

THE UNIVERSITY OF AUCKLAND CAMPAIGN
FOR ALL OUR FUTURES



Ngatahi Education Initiative
Report on 2017 end of year data



**CAN
WE...**

Impact Report – Milestone 2 –
I Have A Dream Charitable Trust
Report on 2017 end of year data (data reported by year level)

2 November 2018 FINAL

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?

THANK YOU

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.

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.

The Research Team from the Faculty of Education and Social Work are using their experience and expertise to collect and analyse key data and to empower the schools involved by helping them identify the type of data they need to collect on an ongoing basis.

Your commitment to investing in this partnership work is greatly appreciated. It is so important to be able to compare the academic outcomes for the students in the programme with those of students in other similar schools, over a sustained period of time. You are making a sustained difference to the lives of the Dreamers.

It is our pleasure to provide this *Milestone 2 Report* on the 2017 end of year data and the recommendations from Professor Christine Rubie-Davies and Dr Mohamed Alansari.

FINANCIAL INPUT

Thank you for investing to form a partnership between IHAD and the University of Auckland and to enable robust data collection and analysis to support the Ngātahi Education Initiative.

We also appreciate you contributing additional funds earlier this year for Dr Frauke Meyer's leadership research which provided some valuable insights.

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SUMMARY OF KEY RESULTS

The 2017 data constitutes a promising and exciting start to the current longitudinal programme.

Analysing the end of year data revealed a range of results characterised by highly positive student views, modest increases in student achievement gains, as well as some interesting movements in reported self-beliefs and attitudes described earlier.

Below is a list of the key results from the 2017 data, suggesting that by the end of the first year of the IHAD programme there were:

1. Impressive increases in the uptake of extracurricular activities by the end of 2017, whereby 90.6% of all Dreamers reported engaging in additional activities (e.g., music or sports) or after-school programmes compared with 77.50% at the beginning of 2017
2. Significant gains in students' achievement (moderate gains in Reading, small gains in Maths), across all four schools
3. Significant increase in parental support, across three out of four schools
4. Significant increase in academic competence, across all four schools
5. Significant increase in positive attitudes towards school, across all four schools
6. Significant decrease in positive perceptions of the future, as well as an increase in negative perceptions of the present, overall but more so in two out of four schools
7. High levels of academic engagement were sustained in three out of four schools
8. Overall positive levels of perceived self-efficacy, self-expectations, and frequency of sharing future aspirations were sustained across all four schools
9. Overall, teachers are confident in their ability to make a difference to student learning, value the relationships that they have with their students and believe that they can continue to improve their teaching capabilities
10. Some teachers reported more negative views related to change; but the majority were positive about how change was welcomed and introduced into their schools. However, it is of some concern that an increasing minority have negative views related to change.

RECOMMENDATIONS FROM MILESTONE 2

1. Closely track and monitor students' literacy and numeracy capabilities, via e-asTTle and other goal setting tools, to ensure greater acceleration of their achievement.
2. Closely monitor teachers' views of change to ensure that these negative perceptions do not continue to increase. If so, some professional development related to trust, collegial support and school goal setting may be warranted.
3. Allow for greater opportunities for navigators and teachers to discuss current and future aspirations with students, and help them develop positive future attitudes and outlooks.
4. Investigate ways in which teachers can implement strategies to strengthen students' behavioural engagement and academic self-beliefs. This can be supported via professional development related to creating positive classroom communities that promote mastery learning and high expectation practices. Professional development funding can be obtained from the Ministry of Education that would support schools to develop high expectation classrooms.

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

MILESTONE 2

REPORT ON 2017 END OF YEAR DATA

Prepared for: I Have A Dream Charitable Trust	Prepared by the Research Team: Dr Mohamed Alansari Professor Christine Rubie-Davies
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INTRODUCTION

This report is an update on our progress with the key tasks outlined in the research plan, including a summary of 2017's end-of-year data collected. Specifically, the aim of this report on changes in student beliefs, attitudes, and outcomes over the first year of the IHAD programme evaluation. First, similar to Milestone 1 report, the research team's objectives, plan, and measures used are presented to remind the reader of what was done in the first year of the programme evaluation. This is then followed by a summary of the end-of-year findings from the dreamers' data, and an analysis of the differences in their reported beliefs and outcomes over time. A summary of teachers' and navigators' end-of-year data will also be presented in a similar manner.

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 student 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.

