARE FOR THE IMPACT OF CLIMATE CHANGE? ... CAN WE OPTIMISE NUTRITION FOR ALL MOTHERS AND BABIES? ... CAN WE INCREASE THE PUBLIC UNDERSTANDING OF ADVANCED TECHNOLOGY? ... CAN WE BETTER UNDERSTAND THE HUMAN CONDITION THROUGH LITERATURE? ... **CAN WE CHANGE THE WAY WE MEASURE SUCCESS IN SCHOOLS?** ... CAN WE RADICALLY REDUCE THE INCIDENCE OF HEART DISEASE AND DIABETES? ... CAN WE ENSURE HEART HEALTH FOR FUTURE GENERATIONS? ... **CAN WE TRANSFORM AT-RISK COMMUNITIES?** ... CAN WE FUTURE-PROOF OUR FIRMS? ... CAN WE REDEFINE OLD AGE? ... CAN WE CREATE LEGISLATION THAT EFFECTIVELY PROTECTS THE ENVIRONMENT? ... CAN WE CONTROL EPIDEMICS OF SEXUALLY TRANSMITTED INFECTIONS? ... CAN WE MAKE CREATIVITY FUNDAMENTAL TO LEARNING? ... CAN WE CREATE 5G CELLULAR TECHNOLOGY? ... CAN WE LEAD THE WORLD IN PERINATAL RESEARCH? ... **CAN WE ENSURE EVERY YOUNG PERSON HAS ACCESS TO GREAT TEACHERS?** ... CAN WE HELP MORE PATIENTS IN OUR HOSPITALS? ... CAN WE PRODUCE A GENERATION OF AWARD-WINNING FILMMAKERS? ... CAN WE HARD-WIRE OUR COMPANIES FOR SUCCESS? ... **CAN WE HELP DESERVING STUDENTS TO ACHIEVE THEIR ACADEMIC DREAMS?** ... CAN WE FOSTER CREATIVE WRITERS AND AUTHORS? ... CAN WE MAKE BETTER USE OF OUR ORGANIC WASTE? ... CAN WE BRING THE ARTS INTO BUSINESS? ... **CAN WE INVEST IN NEW ZEALAND'S LONG-TERM SUCCESS?** ... CAN WE MEASURE THE IMPACT OF CULTURAL INSTITUTIONS ON OUR SENSE OF SELF? ... CAN WE MAXIMISE THE POTENTIAL OF 'BIG DATA' WHILE AVOIDING ITS MISUSE?

CAN WE forge a pathway into tertiary education and/or employment for each and every participating child?

BACKGROUND

The Faculty of Education and Social Work at the University of Auckland would like to thank the I Have A Dream Charitable Trust (IHAD) for generously supporting the evaluation of the Ngātahi Education Initiative, based in four Northland Schools in low socioeconomic communities. We joined this partnership in 2017 which was the second year of the IHAD programme.

The initiative aims to inspire Kiwi kids growing up in material hardship to navigate their own path to academic and life success, and create positive role models who add value to their communities. All students in the programme have a Navigator who will support and advise them through primary school, to intermediate, secondary and into tertiary education. The initiative builds a long-term partnership between students, families, schools and community to ensure life success.

OUR PARTNERSHIP

The Faculty of Education and Social Work see the Ngātahi Education Initiative as a strong and effective partnership, which goes above and beyond a standard evaluation project. We view both parties as expert partners. We are as invested in the success of this initiative as the team at IHAD and look forward to working with you as the project continues.

What started as an evaluation project has grown to become a much fuller and rounded University-IHAD partnership over time, in recognition of our joint substantial efforts to get the project up and running. In addition to the Milestone Reports, we have added value through the Leadership Research completed in November 2017 and the Summer Scholar's research project, completed over the summer of December 2018 to March 2019.

The Research Team would like to acknowledge the support from the University of Auckland for mobilizing additional resources (to hire the summer research scholars in 2017 and 2018 to help with data entry and analysis, and from the Faculty of Education and Social Work's modest "extra grant" budget to hire a postgraduate research assistant to assist with database cleaning

and matching achievement scores with questionnaire data).

We wanted to highlight that we sent the IHAD team a copy of the Summer Scholar's report on 21 March 2019 as an approved and final draft (which contains both the 2017 and 2018 qualitative data). We would love to receive any comments or feedback on that report and reiterate our offer to talk through the content of the report at a convenient time.

We would also like to re-extend the offer made last year to bring all the Navigators to Epsom campus for an all-day plenary workshop with us (plus a few key guest speakers such as Frauke Meyer, and Pat Bullen and Kelsey Deane – the co-founders of a Faculty-based youth mentoring programme).

We also like to take this opportunity to reiterate our offer to come to Whangarei to meet with individual school principals to walk them through both the preliminary and final results of 2017 and 2018. We would welcome the chance to complete another piece of specialised leadership research at any stage.

REPORTING – MILESTONE 3

The Research Team made an agreement with IHAD at the end of last year that we would give the schools participating in the project one month to submit their e-asTTle data after administering the questionnaires. Despite this, the Research Team was asked to wait until we had the data from two schools. Two schools allowed us to set the tests and we were given access to the results so we accessed these in a timely manner. A third school wanted to set their own tests but agreed to give us direct access to the data. Unfortunately, this proved to be beset with a number of issues with the Ministry of Education. We were finally able to access these data on 12 March. The final school opted to set their own tests and to send us the data. These data arrived at the end of March 2019. The Research Team then allocated one month to get all the data entered and the analyses completed (which is a massive job), until the end of April. Then the Research Team had one month to complete the Milestone report (by end of May) – we submitted this report in the first week of June 2019.

It is therefore our pleasure to provide the *Milestone 3 Report* on the 2018 end of year data and the recommendations from Professor Christine Rubie-Davies and Dr Mohamed Alansari.

The research team will also be available for on-going discussions regarding the implications that may arise out of this report.

FUTURE REPORTING

We would like to suggest that the timeline of giving the schools one month to submit their e-asTTle data is adhered to going forward. The Research Team will continue to adhere to the agreed timeline of a two month turnaround on reports.

PROMOTING THE PROJECT

Mohamed Alansari recently contacted Scott Gilmour to explain that he had been asked to write a piece in *UniNews* (a monthly publication, with a predominantly internal staff audience, focusing on achievements, events and developments at the University of Auckland) about

some of the research projects that he is leading. Mohamed said that he is so appreciative of leading this evaluation research from the University's end, and he considers himself part of IHAD's team, as evident by his use of 'our project' in the article (below) to indicate his pride in being part of the IHAD whanau.

MĀRAMATANGA



'The teacher snarkily said in front of everyone: Pick a real job, Mohamed, do something meaningful.'

DREAM WEAVERS

Growing up in a household that encouraged aspirational thinking, I often talked to my parents about my dreams and who I wanted to be when I grew up.

I used to tell people 'one day, I will become a TV presenter!' I wanted to reach out to every home and family, to make a difference in their lives by being in their living room. I still wonder how my career would have turned out if I had pursued that pathway. Or whether it was even possible to have a TV career considering my loud, dorky laugh, frizzy hair and occasional squint – perhaps I'd have been better off in radio.

Anyway, my intermediate teacher overheard me talking to friends in the school corridor about my potential TV debut and becoming a talkshow host – yes, a full-on production was in the works. I remember that day like it was yesterday. The teacher walked past and snarkily said in front of everyone: 'Pick a real job, Mohamed, do something meaningful.' Off he went, and so my dreams of a media career were crushed.

Over the years, I wondered whether other people have experienced similar scenarios to mine. What were their dreams? Who changed their minds? Who could have helped them achieve their goals and aspirations? What would have happened if someone had come into their lives and believed in their dreams? Fortunately, my current research explores exactly that.

I am the principal investigator of a longitudinal project called 'I Have a Dream', taking place in Whāngārei. We are working with 400 children, their schools and their families in low socio-economic areas. Those involved share the same dream as us: to break the intergenerational

cycle of poverty, and open up opportunities for success, however that success might look in the eyes of the children.

This is an innovative community-based approach, where each group of students is assigned a mentor, known as a navigator, who helps the students navigate their dreams from primary to secondary and through to tertiary if that's what they desire.

This is our second year in this partnership and preliminary results from our mixed-method investigation are promising. There were statistically significant improvements in students' achievement in reading and maths by the end of 2018, as well as sustained positive levels of school satisfaction and future outlook.

Over time, navigators have also become more positive in their beliefs about how they can influence student educational outcomes. Teachers have reported increasing levels of value in having navigators providing support and mentoring to the students. We appear to be on the right track.

What's astonished me most, is the students' ability at a young age to articulate what it means for them to have a significant support person, as evidenced by the qualitative findings of the project. For Tane, who wants to be an All Black when he grows up, it was something as simple as his navigator celebrating with him, after he was praised in PE classes, and challenging him to try even harder next week.

For Jesse, who wants to be a dancer, it was when her navigator asked her about her favourite dance moves, and shared funny stories about dancing. For Davie, who wants to be an archaeologist, having a navigator who listened, reacted positively, and helped him Google information about archaeology, was all it took for

Davie to name his mentor as his main support person who cared about his success.

It is powerful to realise that student interactions with significant others can influence their beliefs about future success, learning and aspirations. It is even more powerful to realise how much teachers and navigators influence such processes by simply acting, reacting and interacting positively in these learning spaces. It's exciting to know our project can play a part in improving students' experiences at school and beyond.

It was some time back, that the teacher unwittingly changed my career trajectory. But it is now in 'I Have a Dream' where I, with others, can support each of our 400 dreamers to reach their highest potential, whether they want to be an All Black or a dancer, an archaeologist or an academic. Too often, educators and mentors underestimate the impact they can have on their students' academic and life trajectory. 'I Have a Dream' is testimony to the importance of human connections, support and high expectations – all of which are pivotal to our roles as educators. The more we believe in our ability to make a difference, rather than talking ourselves, and sometimes the students, down, the more we will help young people make their dreams reality.

Our group welcomes support, ideas, collaborators or volunteers to join us from time to time. Contact me or visit the 'I Have a Dream' website: ihaveadream.org.nz.

Dr Mohamed Alansari is a research fellow within the Quantitative Data Analysis and Research Unit in the Faculty of Education and Social Work. The views in this article reflect personal opinion and are not necessarily those of the University of Auckland.

**NAVIGATING SUCCESS: EXPLORING THE BELIEFS,
ATTITUDES, AND ASPIRATIONS OF YOUTH OVER TIME**

MILESTONE 3

REPORT ON BEGINNING AND END OF 2018 DATA

Prepared for:

I Have A Dream Charitable Trust

Prepared by the Research Team:

Dr Mohamed Alansari

Professor Christine Rubie-Davies

MAJOR FINDINGS / EXECUTIVE SUMMARY

- Navigators continue to demonstrate strong beliefs in their ability to make a difference to the futures of their dreamers. They are innovative in their approaches, and committed to making a long-term impact on their dreamers' success
- Teachers' endorsement of the quality of navigators has significantly increased over time, with many of the teachers commenting on how positive, open, and approachable navigators have been with them and their dreamers. Navigators were also praised by teachers on their effective relationship building with all dreamers
- Teachers continue to report strong and overwhelmingly positive levels of academic and personal support that they provide to their dreamers
- By the end of 2018, teachers reported relatively higher levels of openness to change and the embracing of new ideas in school
- There were significant increases in the dreamers' reading achievement by the end of 2018, compared with 2017. The results indicate substantial accelerated achievement, where dreamers demonstrated learning gains that were twice as much of what is expected within an academic year
- Similar to reading, there were significant increases in dreamers' maths achievement by the end of 2018, compared with 2017. The results indicated substantial accelerated achievement, where dreamers demonstrated learning gains that were twice as much as what is expected within an academic year
- Overall, dreamers reported generally positive attitudes towards school and its usefulness. Despite these slightly decreasing at the end of 2017, dreamers reported higher levels of school usefulness by the end of 2018
- Although dreamers' positive attitudes towards their future were declining in 2017, these significantly increased by the end of 2018, largely due to the substantial increase in reported positive perceptions of secondary school dreamers
- Similarly, although dreamers' positive attitudes towards their present were declining in 2017, these significantly increased by the end of 2018, largely due to the substantial increase in reported positive perceptions of secondary school dreamers
- Overall, many dreamer factors had decreased at the beginning of 2018, which is possibly due to the already high levels of reported perceptions in 2017

INTRODUCTION

This report is an update on our progress with the key tasks outlined in the research plan, including a summary of the data collected in 2018.

Specifically, the aim of this report is to reveal changes in dreamer beliefs, attitudes, and outcomes over the second year of the research programme.

First, similar to the Milestone 1 and 2 reports, the Research Team's objectives, plan, and measures used are presented to remind the reader of what was done in the research. This is then followed by a description of the 2018 findings from the dreamers' data, and an analysis of the differences in their reported beliefs and outcomes over time.

It is hoped that the findings outlined later will feed into the on-going and iterative development of the initiative. The Research Team will also be available for on-going discussions regarding the implications that may arise out of this report.

Upon request, individual school data can be provided but not individual dreamer or teacher information, in line with our agreement to guarantee confidentiality and anonymity for the research participants.

This report should only be used for the purposes for which it was intended, that is, to report to stakeholders involved in the project on outcomes within the I Have A Dream (IHAD) project. If it is proposed to use this report for a different purpose or in a different context from that intended at the time of commissioning the work, then the authors should be consulted to verify whether the report is being correctly interpreted. In particular, it is requested that, where quoted, conclusions given in this report should be stated in full.

RESEARCH OBJECTIVES AND PLAN

After discussion with the I Have A Dream (IHAD) team and several University of Auckland members with a range of expertise relevant to the project, we developed our mission roles and values which are described below and which have driven our data collection and reporting.

Mission

To develop a long-term partnership between IHAD and the University of Auckland in ways that contribute to the success of the project. We will do this by being a *kaiarahi* (guide) to deepen, through the use of systematic data collection and analysis, our mutual understanding of how and why the project better enables *tamariki* and *rangatahi* academic and life success, and to be a critical friend to guide us to improvements wherever possible.

Ngā Kaiarahi – the “Guides”: We are a group of researchers who are solutions-driven, committed, and passionate about improving the educational and life outcomes for all children.

Research Team Roles and Values

The University will support IHAD in three capacities:

- **Evaluative capacity**: Scoping the project and collecting data for the purpose of evaluating its effectiveness in lifting dreamers’ outcomes. We will do this by providing advice on an evaluation framework that is tailored to meet the needs of *Tai Tokerau tamariki* and the objectives of the Trust.
- **Advisory capacity**: Scoping the project and collecting evidence (e.g. data, artefacts, stories) that progressively and systematically feeds into the planning, decision making, and implementation phases of the project.
- **Expertise capacity**: Scoping the project and providing expertise (e.g., literacy development, high teacher expectations training, mentoring) and guidance on best practices that lift the aspirations and educational (and social) outcomes of *Tai Tokerau tamariki*.

We will work with IHAD to uphold their values in our shared work;

- **Tumanako (hope/aspirations)**: We have high hopes, aspirations, and expectations for the project team and those involved in it.
- **Aroha (love)**: We share the love that the project team has for their *tamariki* and a belief in their abilities to better achieve academic success, and place them at the centre of our work. Their success is our success.
- **Ako (learning)**: We will be learning from the project team and work alongside them to understand their needs, aspirations, and challenges facing them in order to better understand how we address these needs/aspirations/challenges as a *Ngatahi* community.

- **Whanaungatanga (relationship):** We will acknowledge, respect, and develop long-standing relationships with the project team and develop a community of knowledge and practice that will enable the best results possible for the children in the project.
- **Rangatiratanga (empowerment/autonomy):** We are here to empower the project team, and share our expertise in order for them to decide on what works best for the children in their project, and how to maximise the positive outcomes of their initiative.

Table 1 below is a timely reminder of the various beliefs and achievement measures used in this project, listed against IHAD's project values and key performance indicators.

Table 1: Matching IHAD values with the project's measures

Project Values	Key Performance Indicators	Measures
Tumanako (hope/aspirations)	Staff/Navigators/Schools' attitudes and perceptions towards dreamers in the project	• Navigator Expectations • Navigator Mindsets • Navigators' sense of efficacy
	Staff/Navigators/Schools' sense of efficacy towards reaching the goals of the project	• Faculty Change Orientation • Teachers' sense of efficacy • Teacher Mindsets
	Dreamer future aspirations	• Time Attitudes (present and future) • School utility value • Dreamer aspirations
Aroha (love)	Care for dreamers	• Teacher support • Parental support • Navigator support • Sense of belonging
Ako (learning)	Attitudes towards teaching and learning	• Feelings toward school • Feelings toward teachers
	Dreamer engagement	• Behavioral engagement • Emotional engagement
	Dreamer outcomes	• Dreamer achievement
Whanaungatanga (relationship)	Dreamer relationships with the teacher, navigator, and peers.	• Class Cohesion • Feelings toward teachers • Teacher support • Parental support • Peer relations self-concept • Sense of belonging
	Positive Class Climate	• Teacher support • Teacher support • Academic competence • Satisfaction
	Parental involvement	• Parental support
Rangatiratanga (empowerment/autonomy)	Self-beliefs, control, and effort	• Self-efficacy • Self-expectations

METHOD

Research Design

Due to the longitudinal nature of the project, it was important to gather data over multiple time-points per year from the same group of dreamers to enable examining changes over time in their beliefs, attitudes, and achievement. This was also important for navigators and teachers who also play an important role in the efficacy and effectiveness of IHAD. This quasi-experimental nature of the design is labour intensive and requires careful tracking of dreamers who will be changing rooms, teachers, navigators, and schools over time.

Similar to 2017, two rounds of data collection took place in 2018 (see Table 2 below), with attitudinal and achievement data being collected at each round. This means that in this report, we are able to report on some initial changes across 2017 and 2018.