The research team would like to acknowledge the support from the University of Auckland for allocating a \$12,000 budget to hire summer research scholars in 2017 and 2018 to help with data entry and analysis, and from the Faculty of Education and Social Work's extra funding of \$1,560 to hire a postgraduate research assistant to assist with database cleaning and matching achievement scores with questionnaire data.

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 kaiahi (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 Kaiahi – 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 students’ 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 students 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
	Student future aspirations	• Time Attitudes (present and future) • School utility value • Student aspirations
Aroha (love)	Care for students	• Teacher support • Parental support • Navigator support • Sense of belonging
Ako (learning)	Attitudes towards teaching and learning	• Feelings toward school • Feelings toward teachers
	Student engagement	• Behavioral engagement • Emotional engagement
	Student outcomes	• Student achievement • Safety
Whanaungatanga (relationship)	Student 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 students 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 students who will be changing rooms, teachers, navigators, and schools over time.

Two rounds of data collection took place in the first year of the evaluation (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 within and across the first year of the evaluation.

Table 2: Overall data collection process

Phase	Data Collected
Beginning of year data (February – March)	• e-asTTle standardised tests (Maths and Reading) • Student questionnaires • Navigator questionnaires • Teacher questionnaires
IHAD activities in progress	
End of year data (October – November)	• e-asTTle standardised tests (Maths and Reading) • Student questionnaires • Navigator questionnaires • Teacher questionnaires • Interviews with school and IHAD leadership teams, navigators, teachers, and parents/whanau

Questionnaire Administration

Students 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 students were able to understand and respond to all questions, the research team, with the help of IHAD volunteers, sorted students 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 students identify their navigators. Younger students completed the paper and pencil version of the questionnaire, whereas older students completed the online version using iPads provided by IHAD for data collection. On average, younger students spent 40–50 minutes

completing their questionnaires, whereas older students spent no more than 30–40 minutes.

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 year. Schools have kindly provided a summary of the test results to the research team to be matched with dreamers' questionnaire data. This process had enabled examining patterns in student achievement within and across the first year of the IHAD programme evaluation, as will be reported later.

Data Collection Procedures

Similar to the data collection procedures undertaken at the beginning of the year, 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 students who had been given permission to take part in the IHAD programme. Across the four schools involved in the project, there were students who were away during data collection and testing, and others whose parental consent or IHAD involvement details were unknown, which led to collecting a smaller sample of students within and across schools than was originally planned.

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 the first year of the IHAD programme evaluation, the research team were able to analyse the data using more complex analyses. This had enabled examining potential changes in student beliefs and achievement over the first year of the evaluation.

FINDINGS TO DATE

Student Demographics

By the end of the first year of the IHAD programme evaluation, a total of 364 students were surveyed from all four participating schools, compared with 200 students 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.

Tables 3 through to 6 describe the demographics of these students. Overall, the majority of students were in Year 6 or below (75%) and self-identified as Māori (75%). There was an equal split of genders (51.25% boys) across the sample.

Table 3: Number of student surveys gathered by school

	Beginning of 2017		End of 2017	
	Count	Percentage	Count	Percentage
Totara Grove Primary	82	41%	150	41.2%
Tikipunga Primary	54	27%	100	27.5%
Tikipunga High	48	24%	76	20.9%
Te Kura Otangarei	16	8%	38	10.4%
Total	200	100%	364	100%

Table 4: Student ethnic demographics

	Beginning of 2017		End of 2017	
	Count	Percentage	Count	Percentage
Māori	153	76.5%	273	75%
NZ European	33	16.5%	69	19%
Pasifika	7	3.5%	10	2.7%
Other or missing	6	3%	10	2.7%
Asian	1	0.5%	2	0.5%
Total	200	100%	364	100%

Table 5: Student gender demographics

	Beginning of 2017		End of 2017	
	Count	Percentage	Count	Percentage
Male	101	50.5%	186	51.2%
Female	97	48.5%	176	48.5%
Other or missing	2	1%	1	0.3%
Total	200	100%	364	100%

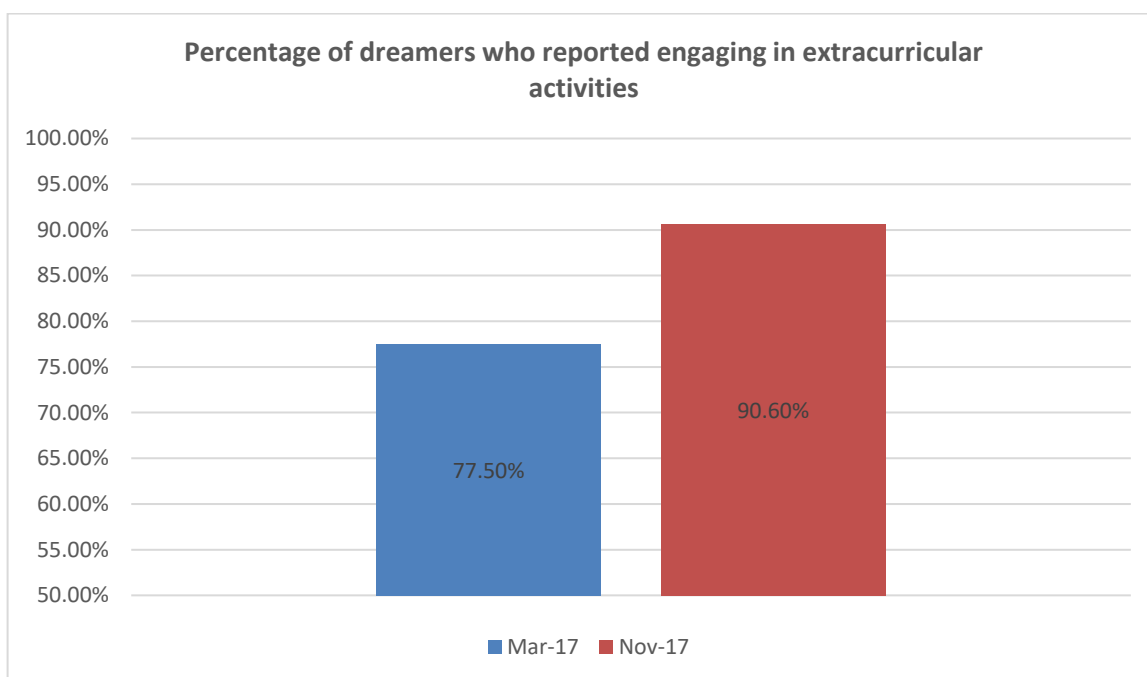
Table 6: Breakdown of student numbers by year level

	Beginning of 2017		End of 2017	
	Count	Percentage	Count	Percentage
Year 3	19	9.5	53	14.6%
Year 4	39	19.5	77	21.2%
Year 5	37	18.5	70	19.2%
Year 6	41	20.5	73	20.1%
Year 7	28	14.0	45	12.4%
Year 8	23	11.5	32	8.8%
Year 9	13	6.5	14	3.8%
Total	200	100%	364	100%

Uptake of Extracurricular Activities

There was an impressive increase in the uptake of extracurricular activities by the end of 2017, whereby 90.6% of all dreamers reported engaging in additional activities (e.g., music or sports) or after-school programmes compared with 77.50% at the beginning of 2017. Previous research has demonstrated the significant associations between engagement in extracurricular activities, and developing positive social skills, attitudes towards school, and reduced truancy rates and behavioral problems. Therefore, greater engagement with such activities is likely to contribute to the dreamers' personal and academic development in the long run.

Figure 1: Beginning versus end of 2017's uptake of extracurricular activities



Student Achievement

Analysing student achievement gains allows for better tracking of students' numeracy and literacy capabilities, as it helps teachers, parents, and navigators to set academic goals that they can scaffold. To do so, student 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 student's curriculum and year level. For example, if a Year 4 student scored 1351 in a reading test, and the e-asTTle norm for Year 4 is 1301, then a positive difference of 50 suggests that the student scored 50 points above the expected score for any Year 4 student nationally at that particular time of year. Conversely, if a Year 6 student 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 student is 52 points below the expected score for a Year 6 student 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). It must be noted that these results assume schools have set the tests at the appropriate curriculum level for each student, provided a sufficient number of questions per test for students to answer, and have marked all test items.

Student Achievement in Reading

Table 7 below contains the breakdown of the reading achievement of students by year level, and suggests that, overall, students scored 98.77 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 students scoring well below the mean but some scoring on or slightly above their expected reading levels. These achievement scores will be compared to the beginning of year scores later in this report.