Table 2: Overall data collection process

Phase	Data Collected
Beginning of year data (February – March)	• e-asTTle standardised tests (Maths and Reading) • Dreamer questionnaires • Navigator questionnaires • Teacher questionnaires
IHAD activities in progress	
End of year data (October – November)	• e-asTTle standardised tests (Maths and Reading) • Dreamer questionnaires • Navigator questionnaires • Teacher questionnaires

Questionnaire Administration

Dreamers responded to a 103-item self-report questionnaire to capture a range of attitudinal data, aspirations and self-beliefs. These were listed in Table 1 earlier and will be described in the results section later. In line with the recommendations described in Milestone 1 report, three factors were dropped from the beginning of year questionnaire because they were not reliable and therefore did not establish robust baseline data for further measuring.

Items were scored on a 5-point Likert scale ranging from 1 for 'false' to 5 for 'true'. As in the beginning of the year administration, to ensure that dreamers were able to understand and respond to all questions, the research team, with the help of IHAD volunteers, sorted dreamers into small groups of 4-6. Each researcher or volunteer was then assigned a group to read all questions to. The data-gathering team also helped dreamers identify their navigators. Younger dreamers completed the paper and pencil version of the questionnaire, whereas older dreamers completed the online version using iPads provided by IHAD for data

collection. On average, younger dreamers spent 40–50 minutes completing their questionnaires, whereas older dreamers spent no more than 30–40 minutes. Lastly, Navigators and teachers completed their own self-report questionnaires using the same procedures from the beginning of the year data collection round (described in Milestone 1 report).

Description of e-asTTle Tests

Standardised e-asTTle achievement tests (in both reading and maths) were administered by schools at the beginning and end of the 2018. Schools have kindly provided a summary of the test results to the research team to be matched with dreamers' questionnaire data. This process enabled examining patterns in dreamer achievement over time, as will be reported later.

Data Collection Procedures

Similar to the data collection procedures described in previous milestone reports, the IHAD team was in charge of recruitment and coordination with the schools involved in the project regarding research days, as well as confirming the dreamers who had been given permission to take part in the IHAD programme. Dreamers with missing survey data or achievement scores were included once their data were imputed (e.g., if dreamers had data for three time points but missed one data collection round, their data were imputed or predicted then included in the analysis). Longitudinal data are therefore reported for dreamers who have been in the project since data gathering began in 2017.

Means, standard deviations, and percentages of agreement were calculated for the questionnaire factors and items. As a result of collecting data at the beginning and end of each year, the research team were able to analyse the data using more complex analyses. This enabled examining potential changes in dreamer beliefs and achievement over time.

It must be noted that the research programme involves surveying dreamers in Year 4 and above only. Therefore, although the IHAD programme includes over 700 dreamers across four schools (of which 80–100 are in each of year levels 0–3), the total number of research participants is smaller than the total above (i.e., up to 400 instead of 700 dreamers in 2018). The increase in the number of participants in the research from 200 in 2017 to 358 in 2018 because the IHAD programme grows every year by enrolling a new cohort of 100–150 dreamers, as younger students join school or older ones move to upper secondary. In other words, every year there will be new dreamers to include, as well as older ones to track, in both the IHAD and research programmes. The decision to not survey or test younger dreamers (i.e., Year 3 or below) explains the drop from 61 Year 3 dreamers surveyed in 2017 versus only five of those in 2018. We will remove any Year 3 data from 2019 onwards.

Lastly, given the quasi-experimental nature of this evaluation (i.e., we do not have a control group), we cannot be certain whether changes in student achievement and beliefs are due to the IHAD programme or other school-related activities and professional development opportunities.

DREAMER DEMOGRAPHICS

By the end of 2018, a total of 358 dreamers were surveyed from all four participating schools, compared with 318 dreamers who were surveyed at the beginning of the same year. This increase reflects the on-going commitment of the IHAD team to recruit additional dreamers and their families into the project. This is also a marked increase from the 200 dreamers who were initially surveyed in 2017.

Table 3: Number of dreamer surveys gathered by school

	Beginning of 2018		End of 2018	
	Count	Percentage	Count	Percentage
Totara Grove Primary	117	36.8%	123	34.4%
Tikipunga Primary	95	29.9%	96	26.8%
Tikipunga High	56	17.6%	89	24.9%
Te Kura Otangarei	50	15.7%	50	14%
Total	318	100%	358	100%

Table 4: Dreamer ethnic demographics

	Beginning of 2018		End of 2018	
	Count	Percentage	Count	Percentage
Māori	209	65.7%	264	73.7%
NZ European	76	23.9%	66	18.4%
Pasifika	17	5.3%	15	4.2%
Other or missing	16	5%	13	3.6%
Asian	0	0%	0	0%
Total	318	100%	358	100%

Table 5: Dreamer gender demographics

	Beginning of 2018		End of 2018	
	Count	Percentage	Count	Percentage
Male	173	54.4%	185	51.7%
Female	145	45.6%	172	48%
Other or missing	0%	0%	1	.3%
Total	318	100%	358	100%

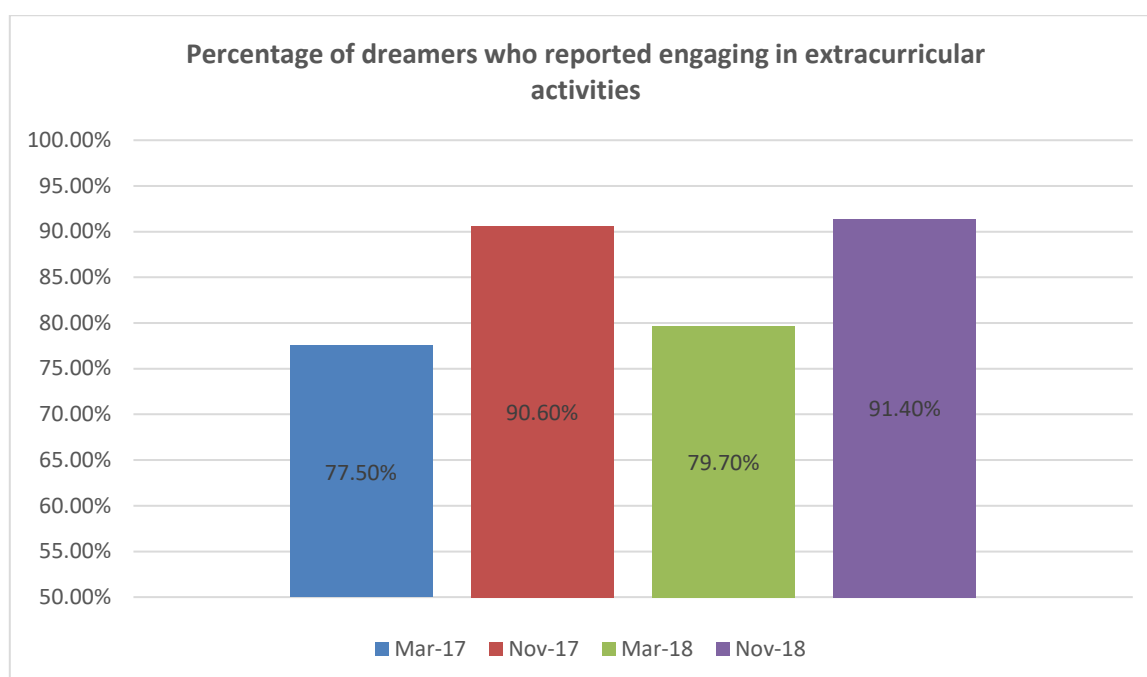
Table 6: Breakdown of dreamer numbers by year level

	Beginning of 2018		End of 2018	
	Count	Percentage	Count	Percentage
Year 3	61	19.2%	5	1.4%
Year 4	68	21.4%	75	20.9%
Year 5	61	19.2%	90	25.1%
Year 6	56	17.6%	75	20.9%
Year 7	34	10.7%	44	12.3%
Year 8	25	7.9%	38	10.6%
Year 9	13	4.1%	22	6.1%
Year 10	0	0%	9	2.5%
Total	318	100%	358	100%

Uptake of Extracurricular Activities

At the beginning of 2018, 79.7% of all dreamers reported engaging in extracurricular activities, which is a similar proportion to those at the beginning of 2017. It was pleasing to find that, by the end of 2018, 91.4% of all dreamers reported engaging in extracurricular activities, which is slightly higher than what it was at the end of 2017.

Figure 1: Beginning versus end of 2018's uptake of extracurricular activities



Dreamer Achievement

Analysing dreamer achievement gains allows for better tracking of dreamers' numeracy and literacy capabilities, as it helps teachers, parents, and navigators to set academic goals that they can scaffold. To do so, dreamer e-asTTle data were analysed alongside the e-asTTle norm and curriculum expectation score for each year level. These norms for maths and reading are provided for four time points in the year and published online to ensure that teachers interpret e-asTTle scores relative to the dreamer's curriculum and year level. For example, if a Year 4 dreamer scored 1,351 in a reading test, and the e-asTTle norm for Year 4 is 1,301, then a positive difference of 50 suggests that the dreamer scored 50 points above the expected score for any Year 4 dreamer nationally at that particular time of year. Conversely, if a Year 6 dreamer obtained the same score of 1,351 in a reading test, and the e-asTTle norm for Year 6 is 1,403, then a negative difference of 52 implies that the dreamer is 52 points below the expected score for a Year 6 dreamer nationally. Therefore, the achievement results will be presented as deviations from the national norms in reading and maths (i.e., positive or negative scores in relation to national means).

The next two sections of the report contains achievement data for dreamers who have been in the project at the beginning and end of 2018.

Dreamer Achievement in Reading

Table 7 below contains the breakdown of the reading achievement of dreamers by year level, and suggests that, overall, dreamers scored 35-to-36 points *below* the expected reading score for their year level. However, the standard deviation (SD) suggests that there is a wide range of scores with some dreamers scoring well below the mean but some scoring on or slightly above the national reading levels. These achievement scores will be compared to the 2017 scores later in this report. Overall, end-of-year reading scores for Years 6–10 dreamers are much better than the beginning year scores.

Table 7: Reading achievement scores presented as differences from the average national score by year level

Reading achievement by year level	Beginning of 2018		End of 2018	
	M	SD	M	SD
Year 3	3.42	18.50	-32.42	17.47
Year 4	13.87	35.99	-32.40	56.14
Year 5	-18.28	49.73	-34.45	52.69
Year 6	-52.99	60.35	-26.30	56.17
Year 7	-61.65	40.56	-50.19	46.49
Year 8	-66.84	53.08	-29.87	80.52
Year 9	-79.99	55.45	-50.64	67.19
Year 10	-138.49	37.53	-87.44	87.16
Overall Reading achievement	-36.68	58.59	-35.32	55.86

Dreamer Achievement in Maths

Table 8 below contains the breakdown of the maths achievement of dreamers by year level, and suggests that dreamers scored 40-to-60 points *below* the expected maths score for their year level. However, again, the standard deviation is large suggesting large variability among dreamers. These achievement scores will be compared to the 2017 scores later in this report. Overall, end-of-year maths scores for Years 5–10 dreamers are much better than the beginning year scores.

Table 8: Maths achievement scores presented as differences from the average national score by year level

Maths achievement by year level	Beginning of 2018		End of 2018	
	M	SD	M	SD
Year 3	-7.91	26.70	-38.84	14.31
Year 4	-1.52	37.98	-36.87	42.54
Year 5	-36.80	47.61	-35.39	45.16
Year 6	-58.61	64.20	-43.56	43.10
Year 7	-85.81	39.17	-51.08	52.61
Year 8	-110.76	52.06	-37.25	50.89
Year 9	-123.67	44.95	-45.67	51.33
Year 10	-174.50	27.29	-83.54	60.23
Overall maths achievement	-57.09	63.78	-40.98	44.06

Changes in dreamer achievement gains over time

Repeated measures' analysis of variance testing was conducted to examine whether dreamer achievement gains have increased over the first year of the IHAD programme evaluation. This was important to conduct since standardised data was gathered before and after IHAD activities took place, which allowed examining the potential influences of the programme on dreamer achievement data. In the following sections, *p*-values are reported to indicate whether the results are statistically significant (i.e., a result is statistically significant if $p < .05$). We also report partial eta-squared as a measure of effect size, where values of .02, .06 and .12 indicate whether the results can be considered of small/weak, medium/moderate, or large/strong practical significance respectively. For all subsequent figures, the four time points refer to the four data collection points (i.e., beginning of 2017 is time 1, end of 2017 is time 2, beginning of 2018 is time 3, and end of 2018 is time 4). The next section presents longitudinal data for dreamers who have been in the project since data gathering began in 2017.

In reading, there were statistically significant ($p < .001$) and very large (partial eta-squared = .50) increases in dreamer achievement over time. In addition, there was a year level by time significant interaction ($p < .001$, partial-eta squared = .24), whereby dreamers in the primary level (specifically, Years 3–6 dreamers) accelerated their learning at a faster rate than those in upper year levels. Also, across all four time points, the growth in achievement appears to be steady for the older dreamers (except for Year 10).

Figure 2: Overall reading achievement scores over time

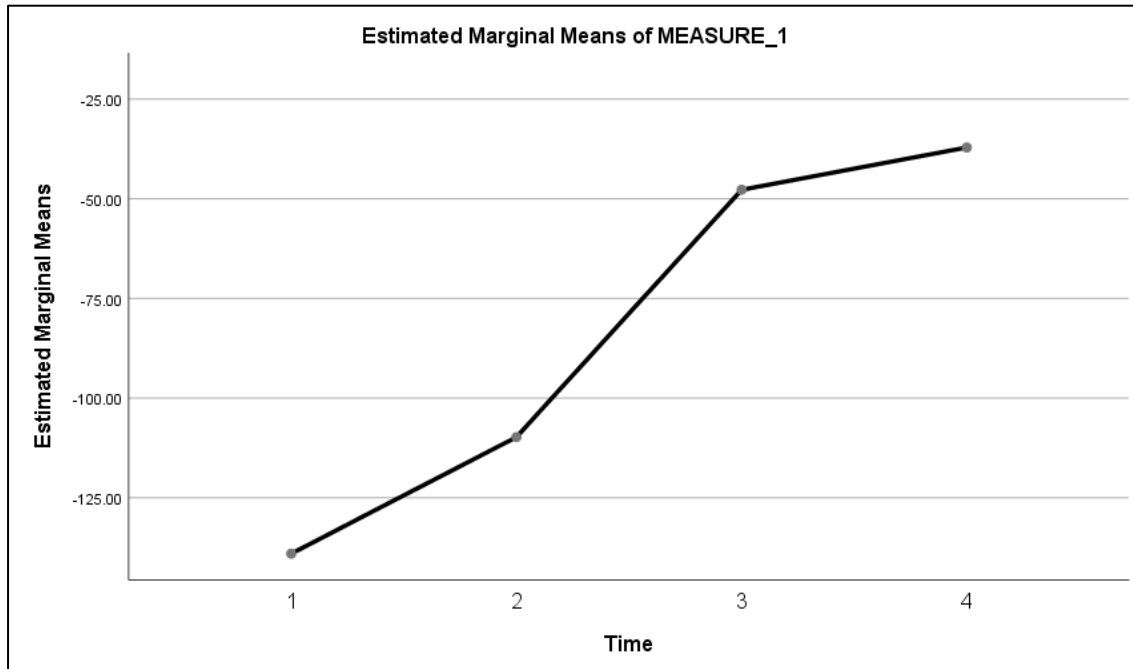
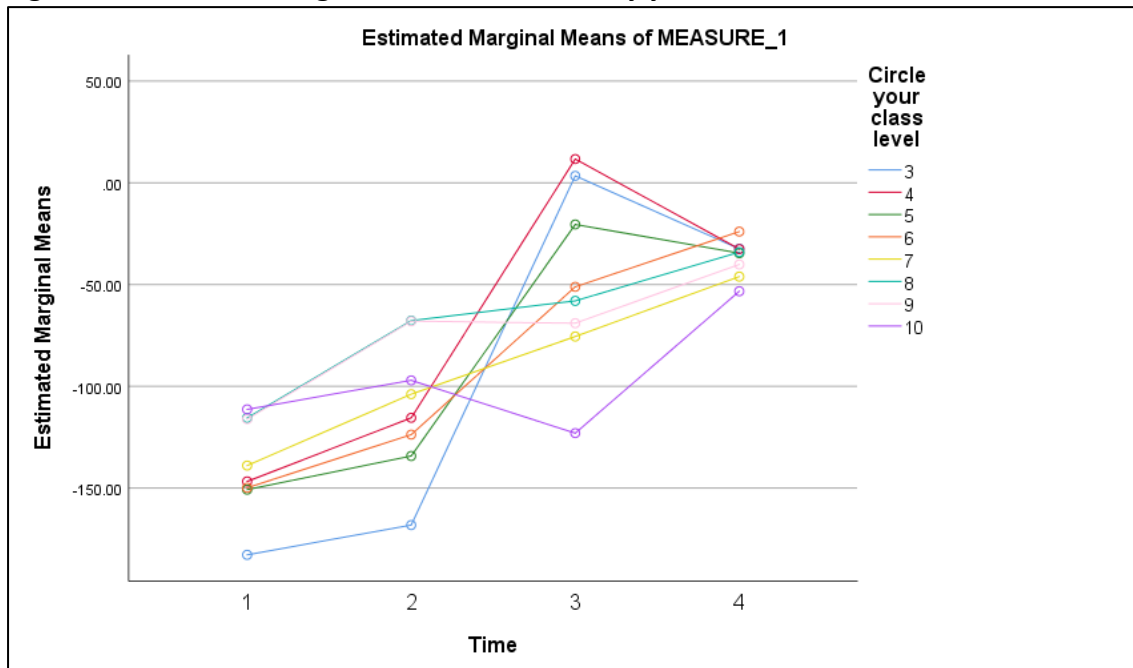


Figure 3: Overall reading achievement scores by year level



In maths, the results also showed a statistically significant ($p < .001$) and very large (partial eta-squared = .27) increase in dreamer achievement scores between 2017 and 2018. In addition, there was a year level by time significant interaction ($p < .001$, partial-eta squared = .24), suggesting that dreamers at the primary level (specifically, Years 3–6 dreamers) accelerated their learning at a faster rate than those in upper year levels, but their scores declined or remained similar over 2018. Also, dreamers in upper year levels demonstrated large gains in maths achievement by the end of 2018 despite a shortfall in their beginning 2018 data.