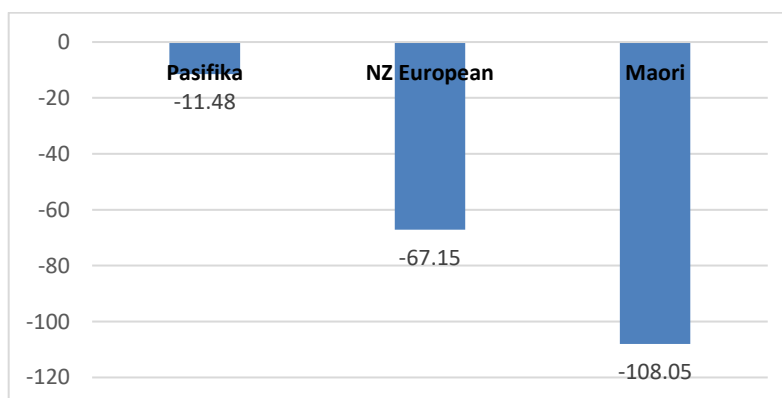
Table 7: Reading achievement scores presented as differences from the average national score by year level

Reaching achievement by year level	M	SD
Year 3 (n = 53)	-100.21	106.51
Year 4 (n = 77)	-112.68	138.72
Year 5 (n = 70)	-129.26	129.60
Year 6 (n = 73)	-70.34	99.10
Year 7 (n = 45)	-73.66	69.67
Year 8 (n = 32)	-79.78	63.76
Year 9 (n = 14)	-136.89	96.62
Overall Reading achievement (n = 364)	-98.77	112.31

Differences in Reading achievement by demographics

A multiple analysis of variance, a test that is used to examine statistically significant differences in mean scores, showed that there were no significant differences in student achievement in reading by year level, or gender. That is, students' achievement gains were similar irrespective of their gender, or year level they belong to. However, statistically significant differences were found in reading achievement by ethnicity, where Māori students demonstrated substantially lower achievement gains than their New Zealand European and Pasifika peers. The same test revealed that differences by ethnicity were small-to-medium in size (partial eta-squared = .05).

Figure 2: Difference between actual and expected reading achievement scores by ethnicity, November 2017



Note. Due to the small sample of Asian and 'Other' students in the group, these were omitted from the analysis

Student Achievement in Maths

Table 8 below contains the breakdown of the maths achievement of students by year level, and suggests that students scored 88.07 points *below* the expected maths score for their year level. However, again, the standard deviation is large suggesting large variability among students. These achievement scores will be compared to the beginning of year scores later in this report.

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

Maths achievement by year level	M	SD
Year 3 (n = 53)	-86.07	109.11
Year 4 (n = 77)	-77.98	149.06
Year 5 (n = 70)	-113.37	152.31
Year 6 (n = 73)	-60.13	95.15
Year 7 (n = 45)	-98.81	73.86
Year 8 (n = 32)	-86.04	65.35
Year 9 (n = 14)	-140.46	65.26
Overall Maths achievement (n = 364)	-88.07	119.01