Figure 4: Overall maths achievement scores over time

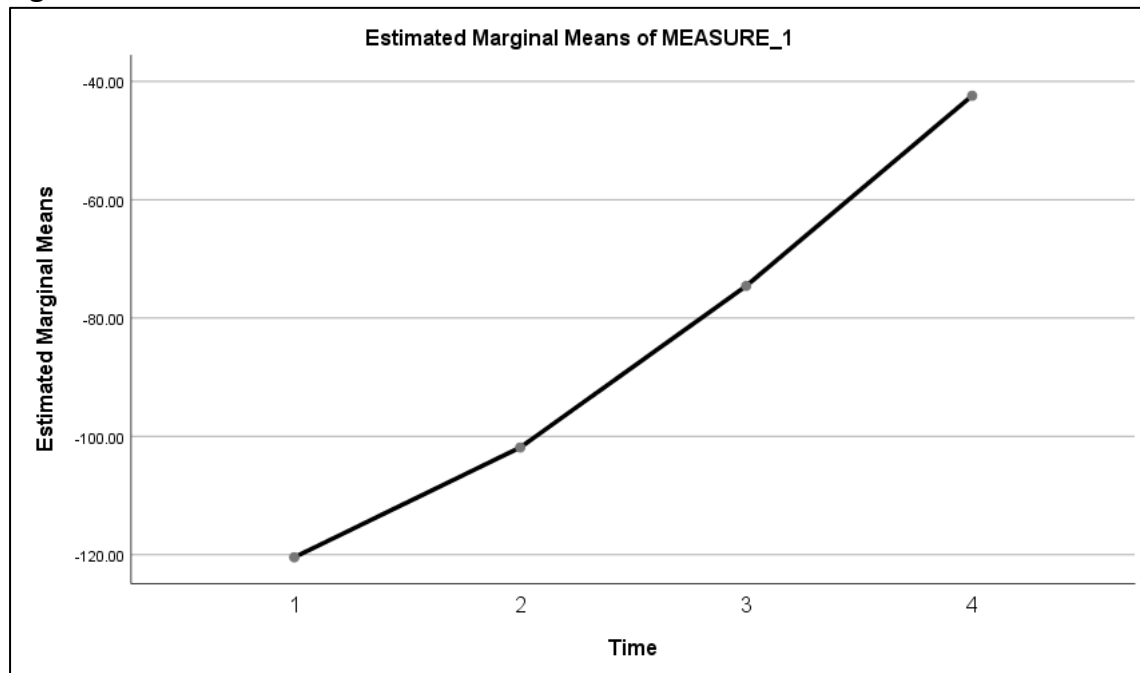
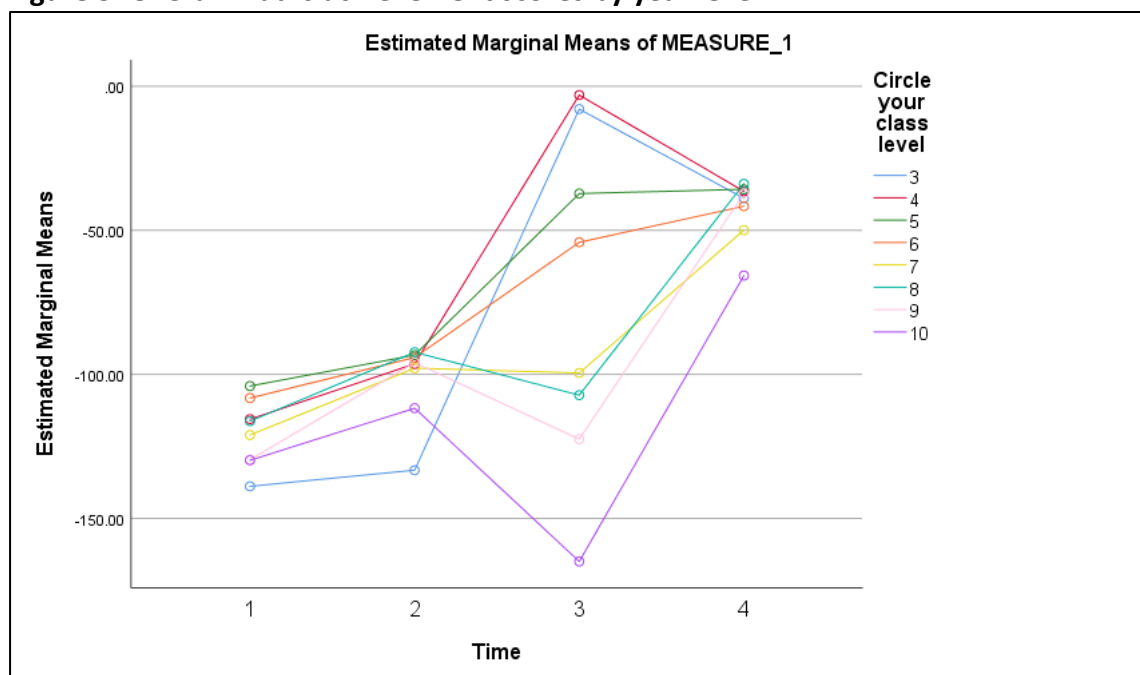


Figure 5: Overall maths achievement scores by year level



Dreamer Questionnaire Data

Overall, although dreamer ratings were generally high in 2018, there appeared to be clear room for improvement around time perspectives (i.e., perceptions of the present and future) and talking about life and academic aspirations with teachers, navigators, family, and friends. This pattern appears to be consistent with the one reported in the Milestone 1 report.

Table 9: Dreamer questionnaire factors organised by theme

Factor	Beginning of 2018		End of 2018	
	M	SD	M	SD
Socio-emotional Climate				
Teacher Support	4.49	.54	4.40	.62
Parents Support	4.63	.46	4.55	.52
Navigator Support	4.43	.74	4.41	.65
Satisfaction	4.17	.64	4.05	.80
Academic Competence	4.01	.59	3.98	.72
Attitudes and Values				
Feelings toward teachers	4.45	.72	4.32	.76
Feelings toward school	4.41	.72	4.10	.78
School Utility Value	4.33	.73	4.38	.68
Valued Involvement	4.16	.61	3.93	.61
Present and Future Time Attitudes				
Time attitude: Future Positive	4.13	.81	4.24	.84
Time attitude: Future Negative	2.96	1.12	2.36	.96
Time attitude: Present Positive	4.13	.82	4.25	.79
Time attitude: Present Negative	2.73	.94	2.41	1.00
School Engagement				
Emotional engagement	4.43	.65	4.12	.80
Behavioural engagement	4.41	.65	4.12	.77
Self-beliefs and aspirations				
Self-efficacy	4.27	.73	4.03	.72
Self-expectations	4.18	.85	3.97	.78
Talking about aspirations	3.57	1.10	3.51	1.12
Peer relations self-concept	3.97	.74	3.82	.81

Note. Responses ranged from 1 for 'False', 3 for 'Neutral', to 5 for 'True'.

Note II. Cronbach's alpha ≥ 0.6 for all factors.

Next, repeated measures' ANOVA tests were conducted to examine whether (1) there had been significant shifts in dreamer perceptions over time (across all four time points), and (2) whether such shifts were dependent on year level. Therefore, longitudinal data are reported for dreamers who have been in the project since data gathering began in 2017.

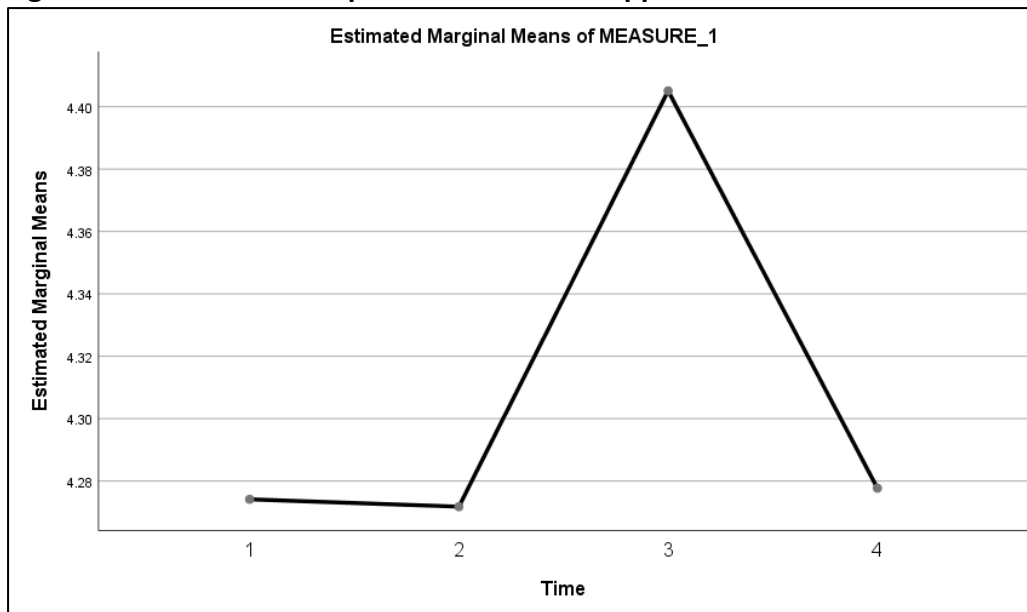
It very important to note the values on the y-axis for all subsequent figures when interpreting longitudinal patterns. Dreamers responded to a 5-point scale ranging from 1 for 'false' to 5 for 'true', with '3' as the neutral point. All graphs below are magnified to help see the differences in reported perceptions over time by year level. For example, whilst some figures (such as Figure 6, presented next) may suggest a sharp decrease by the end of 2018, a close examination of the y-axis shows that the change over time was less than 0.2 points on the positive end of the scale. In other words, the decrease was very minor and dreamers reported generally positive perceptions across all four time points. This will be reiterated in various parts in the next section.

Changes in Perceived Socio-Emotional Climate over Time

Teacher support

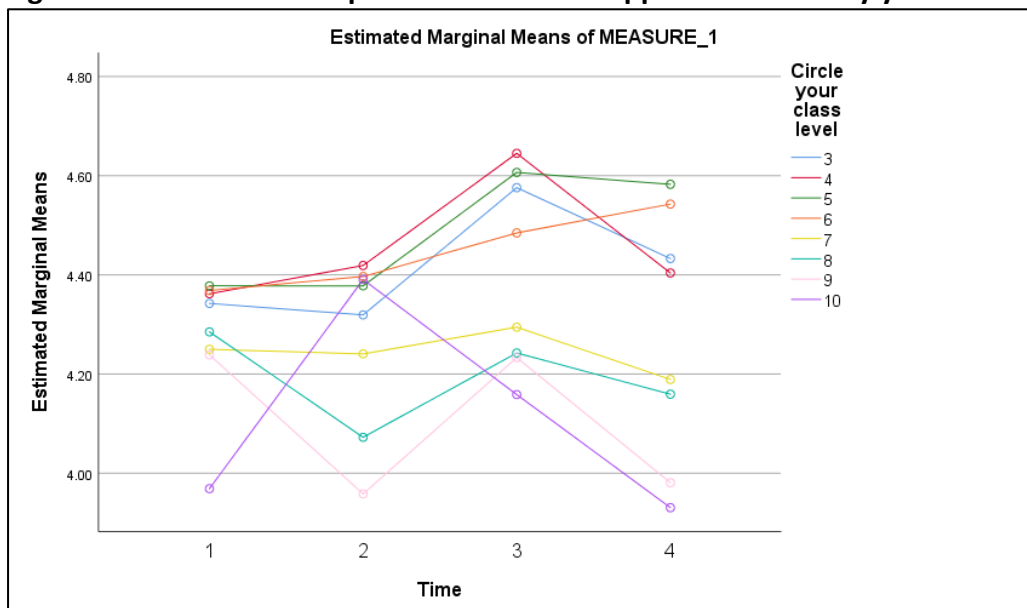
There were statistically significant changes over time in perceived teacher support ($p < .001$, eta-squared = .04; small-to-moderate effect), as well as a significant year level by time interaction ($p < .01$, eta-squared = .03; small-to-moderate effect). These significant changes are represented by a significant increase in dreamers' reported levels of teacher support at the beginning of 2018, which then decreased by the end of 2018 as shown in Figure 6. This pattern was also evident in a number of year levels (except for Years 5–6) as shown in Figure 7 below. Despite the decline at the end of 2018, it must be noted that scores were generally positive across all four time points.

Figure 6: Overall levels of perceived teacher support over time



Note: y-axis range suggests overall positive views across all time points.

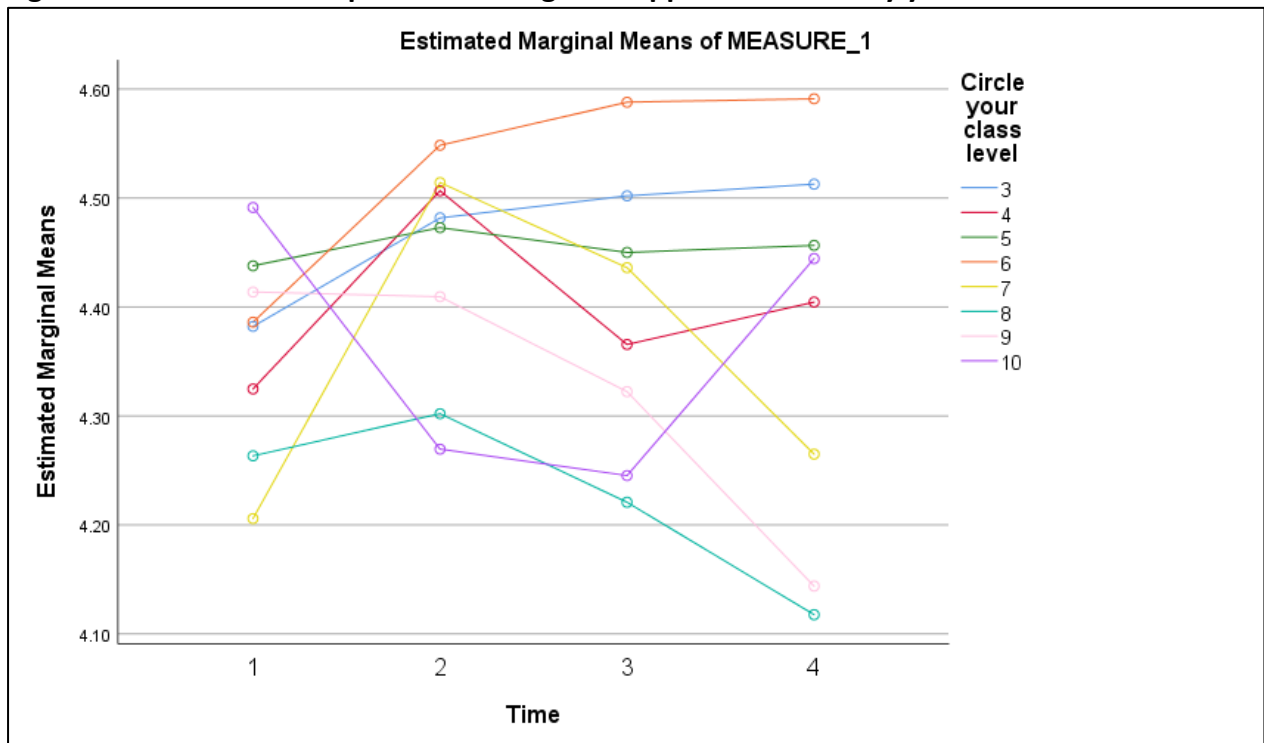
Figure 7: Overall levels of perceived teacher support over time by year level



Navigator support

There were no statistically significant shifts in dreamer reported levels of navigator support over the four time periods, suggesting that the overall positive views reported in 2017 have been sustained in 2018. However, there was a statistically significant year level by time interaction ($p < .05$, eta-squared = .02; a small effect). As can be seen in Figure 9 below, dreamers from different year levels reported varying (yet overall positive) degrees of perceived navigator support over time. Years 7–9 dreamers' perceptions of navigator support appear to have decreased at a faster rate than those in other year levels.

Figure 8: Overall levels of perceived navigator support over time by year level

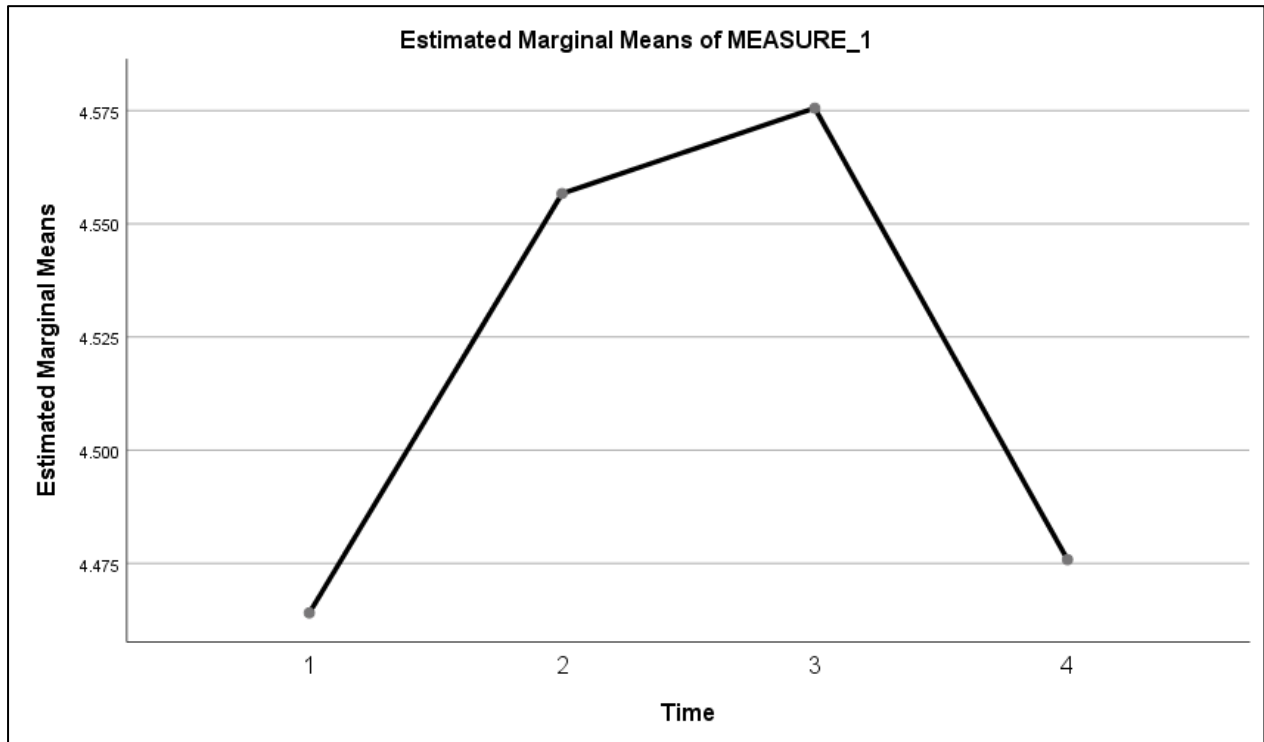


Note: y-axis range suggests overall positive views across all time points.