Differences in Maths achievement by demographics

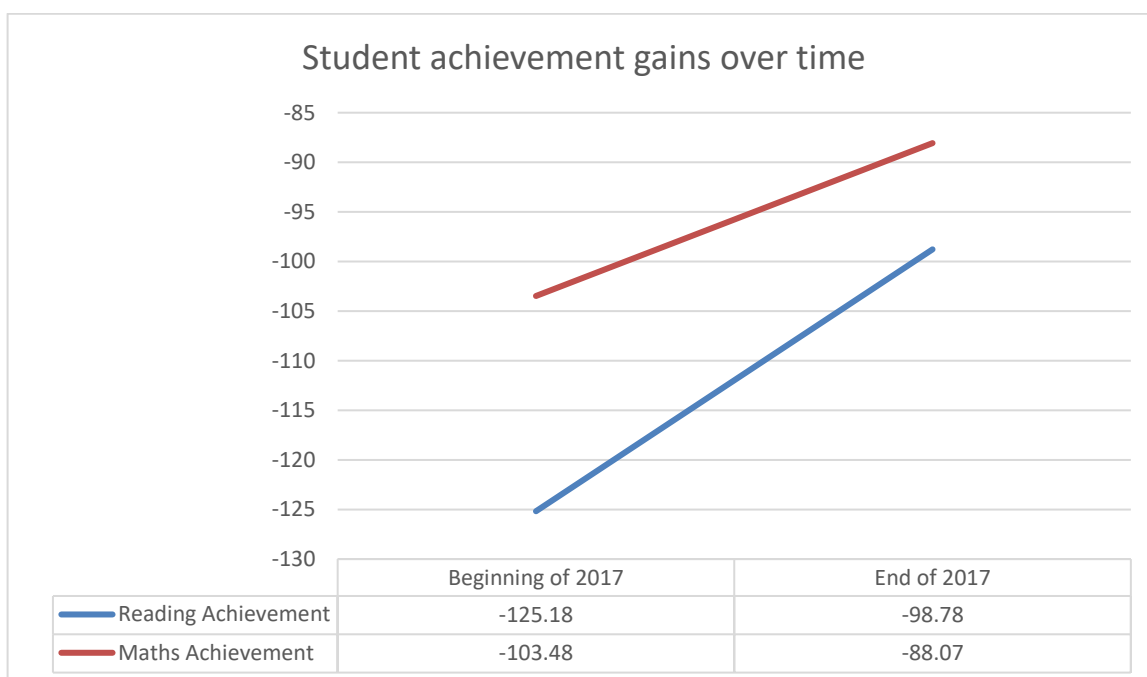
Another multiple analysis of variance test was used to examine statistically significant differences in Maths achievement mean scores. Again, there were no significant differences in student achievement in reading by year level, gender, or ethnicity, suggesting that the achievement gains were similar irrespective of individual demographics.

Changes in student achievement gains over time

Repeated measures' analysis of variance testing was conducted to examine whether student 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 student 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.

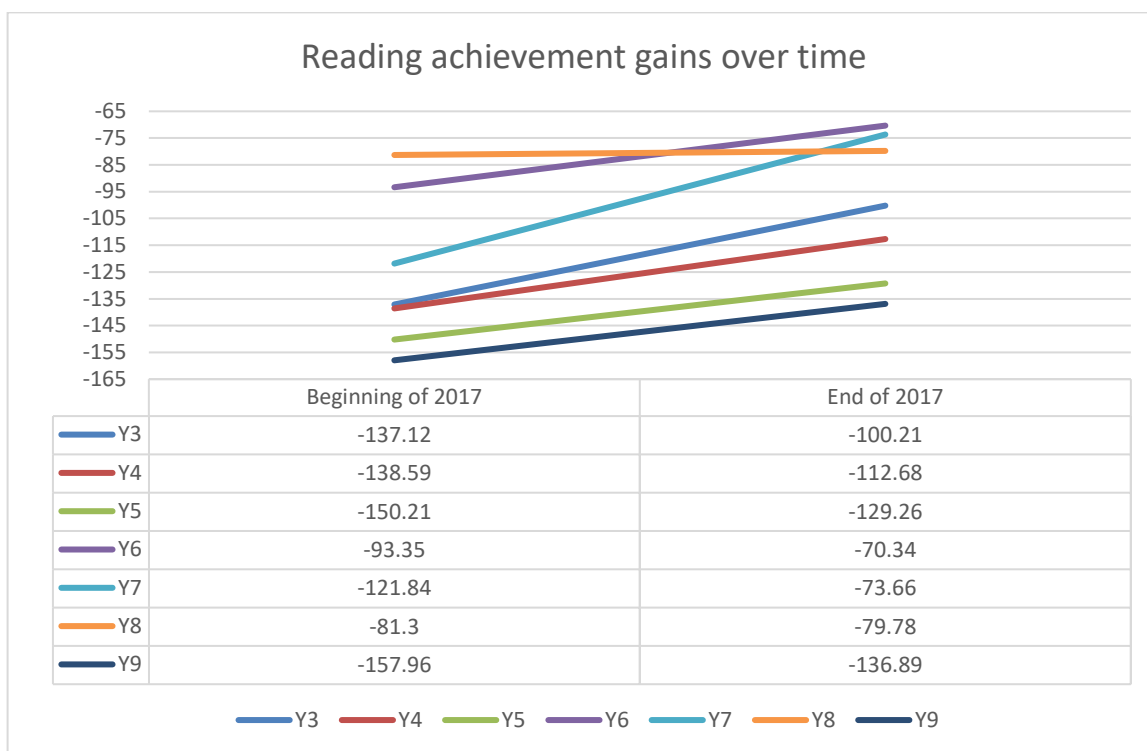
The results showed a statistically significant ($p < .001$) and moderate (partial eta-squared = .04) increase in student reading achievement scores between March and November 2017. Further, there was a statistically significant ($p < .01$) but small (partial eta-squared = .02) increase in student Maths achievement scores between March and November 2017. Further results showed that there was no significant year level-by-time interaction in either subjects, suggesting that all students accelerated their achievement scores at a similar rate in the first year of the IHAD programme evaluation regardless of the year level they were in.