Parental support

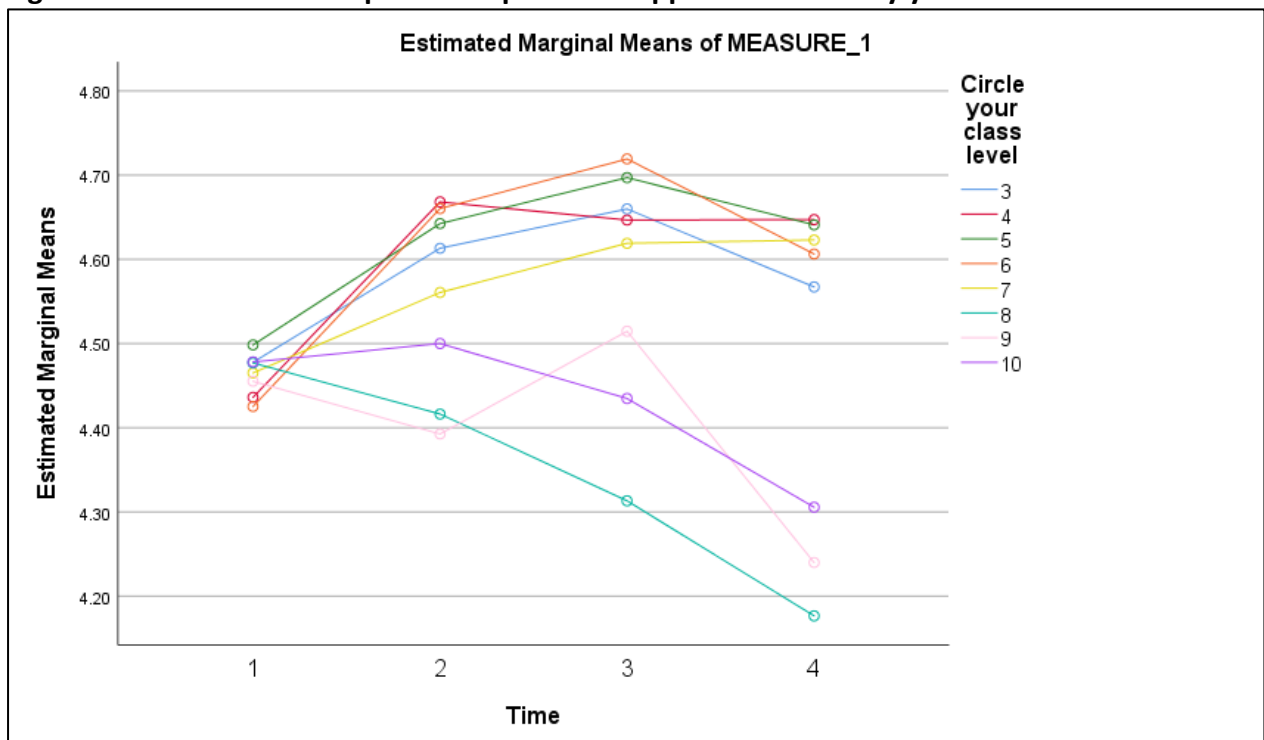
There were statistically significant changes over time in perceived parental support ($p < .001$, eta-squared = .05; small-to-moderate effect), as well as a significant year level by time interaction ($p < .01$, eta-squared = .04; small-to-moderate effect). Overall, reported levels of parental support peaked at the beginning of 2018, then declined by the end of 2018. Although, as with most questionnaire factors, reported perceptions were generally very high.

Figure 9: Overall levels of perceived parental support over time



Note: y-axis range suggests overall positive views across all time points.

Figure 10: Overall levels of perceived parental support over time by year level

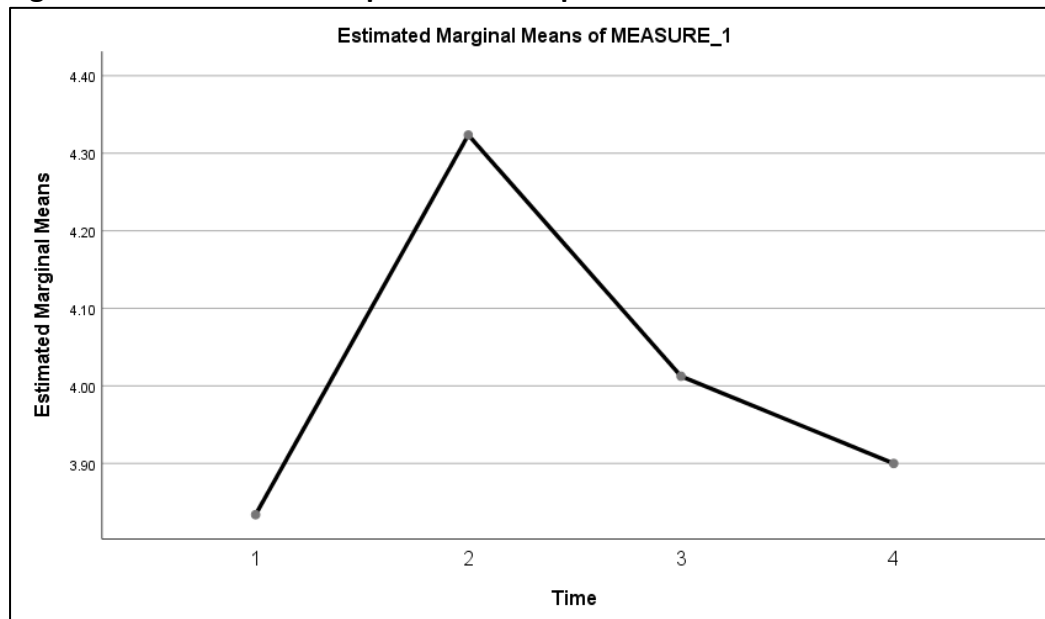


Note: y-axis range suggests overall positive views across all time points.

Competence

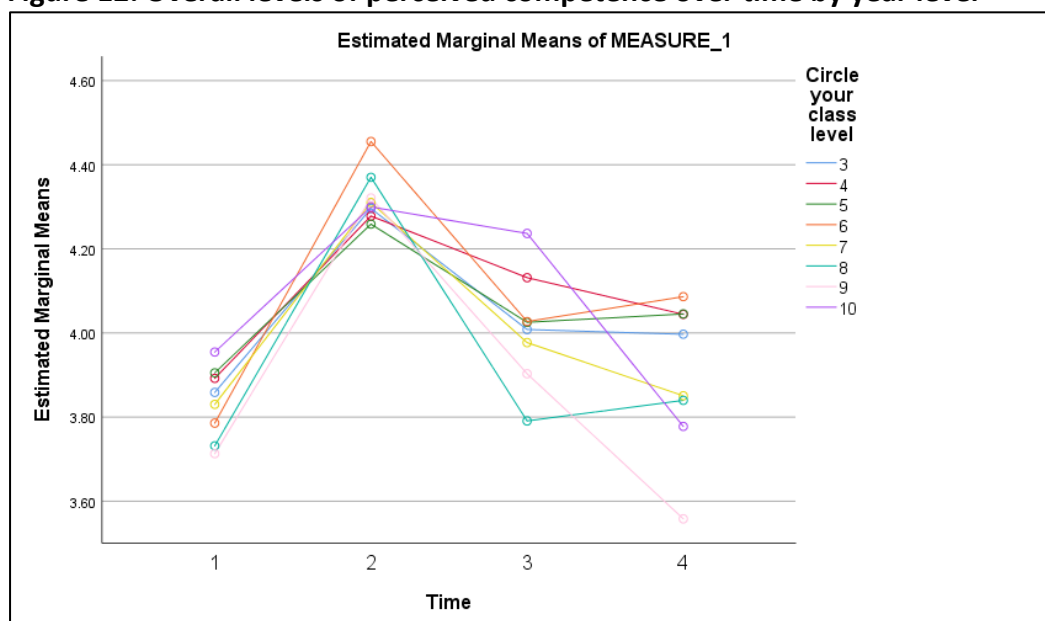
All dreamers reported substantially higher levels of perceived academic competence by the end of November 2017. However, these perceptions significantly decreased by the end of 2018 ($p < .001$, $\eta^2 = .30$; very large effect). Although, these scores remained generally high across both years. There was also a significant year level by time interaction ($p < .05$, $\eta^2 = .03$; small-to-moderate effect), suggesting that the reported perceptions of dreamers in Years 7, 9, and 10 decreased at a faster rate than their peers in lower year levels.

Figure 11: Overall levels of perceived competence over time



Note: y-axis range suggests overall positive views across all time points.

Figure 12: Overall levels of perceived competence over time by year level

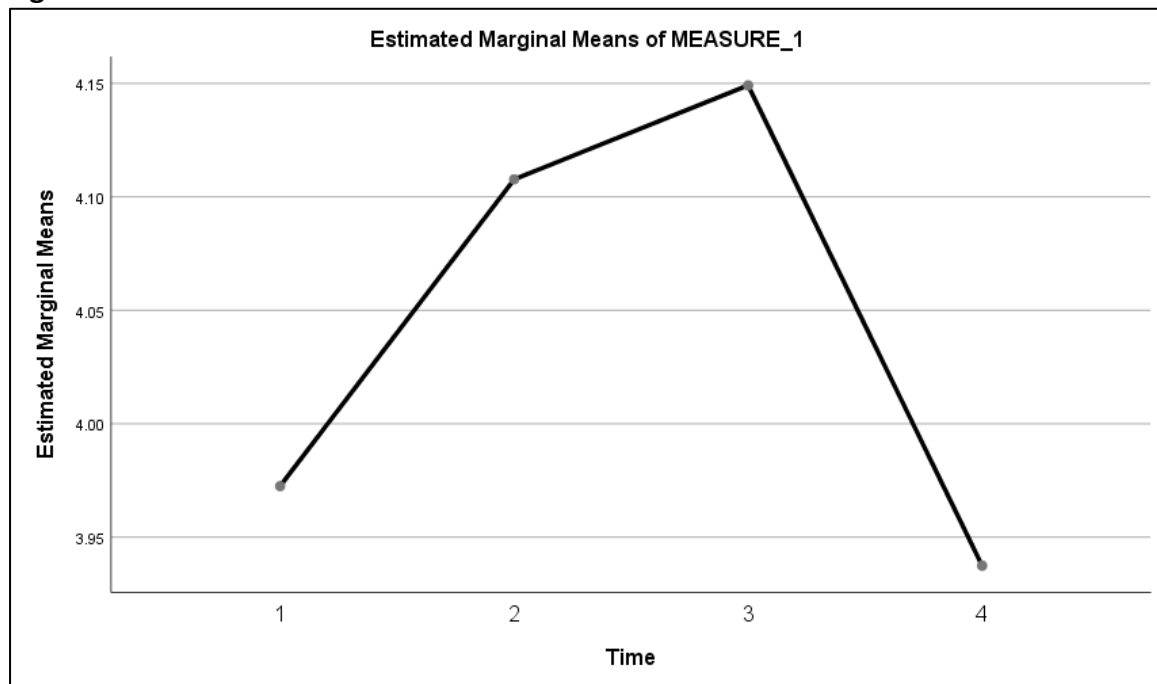


Note: y-axis range suggests overall positive views across all time points.

Satisfaction

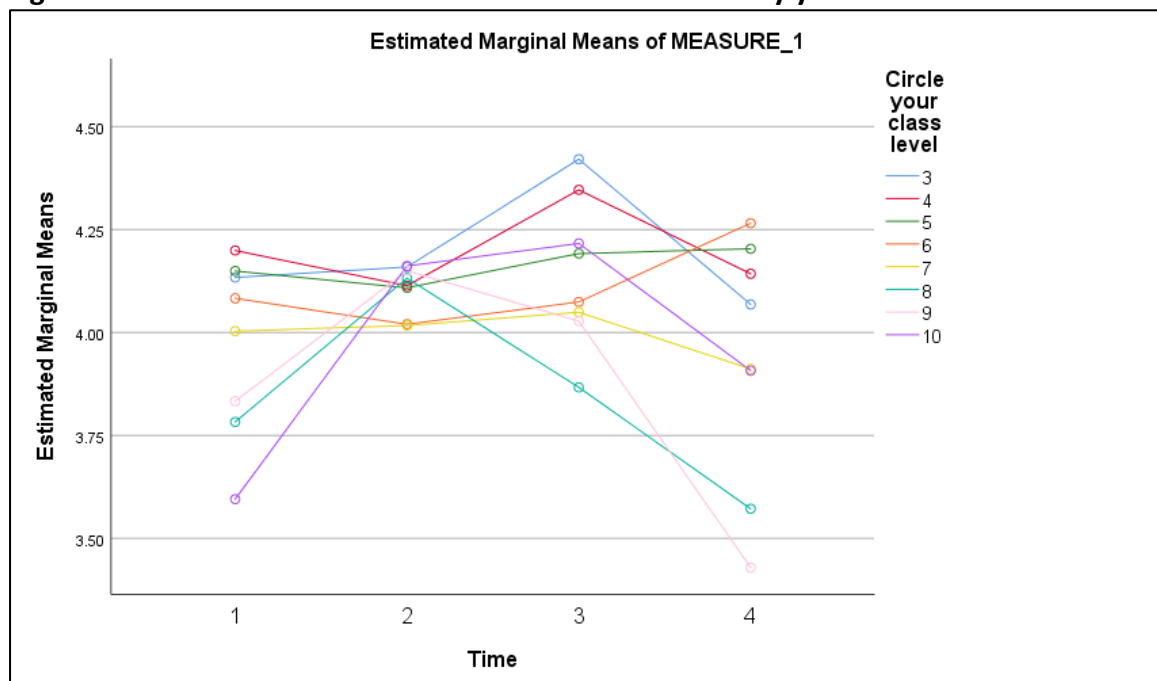
Similar to previous patterns, dreamer reported levels of school satisfaction peaked at the beginning of 2018, then declined by the end of that year ($p < .001$, eta-squared = .02; a small effect). Although, these scores remained generally high across both years. There was also a statistically significant year level by time interaction ($p < .001$, eta-squared = .05; a small-to-moderate effect), suggesting that whilst other year levels declined, both Year 5 and Year 6 dreamers reported increased levels of satisfaction with school.

Figure 13: Overall levels of school satisfaction over time



Note: y-axis range suggests overall positive views across all time points.

Figure 14: Overall levels of school satisfaction over time by year level

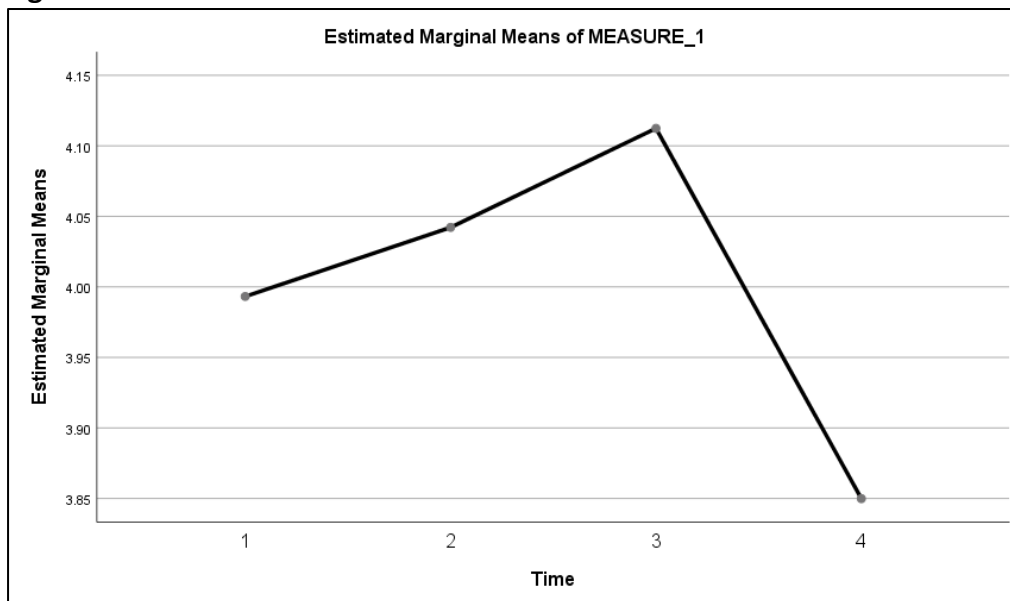


Changes in Perceived Attitudes and Values over Time

Classroom involvement

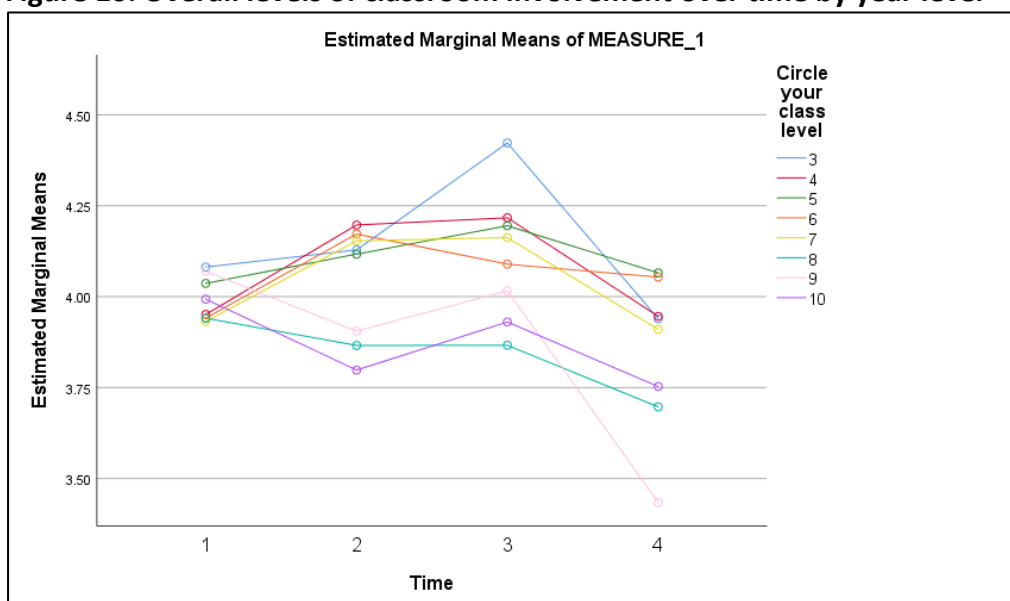
There was a statistically significant change in perceived classroom involvement over time ($p < .001$, eta-squared = .03; small-to-moderate effect) where reported perceptions peaked at the beginning of 2018, then declined by the end of that year. Again, overall scores remained generally high across all four time points. There was also a significant year level by time interaction ($p < .001$, eta-squared = .04; a small-to-moderate effect), suggesting that the greatest declines were in the upper year levels (Years 7–10 specifically), whereas Years 5–6 groups either remained the same or increased over time.

Figure 15: Overall levels of classroom involvement over time



Note: y-axis range suggests overall positive views across all time points.

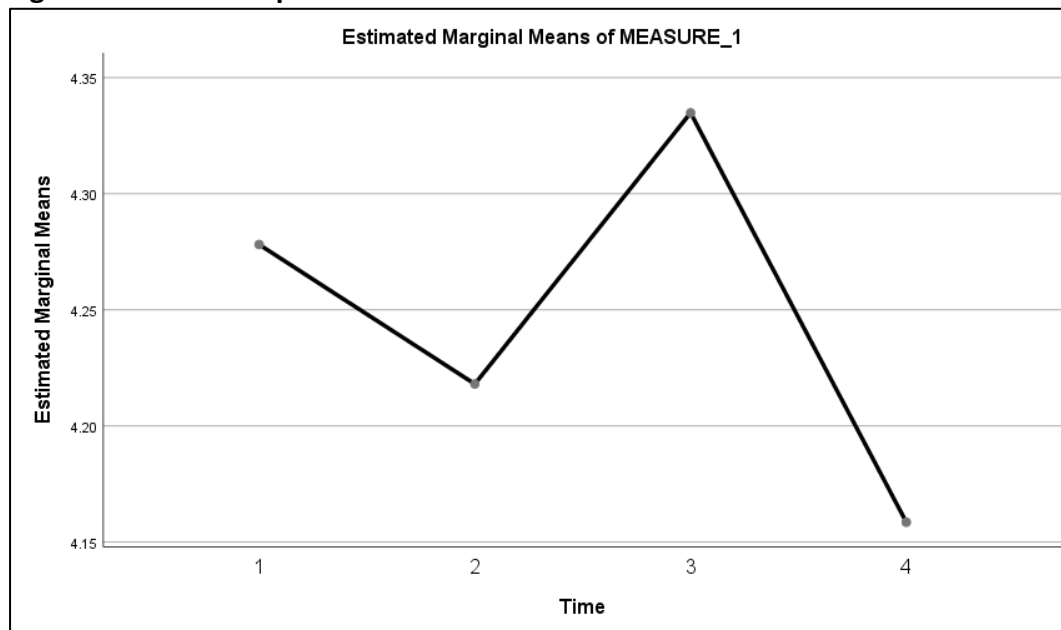
Figure 16: Overall levels of classroom involvement over time by year level



Feelings towards teachers

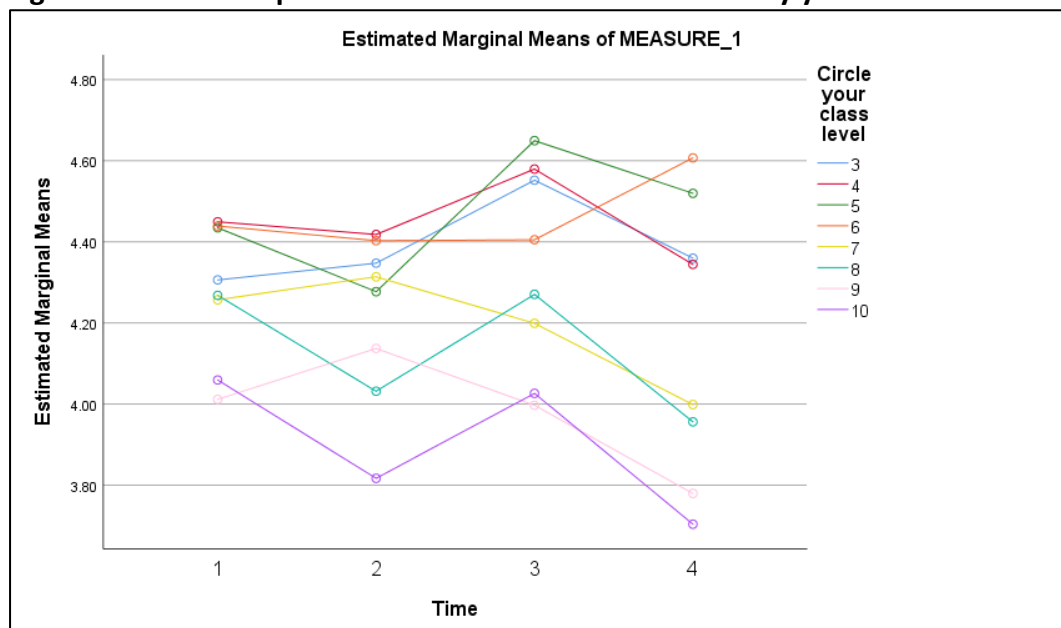
There was a statistically significant change in reported feelings towards teachers over time ($p < .05$, eta-squared = .02; small effect) where reported perceptions peaked at the beginning of 2018, then declined by the end of that year but remained generally positive. There was also a significant year level by time interaction ($p < .01$, eta-squared = .04; a small-to-moderate effect), suggesting that whilst other year levels declined, Year 6 dreamers reported more positive feelings towards teachers by the end of 2018.

Figure 17: Overall reports of towards teachers over time



Note: y-axis range suggests overall positive views across all time points.

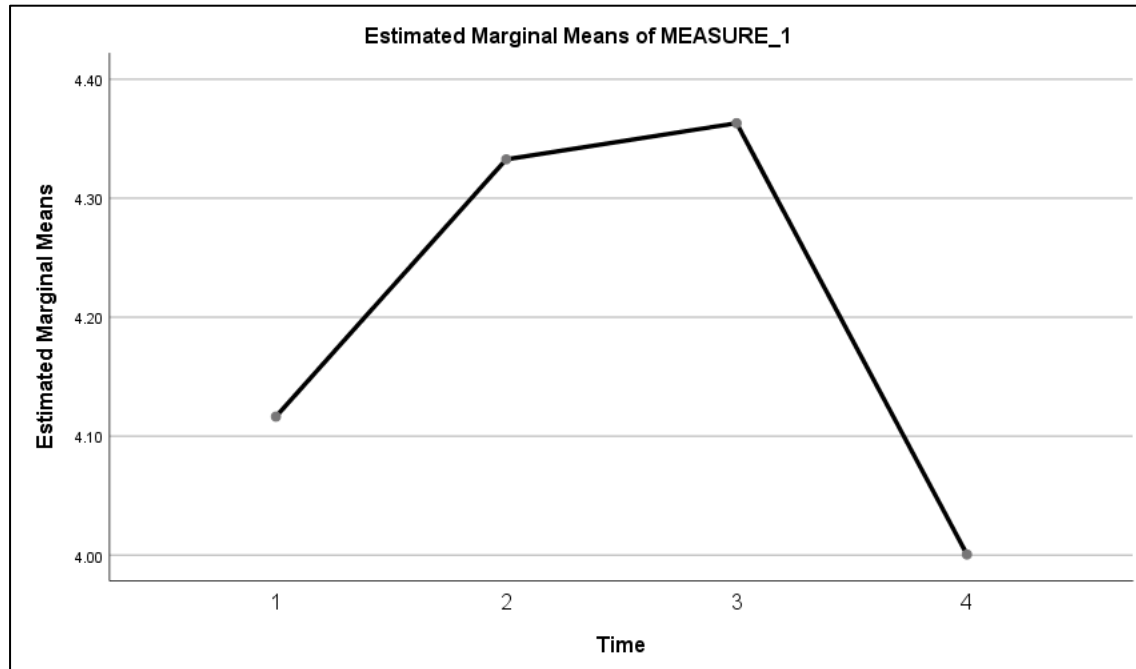
Figure 18: Overall reports of towards teachers over time by year level



Feelings towards school

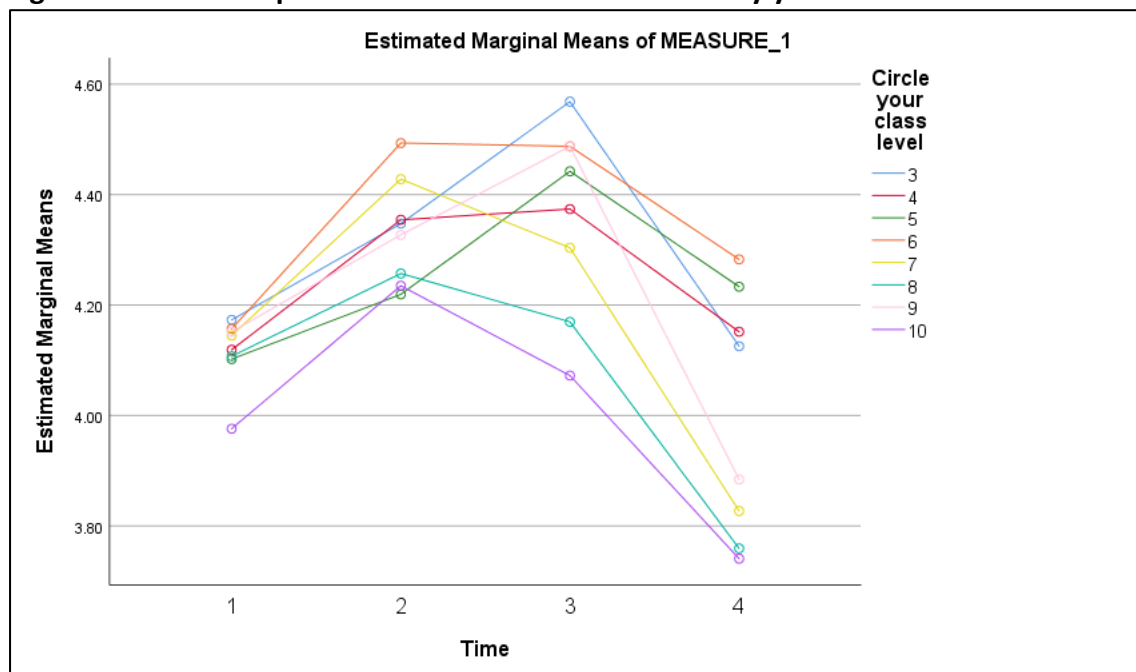
There was a statistically significant change in reported feelings towards school over time ($p < .001$, eta-squared = .14; large effect) where reported perceptions peaked at the beginning of 2018, then declined by the end of that year, but remained generally positive. There was also a significant year level by time interaction ($p < .05$, eta-squared = .03; a small-to-moderate effect), suggesting that all groups declined over time.

Figure 19: Overall reports of towards school over time



Note: y-axis range suggests overall positive views across all time points.

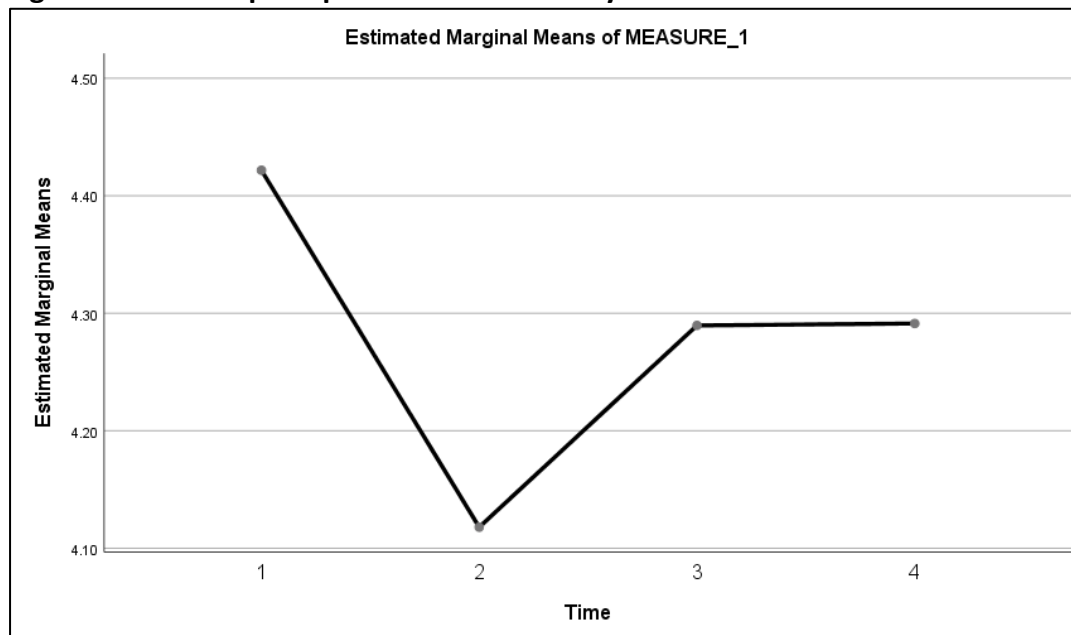
Figure 20: Overall reports of towards school over time by year level



School utility value

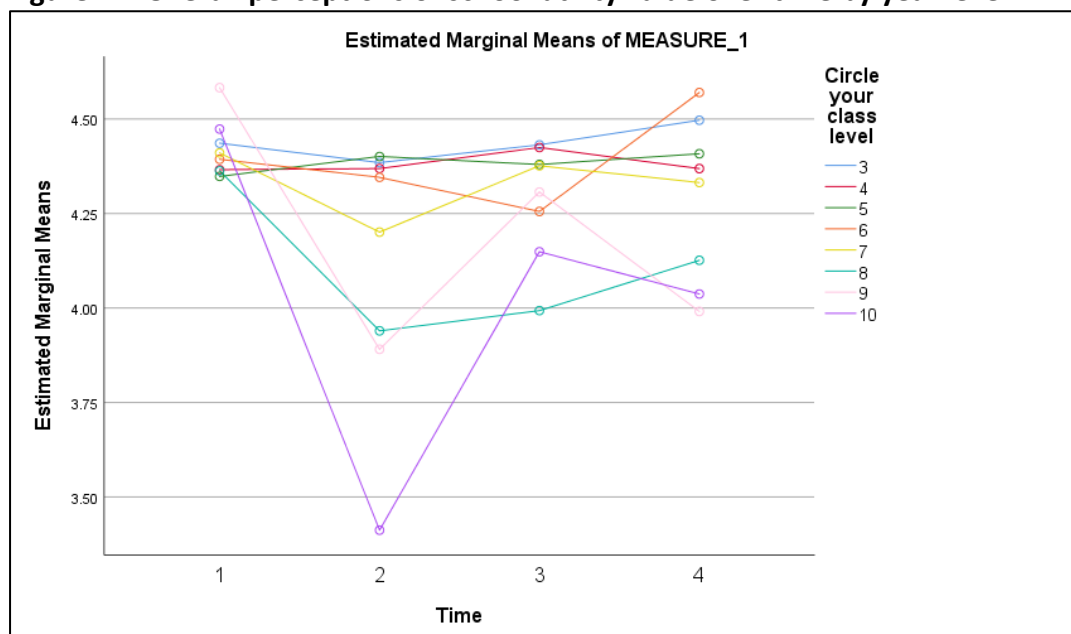
There was a statistically significant change in perceptions of the usefulness of school over time ($p < .001$, eta-squared = .11; large effect) where reported perceptions dipped at the end of 2017, then increased and were sustained through to the end of 2018. There was also a significant year level by time interaction ($p < .001$, eta-squared = .05; a small-to-moderate effect), suggesting that the greatest dips at the end of 2017 were in the upper year levels (Years 9–10 specifically).

Figure 21: Overall perceptions of school utility value over time



Note: y-axis range suggests overall positive views across all time points.

Figure 22: Overall perceptions of school utility value over time by year level



Changes in Present and Future Time Attitudes over Time

Future positive attitudes

There was a statistically significant increase in reported future positive attitudes over time ($p < .001$, eta-squared = .10; moderate-to-large effect), as well as a significant year level by time interaction ($p < .001$, eta-squared = .04; small-to-moderate effect). As shown in Figure 24 below, the only year groups who did not show a large increase, or whose scores remained at similar levels to those at the beginning of 2018 were Years 3, 7 and 9 dreamers.

Figure 23: Overall future positive attitudes over time

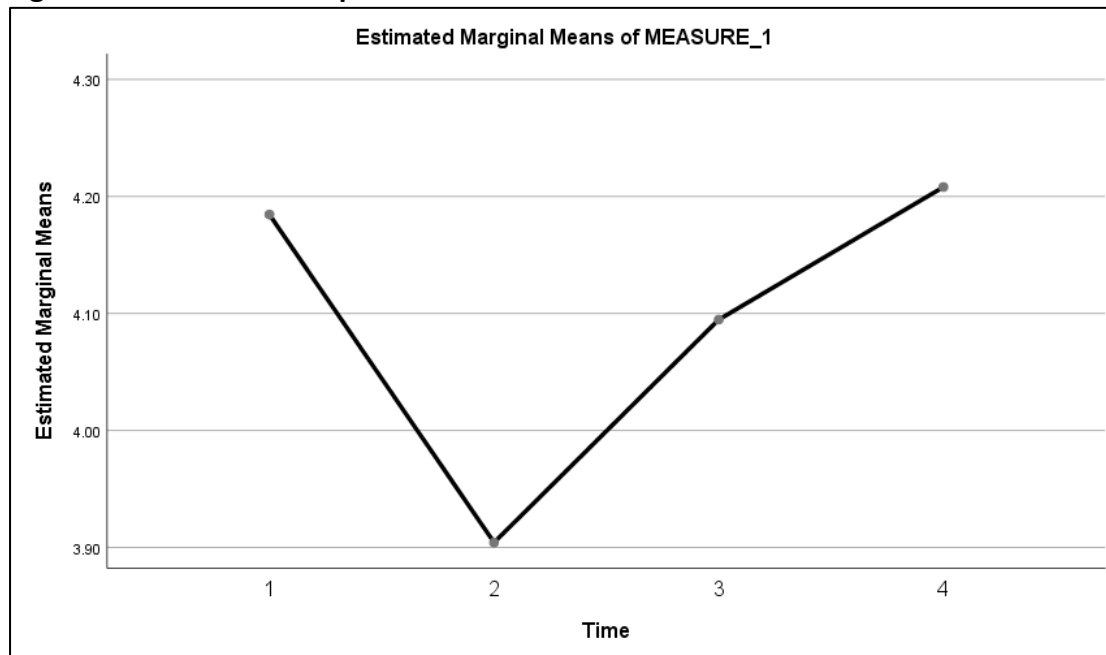
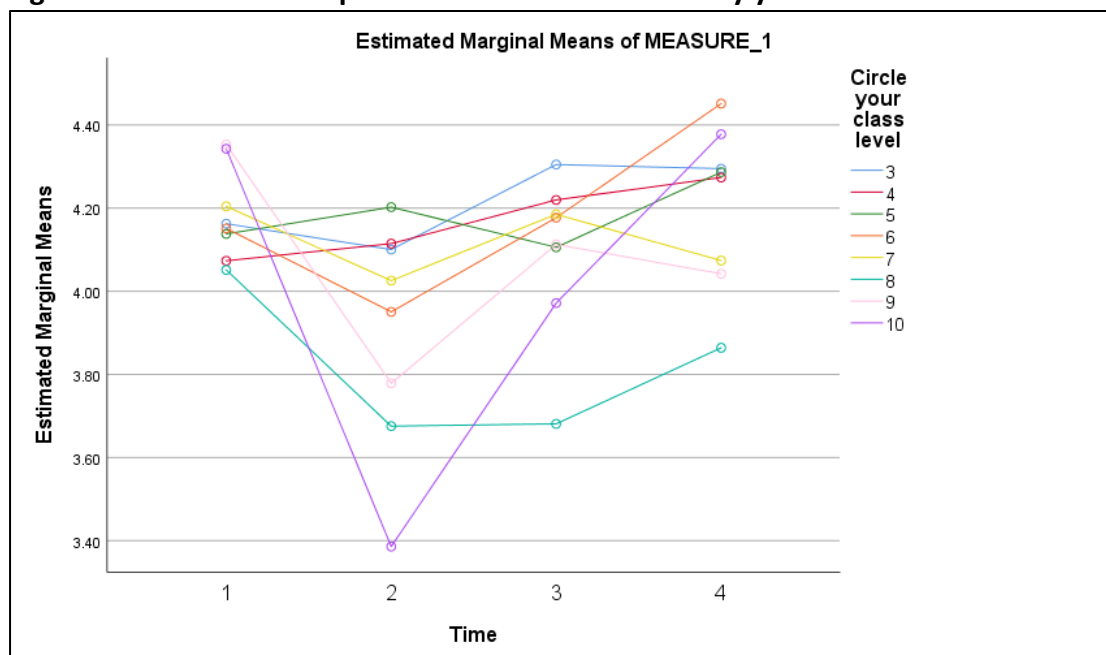


Figure 24: Overall future positive attitudes over time by year level



Future negative attitudes

Examining dreamers' reported future negative attitudes suggests that there was a statistically significant decrease over time ($p < .001$, eta-squared = .12; large effect) in negative perceptions of the future as well as a year level by time interaction ($p < .001$, eta-squared = .06; moderate effect). This is a very positive result, given dreamers' negative attitudes about their futures declined across all year levels.

Figure 25: Overall future negative attitudes over time

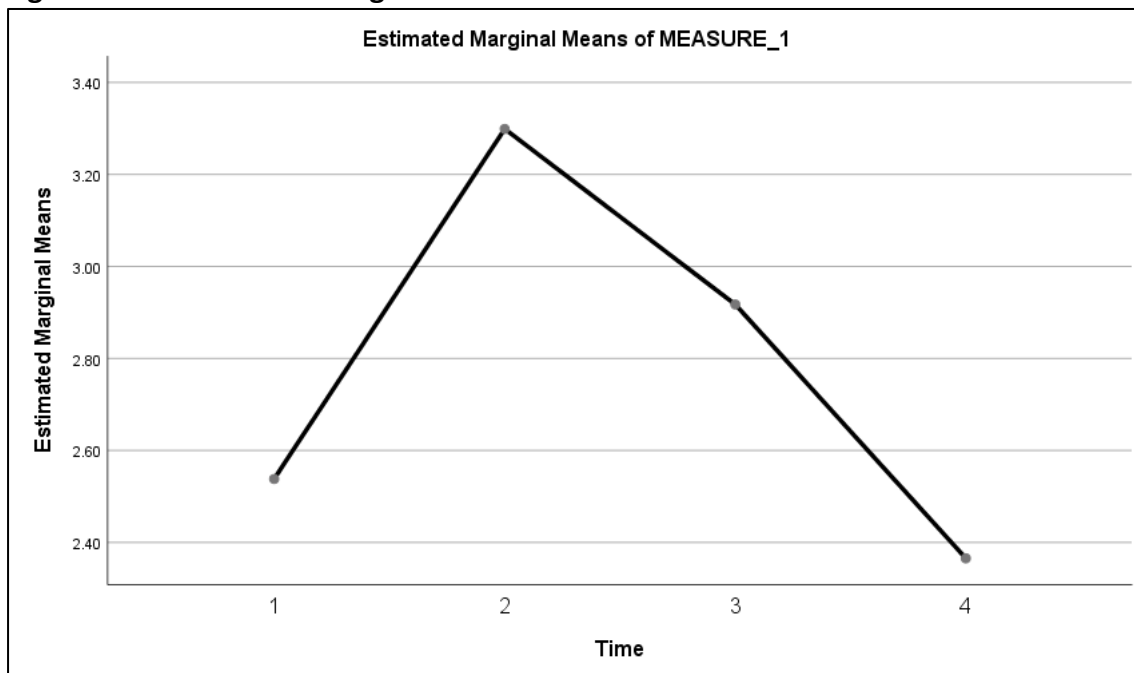
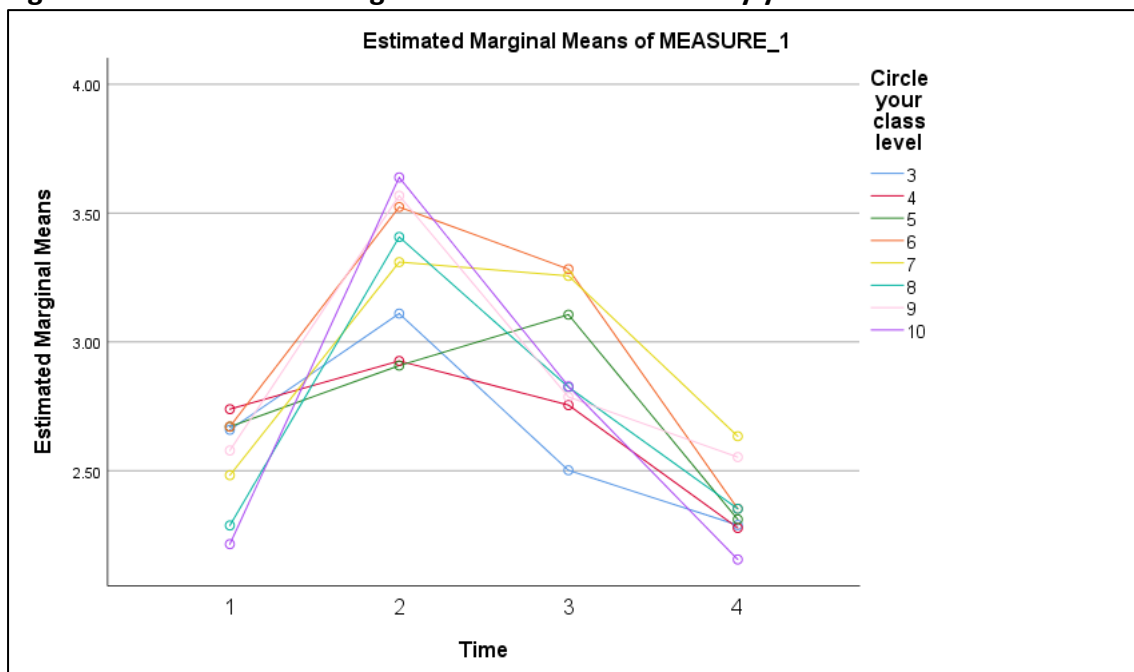


Figure 26: Overall future negative attitudes over time by year level



Present positive attitudes

It was pleasing to find that dreamers' reported present positive attitudes increased and were sustained to the end of 2018, when compared with the end of 2017 data ($p < .001$, eta-squared = .06; moderate effect), with a significant year level by time interaction effect ($p < .001$, eta-squared = .07; moderate-to-large effect) suggesting that some year levels increased at a faster rate than others (namely Years 5–6, and 10).

Figure 27: Overall present positive attitudes over time

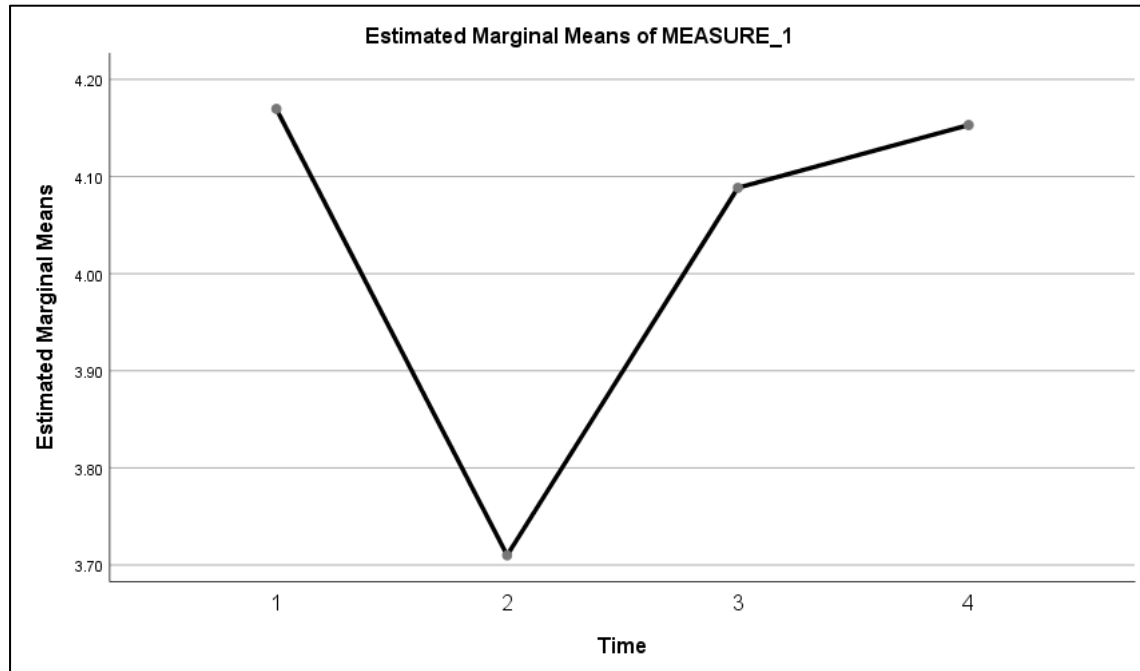
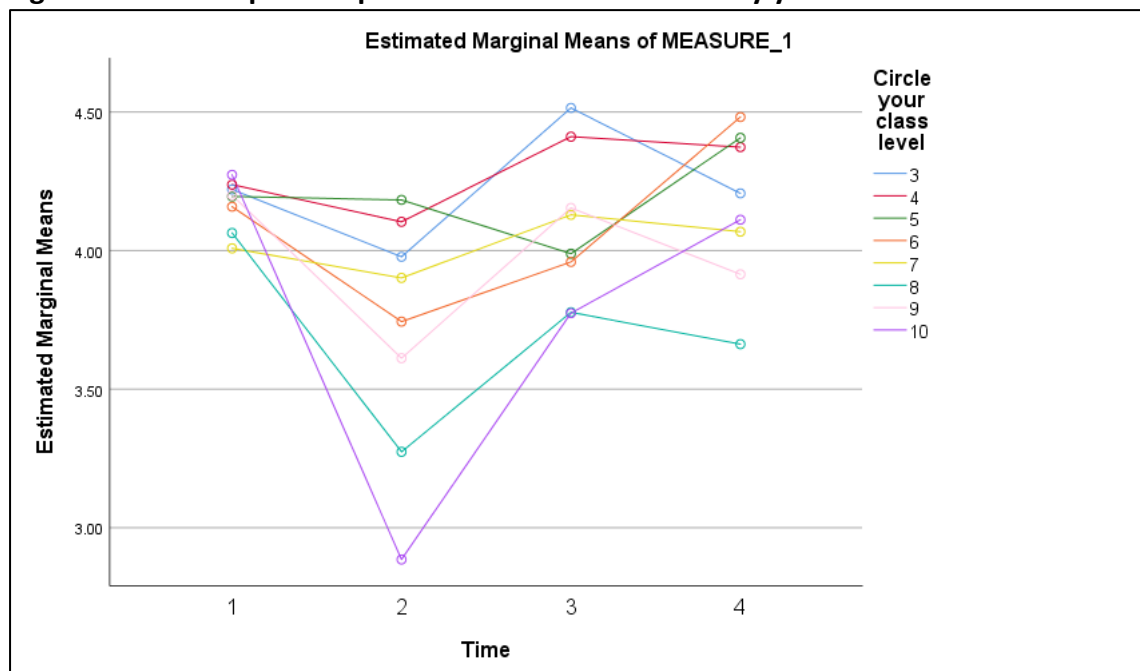


Figure 28: Overall present positive attitudes over time by year level



Present negative attitudes

Similarly, It was also pleasing to find that dreamers' reported present negative attitudes substantially decreased by the end of 2018, when compared with the end of 2017 data ($p < .001$, eta-squared = .21; large effect), with a significant year level by time interaction effect ($p < .01$, eta-squared = .03; small-to-moderate effect). As shown in Figure 30 below, Years 3 and 10 scores slightly increased, whereas all other year level groups decreased over time.

Figure 29: Overall present negative attitudes over time

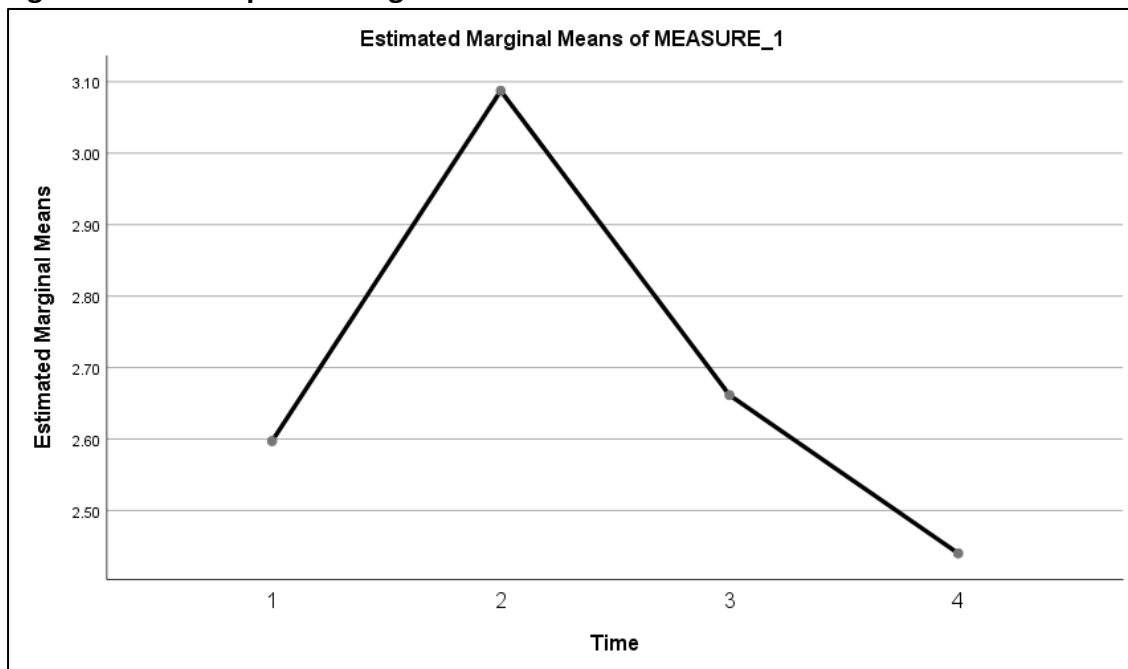
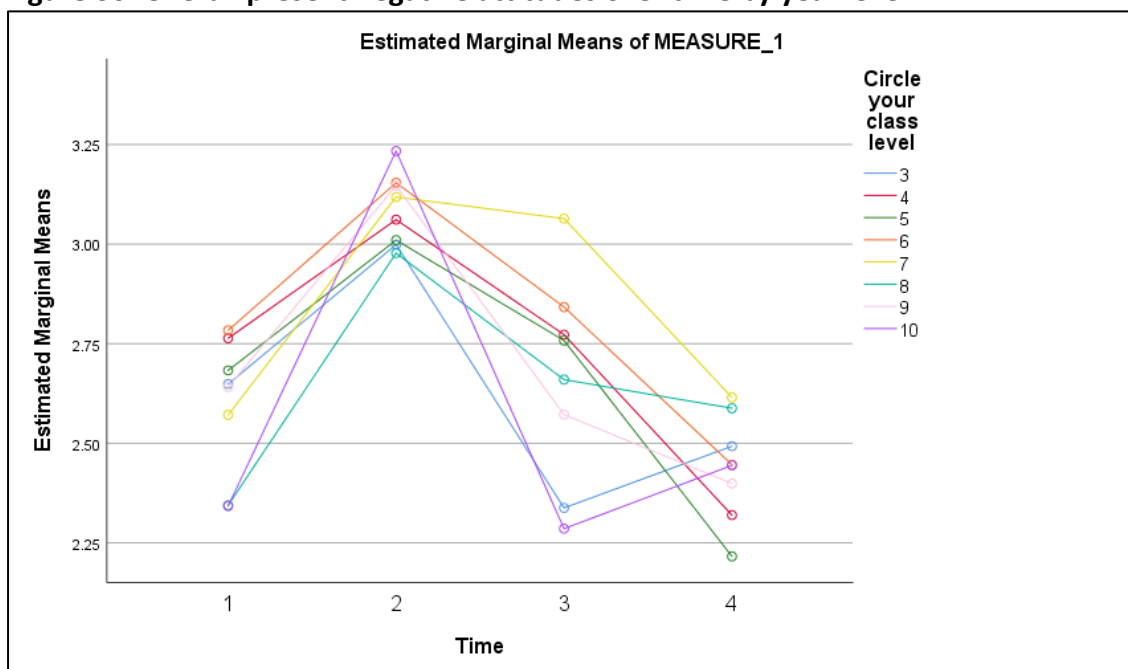


Figure 30: Overall present negative attitudes over time by year level

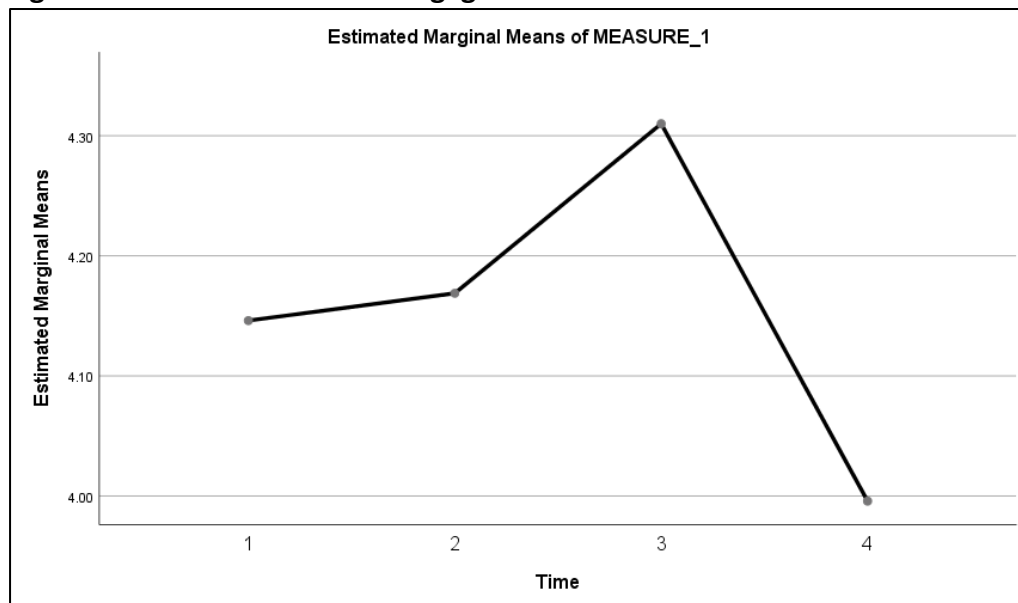


Changes in Perceived School Engagement over Time

Behavioral engagement

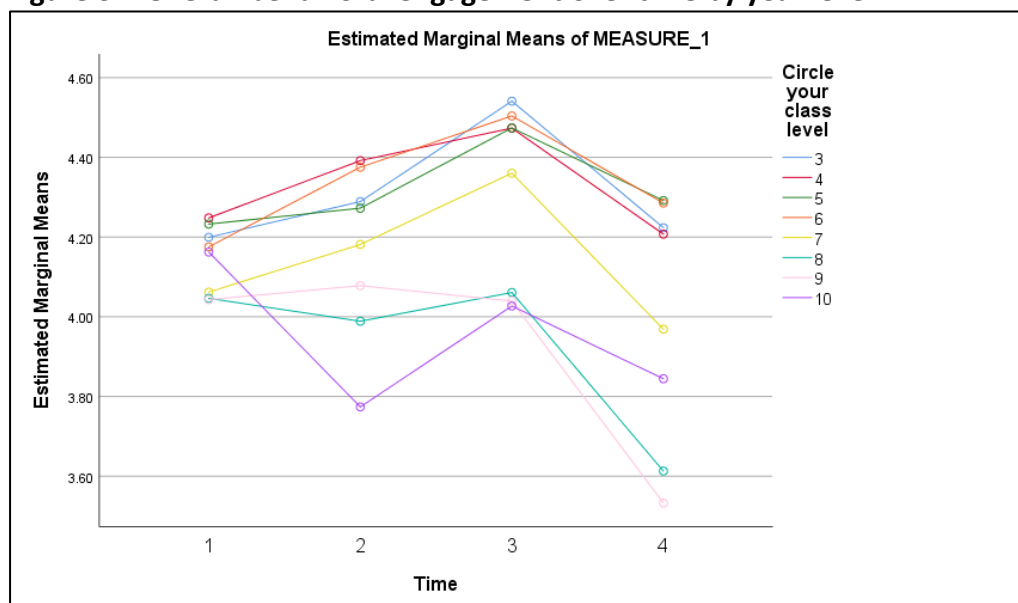
There was a statistically significant change over time in reported behavioral engagement ($p < .001$, eta-squared = .07; a moderate effect), where engagement was reportedly increasing up until the beginning of 2018, then declined by the end of 2018. Similarly, overall scores remained generally high. A year level by time interaction ($p < .05$, eta-squared = .03; a weak-to-moderate effect) suggested that Year 7–9 dreamers demonstrated a greater decline in their behavioral engagement over time than their peers. The drop appears to be smallest for dreamers in Years 10.

Figure 31: Overall behavioral engagement over time



Note: y-axis range suggests overall positive views across all time points.

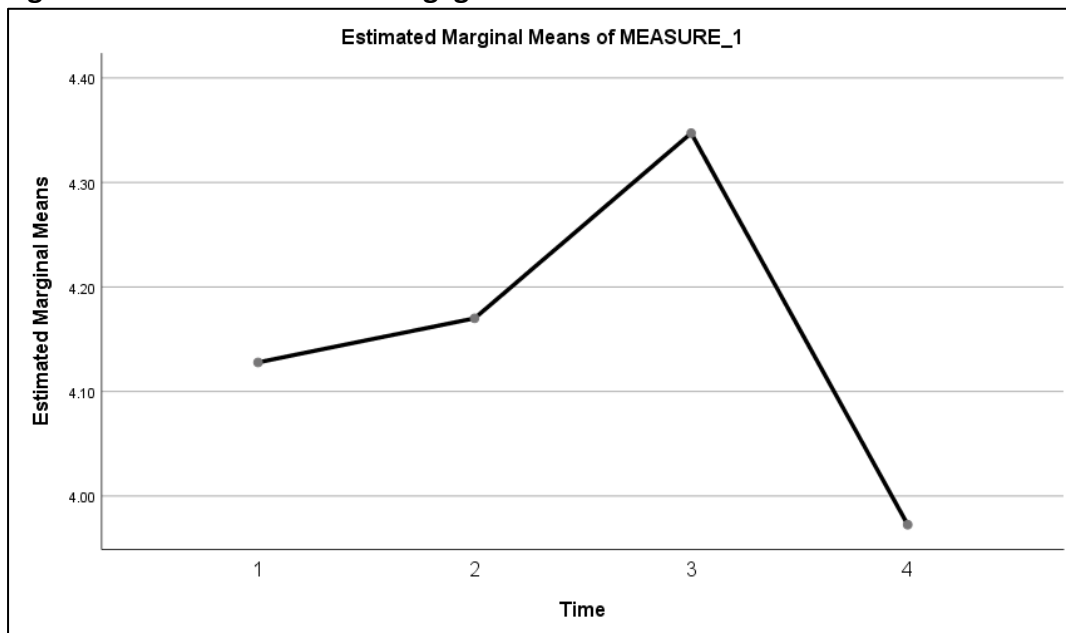
Figure 32: Overall behavioral engagement over time by year level



Emotional engagement

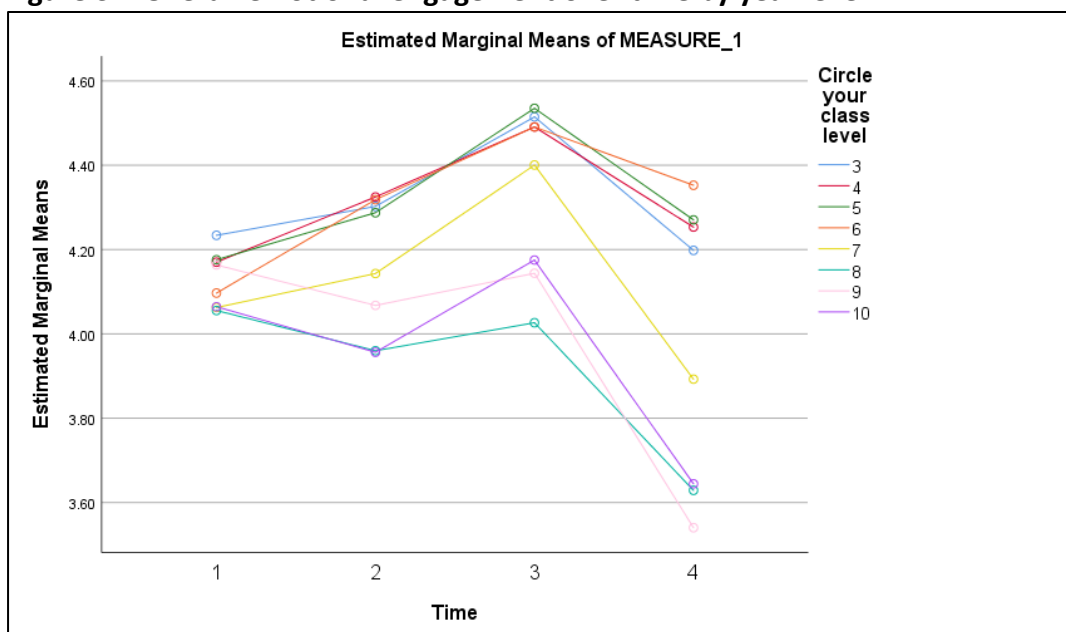
A similar pattern exists for dreamers' reported levels of emotional engagement ($p < .001$, eta-squared = .04; a small-to-moderate effect), where engagement was reportedly increasing up until the beginning of 2018, then declined by the end of 2018. A year level by time interaction ($p < .05$, eta-squared = .03; a weak-to-moderate effect) also suggested that Year 8–10 dreamers demonstrated a greater decline in their emotional engagement over time than their younger peers.

Figure 33: Overall emotional engagement over time



Note: y-axis range suggests overall positive views across all time points.

Figure 34: Overall emotional engagement over time by year level

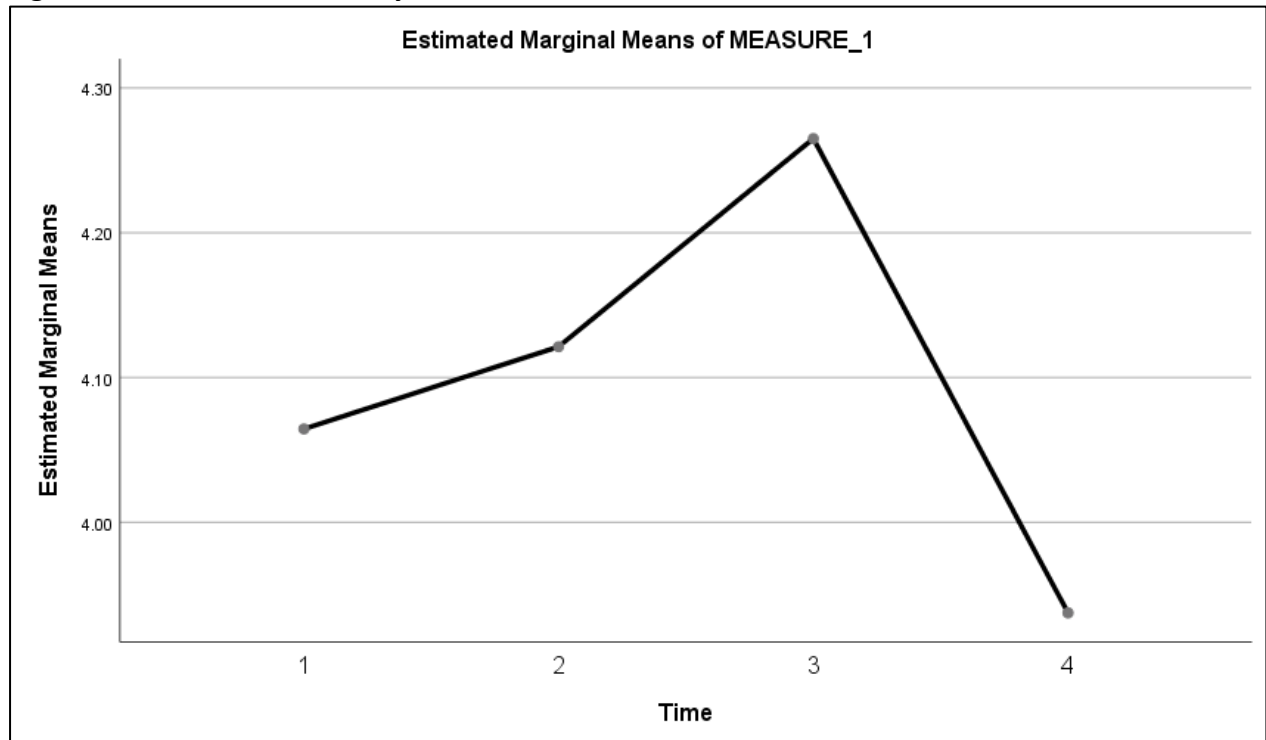


Changes in Self-Beliefs and Aspirations over Time

Self-efficacy

There was a statistically significant change in self-efficacy beliefs over time ($p < .001$, eta-squared = .07; moderate effect), whereby reported beliefs continued to increase up until the beginning of 2018, then declined by the end of the same year. There was no statistically significant year level by time interaction, suggesting that dreamers from all year levels reported a similar pattern.

Figure 35: Overall self-efficacy beliefs over time



Note: y-axis range suggests overall positive views across all time points.

Self-expectations

There were no statistically significant changes in dreamers' self-expectation beliefs over time, suggesting that scores were sustained at a positive level across 2017 and 2018.

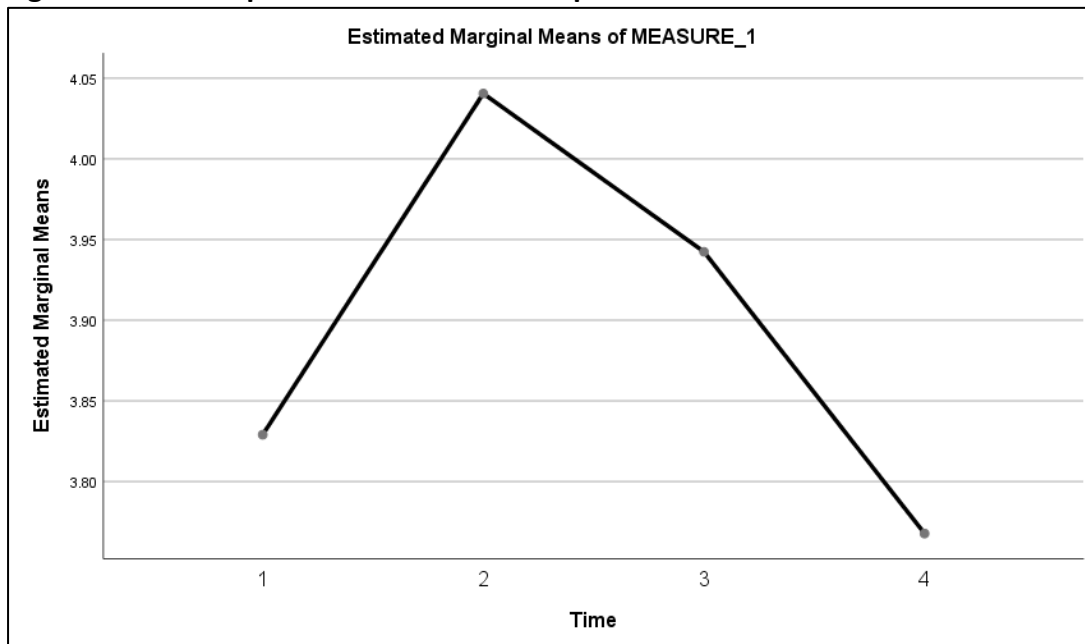
Talking about aspirations

There were also no statistically significant changes in dreamers' rates of sharing aspirations with others over time, suggesting that scores remained similar across 2017 and 2018 at a neutral-to-positive level.

Peer relations self-concept

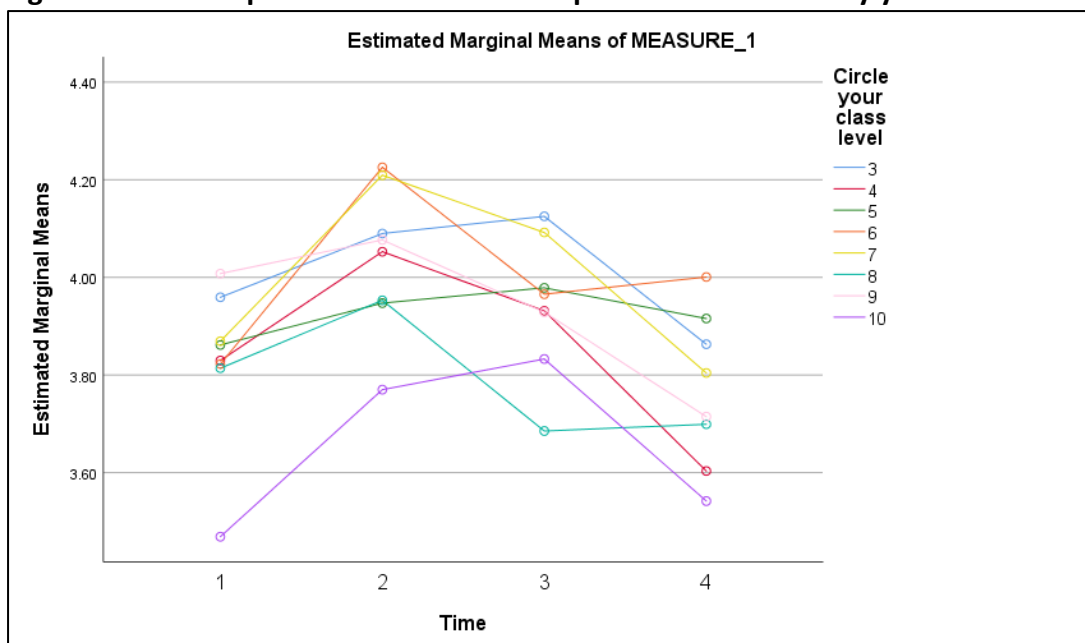
There was a statistically significant change in dreamers' reported peer relations self-concept over time ($p < .001$, eta-squared = .09; moderate-to-large effect). Although dreamers reported more positive levels of peer relations by the end of 2017, these perceptions have continued to decrease since then. A statistically significant interaction effect ($p < .05$, eta-squared = .03; small-to-moderate effect) suggested that Years 5, 6, and 8 dreamers remained at similar levels whereas all other dreamers demonstrated significant decreases over time.

Figure 36: Overall peer relations self-concept beliefs over time



Note: y-axis range suggests overall positive views across all time points.

Figure 37: Overall peer relations self-concept beliefs over time by year level



Teacher Data

A total of 35 and 29 teachers completed their survey on teacher beliefs and perceptions of change in March and November 2018 respectively. Because of the small sample size, and because teachers are not tracked over time, the focus of this section would be on reporting on the proportion of teachers who reported agreement with certain items over time.

	Beginning of 2018		End of 2018	
	Number	Percentage	Number	Percentage
Otangarei	5	14.3%	4	13.8%
Totara Grove	7	20%	8	27.6%
Tikipunga Primary	10	28.6%	5	17.2%
Tikipunga High	13	37.1%	12	41.4%
	35	100%	29	100%

It must also be noted that, because of the small and anonymous sample of teachers, it is possible that a different group of teachers responded to the survey at the end of 2018 to the ones from the beginning of 2018, suggesting that any changes in reported perceptions may have been associated with a different group of teachers rather than an increase/decrease in certain perceptions over time. The following sections will report on data gathered across all four time points.

Teacher Sense of Efficacy Beliefs (Degree of Influence)

Teachers responded to a range of items with the stem: “How much can YOU do to...” on a 6-point Likert scale ranging from ‘no influence’ to ‘a great deal’. These items were designed to measure teachers’ sense of efficacy in three areas: dreamer engagement, instructional practices, and classroom management.

In this section, we have used the label ‘**High influence**’ for those who indicated a great deal of influence, as illustrated in the figure below with original response options in the top row, and our summary reporting categories in the bottom row:

Nothing (1)	Very little (2)	Little influence (3)	Some influence (4)	Quite a bit (5)	A great deal (6)
No influence	Low influence		Moderate influence		High influence

Table 10: Degree of teachers' perceived high influence on dreamer engagement, instructional practices, and classroom management

How much can you do to...	Mar 2017 (n = 27)	Nov 2017 (n = 35)	Mar 2018 (n = 35)	Nov 2018 (n = 29)
Get dreamers to believe they can do well?	63%	54.3%	51.4%	27.6%
Make your expectations clear about dreamer behavior?	59.3%	40%	40%	31%
Establish a classroom management system with your dreamers?	53.8%	34.3%	34.3%	31%
Provide an alternative explanation/example when dreamers are confused?	46.2%	34.3%	34.3%	13.8%
Include a variety of assessment strategies in your teaching?	38.5%	37.1%	37.1%	44.8%
Respond to difficult questions from your dreamers?	33.3%	28.6%	28.6%	27.6%
Assist families in helping their children do well in school?	29.6%	20%	20%	20.7%
Get through to the most difficult dreamers?	18.5%	17.1%	17.1%	13.8%
Overall Efficacy in Dreamer Engagement	42.4%	33.2%	32.9%	26.3%
Establish routines to keep activities running smoothly?	59.3%	57.1%	54.3%	41.4%
Adjust your reading lessons to an appropriate level for individual dreamers?	53.8%	45.7%	45.7%	44.8%
Foster dreamer creativity?	38.5%	34.3%	34.3%	27.6%
Keep a few problem dreamers from ruining an entire reading lesson?	30.8%	20%	20%	17.2%
Control disruptive behavior in the classroom?	26.9%	34.3%	34.3%	34.5
Implement alternative strategies and teaching methods in your classroom?	26.9%	37.1%	37.1%	27.6%
Motivate dreamers who show low interest?	22.2%	25.7%	25.7%	17.2%
Help your dreamers think critically?	22.2%	25.7%	25%	24.1%
Overall Efficacy in Instructional Strategies	35.1%	35%	34.6%	29.3%
Help your dreamers to value learning?	44.4%	22.9%	22.9%	27.6%
Craft good questions for your dreamers?	34.6%	34.3%	34.3%	24.1%
Get children to follow classroom rules?	33.3%	34.3%	34.3%	27.6%
Provide appropriate challenges for very capable dreamers?	26.9%	51.4%	51.4%	31%
Gauge dreamer comprehension of what you have taught?	23.1%	31.4%	31.4%	20.7%
Respond to defiant dreamers?	22.2%	17.1%	17.1%	13.8%
Improve the understanding of a dreamer whose achievement is below expected norms?	18.5%	22.6%	22.9%	24.1%
Calm a dreamer who is disruptive or noisy?	18.5%	17.1%	14.3%	20.7%
Overall Efficacy in Classroom Management	27.7%	28.9%	28.6%	23.7%

Teacher Perceptions of School Change Orientation

Teachers responded to a range of items designed to measure their perceptions of school change orientation. These items were scored on a 6-point Likert scale ranging from 'strongly disagree' to 'strongly agree'. Because of the small sample of teachers who responded, percentages of agreement versus disagreement will be reported.

In this section, we report '**disagreement**' for those who indicated strong, moderate, or some disagreement, '**agreement**' for those who indicated strong, moderate, or some agreement, as illustrated in the figure below with original response options in the top row, and our summary reporting categories in the bottom row:

Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Somewhat Agree (4)	Agree (5)	Strongly Agree (6)
Disagreement			Agreement		

Table 11 below shows the percentages of agreement with each of the items in this section.

Table 11: Teacher perceptions of school change orientation

Item	Mar 2017 Agreement (n = 27)	Nov 2017 Agreement (n = 35)	Mar 2018 Agreement (n = 35)	Nov 2018 Agreement (n = 29)
School Openness to Change				
The staff in this school embrace new ideas.	100%	97.1%	97.1%	100%
In this school, the staff relish innovation.	100%	91.4%	91.4%	86.2%
In this school, the staff welcome change.	100%	94.3%	94.3%	100%
In this school, teachers are receptive to substantial changes.	92%	88.6%	88.6%	86.2%
Teachers in this school readily accept changes to new rules and procedures.	91.7%	91.4%	91.4%	86.2%
The rhetoric of change in this school is strong, but actual change is negligible.	50%	60%	57.1%	41.4%
In this school major change is resisted.	20.9%	31.4%	28.6%	20.7%
Staff in this school would rather fight than switch.	13.6%	37.1%	31.5%	17.2%
Teachers in this school reject all but minimal changes.	12.5%	25.7%	22.9%	0%
Principal Openness to Change				
The principal in this school embraces change initiatives.	100%	91.4%	91.4%	93.1%
In this school, the principal is committed to major change.	91.6%	71.4%	71.4%	79.3%
In this school, the principal is slow to change.	8.4%	20%	20%	17.2%
In this school, the principal baulks at new suggestions.	8.4%	37.1%	34.3%	31%
In this school, the principal often resists changes suggested by parents.	4.3%	17.1%	14.3%	6.9%
In this school, the principal is committed to no change.	0%	2.9%	2.9%	10.3%
Community Press for Change				
Teachers in this school are open to ideas of the parents.	100%	88.6%	85.7%	89.7%
Most community members are happy with this school.	100%	85.7%	85.7%	79.3%
In this school, suggestions by the PTA often produce change.	100%	54.3%	51.4%	41.4%
The community pushes for innovation.	75%	54.3%	51.4%	44.8%

Teacher Beliefs about Learning

Teachers responded to a range of items designed to measure their beliefs about teaching, learning, and dreamers. These items were scored on a 6-point Likert scale ranging from 'strongly disagree' to 'strongly agree'. Again, because of the small sample of teachers who responded, percentages of agreement versus disagreement will be reported.

In this section, we report '**disagreement**' for those who indicated strong, moderate, or some disagreement, '**agreement**' for those who indicated strong, moderate, or some agreement, as illustrated in the figure below with original response options in the top row, and our summary reporting categories in the bottom row:

Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Somewhat Agree (4)	Agree (5)	Strongly Agree (6)
Disagreement			Agreement		

Table 12 below shows the percentages of agreement with each of the items in this section.

Table 12: Teacher beliefs about teaching, learning, and dreamers (agreement rates)

Item	Mar 2017 (n = 27)	Nov 2017 (n = 35)	Mar 2018 (n = 35)	Nov 2018 (n = 29)
Teachers' Academic Support				
I want my dreamers to do their best school work.	100%	100%	100%	100%
I like to help my dreamers learn.	100%	100%	100%	100%
I care about how much my dreamers learn.	100%	100%	97.1%	100%
I like to see my dreamers' work.	100%	100%	100%	100%
Teachers' Personal Support				
I really care about my dreamers.	100%	100%	100%	100%
I care about my dreamers' feelings.	100%	100%	82.9%	100%
I like all my dreamers equally.	81.4%	82.9%	80%	82.8%
It is important for me to be friends with my dreamers.	74%	60%	57.1%	44.8%
Growth Mindset				
I like work that I'll learn from even if I make a lot of mistakes.	100%	97.1%	97.1%	93.1%
No matter how much intelligence you have, you can always change it a good deal.	100%	97.1%	94.3%	96.6%
When something is hard, it just makes me want to work more on it, not less.	92.5%	91.4%	91.4%	86.2%
I like my work best when it makes me think hard.	81.4%	85.7%	85.7%	86.2%
Fixed Mindset				
I like my work best when I can do it really well without too much trouble.	80.8%	57.1%	57.1%	65.5%
I like my work best when I can do it perfectly without any mistakes.	53.9%	51.4%	48.6%	48.3%
You can learn new things, but you cannot really change your basic level of intelligence.	11.1%	25.7%	25.7%	10.3%
To tell the truth, when I work hard, it makes me feel as though I'm not very smart.	7.4%	11.4%	11.4%	6.9%

Navigator Data

All 8 navigators responded to their survey on beliefs and perceptions of change, and beliefs about teaching and learning in 2018. Their responses were aggregated and are presented next. Because of the low response rate at the end of 2017, only three time points were compared in this section of the report.

Navigator Sense of Efficacy Beliefs (Degree of Influence)

Navigators responded to a range of items with the stem: “How much can YOU do to...” on a 6-point Likert scale ranging from ‘no influence’ to ‘a great deal’. These items were designed to measure navigators’ sense of efficacy in three areas: dreamer engagement, instructional practices, and classroom management.

In this section, we report ‘**Moderate influence**’ for those who indicated some and quite a bit of influence, and ‘**High influence**’ for those who indicated a great deal of influence, as illustrated in the figure below with original response options in the top row, and our summary reporting categories in the bottom row:

Nothing (1)	Very little (2)	Little influence (3)	Some influence (4)	Quite a bit (5)	A great deal (6)
No influence	Low influence		Moderate influence		High influence

Overall, as can be seen from Table 13 next, the navigators have become more positive in their beliefs about what they can do to influence their dreamers. The only area in which there appears to be a steady decline is in their ability to help whanau to help their children to do well in school. This could be an area for development. For example, parents could have the opportunity to let the IHAD team know the best ways that navigators could support them to help their children.

Table 13: Degree of navigator influence on dreamer engagement, instructional practices, and classroom management

	Moderate or High Influence		
Stem: How much can YOU do to...	Beginning of 2017 (n = 6)	Beginning of 2018 (n = 8)	End of 2018 (n = 8)
Get dreamers to believe they can do well?	100%	87.5%	100%
Provide an alternative explanation/example when dreamers are confused?	100%	87.5%	100%
Establish effective management with your dreamers?	100%	100%	100%
Assist families in helping their children do well in school?	100%	75%	62.5%
Use a variety of assessment strategies?	83.3%	100%	87.5%
Overall Efficacy in Dreamer Engagement	96.7%	90%	90%
Motivate dreamers who show low interest?	100%	100%	100%
Control disruptive behaviour of your dreamers?	100%	100%	100%
Implement alternative strategies with your dreamers?	100%	87.5%	100%
Overall Efficacy in Instructional Strategies	100%	95.8%	100%
Help your dreamers to value learning?	100%	100%	100%
Craft good questions for your dreamers?	100%	100%	100%
Get dreamers to follow rules?	100%	100%	100%
Calm a dreamer who is disruptive or noisy?	100%	100%	100%
Overall Efficacy in Classroom Management	100%	100%	100%

Navigator Perceptions of IHAD Change Orientation

Navigators responded to a range of items designed to measure their perceptions of IHAD change orientation. These items were scored on a 6-point Likert scale ranging from 'strongly disagree' to 'strongly agree'. Because of the small sample of navigators who responded, percentages of agreement versus disagreement will be reported.

In this section, we report '**agreement**' for those who indicated strong, moderate, or some agreement, as illustrated in the figure below with original response options in the top row, and our summary reporting categories in the bottom row:

Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Somewhat Agree (4)	Agree (5)	Strongly Agree (6)
Disagreement			Agreement		

Table 14 below shows that, overall, navigators are committed to change and welcoming of innovation. There also seems to be a good level of agreement that management are also committed to change. Lastly, there appears to be some navigators who are less receptive to change, as indicated by the declining percentage of navigators agreeing with the second item below.

Table 14: Navigator percentages of agreement with IHAD change orientation

Item	Beginning of 2017 (n = 6)	Beginning of 2018 (n = 8)	End of 2018 (n = 8)
Navigator openness to change			
The rhetoric of change in this project is strong, but actual change is negligible.	100%	75%	62.5%
In this project, navigators are receptive to substantial changes.	100%	87.5%	62.5%
In this project, the navigators cherish innovation.	100%	100%	100%
In this project, all navigators welcome change.	83.3%	87.5%	87.5%
The navigators in this project embrace new ideas.	83.3%	100%	100%
Navigators in this project readily accept changes to new rules and procedures.	50%	87.5%	87.5%
In this project, major change is resisted.	33.3%	25%	12.5%
Navigators in this project would rather fight than switch.	33.3%	12.5%	0%
Navigators in this project reject all but minimal changes.	0%	0%	12.5%
Management openness to change			
The management team embraces change initiatives.	100%	100%	87.5%
The management team is committed to major change.	66.7%	75%	62.5%
In this project, the management team is slow to change.	50%	37.5%	25%
In this project, the management team often resists changes suggested by us.	16.7%	25%	12.5%
The management team is committed to no change.	0%	0%	25%
The management team baulks at new suggestions.	0%	37.5%	25%

Note: figures highlighted in yellow indicate areas for further improvement.

Teacher ratings of their navigators

A total of 35 and 29 teachers commented on the navigator they were in most contact with at the beginning and end of 2018.

This table also suggests that teachers are appreciative of the work that the navigators do in their classrooms with their dreamers. 2018 saw the full implementation of the IHAD programme and so this level of agreement from teachers about the value of the navigators in the third full year of the programme is very heartening.

Although teacher ratings of their navigators ranged from modest to positive at the beginning of 2018, these had substantially increased across the board by the end of 2018. This positive result could be due teachers getting to know navigators more closely as the year progressed, which allowed for greater interaction and coherence between their roles in and out of class.

Table 15: Teacher beliefs about their navigators (agreement rates)

My navigator...	Beginning of 2018 (n = 35)	End of 2018 (n = 29)
Has positive strength-based relationships with dreamers	90.3%	100%
Communicates effectively	87.1%	100%
Acts professionally in the classroom	83.9%	100%
Is responsive to dreamer needs	80.6%	100%
Has a positive relationship with myself	90.3%	96.6%
Adds value to my teaching programme	77.4%	96.6%
Is consistent with their class contact	76.7%	93.1%
Has communicated their plan with me	74.2%	93.1%
Enhances the quality of the relationship between myself and my dreamers	67.7%	93.1%
Asks me about how they can be effective in my class	71%	86.2%

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