Figure 3: Beginning versus end of year achievement gains by subject



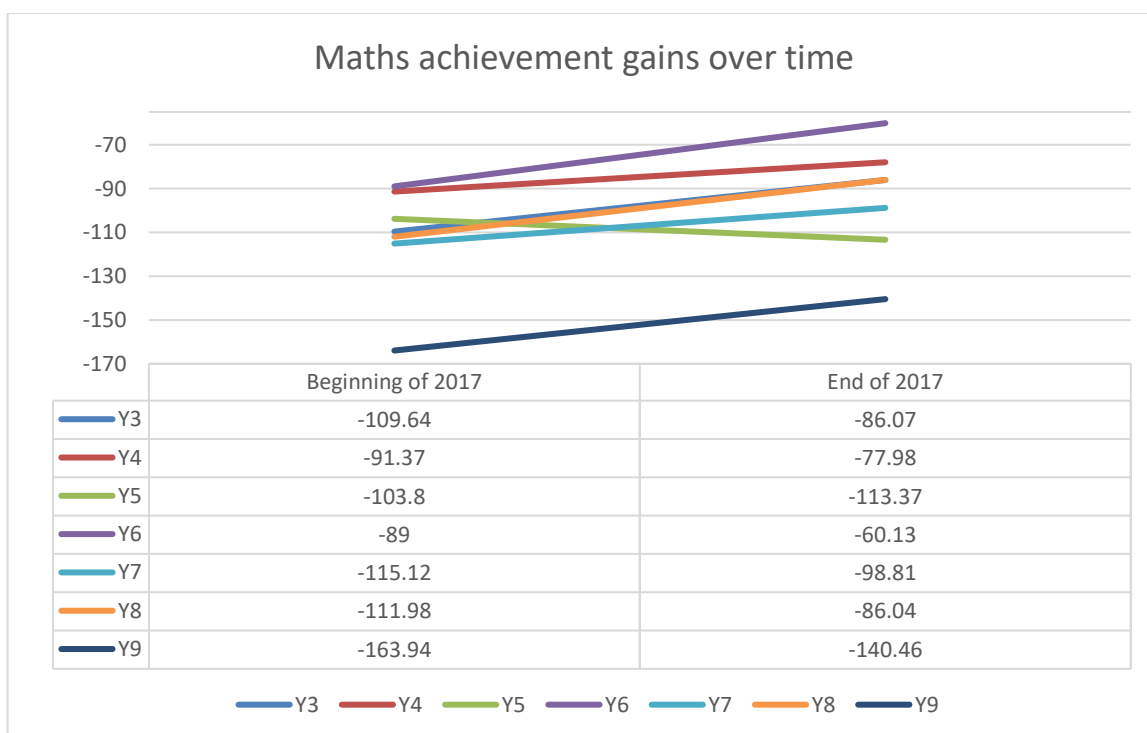
Note. Rate of growth was moderate in reading achievement, and weak in maths achievement.

Figure 4: Beginning versus end of year reading achievement gains by year level



Note. Trends suggesting differential rates of achievement gains by year level are not statistically significant.

Figure 5: Beginning versus end of year maths achievement gains by year level



Note. Trends suggesting differential rates of achievement gains by year level are not statistically significant.

Student Questionnaire Data

Overall, although student ratings were generally high, 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 Milestone 1 report.

Table 9: Student questionnaire factors organised by theme

	Beginning of 2017		End of 2017	
Factor	M	SD	M	SD
Socio-emotional Climate				
Teacher Support	4.33	0.58	4.35	0.63
Parents Support	4.45	0.51	4.60	0.46
Navigator Support	4.36	0.55	4.48	0.53
Satisfaction	4.01	0.90	4.03	0.65
Academic Competence	3.79	0.82	4.39	0.62
Attitudes and Values				
Feelings toward teachers	4.34	0.79	4.29	0.71
Feelings toward school	4.08	0.90	4.40	0.67
School Utility Value	4.34	0.75	4.19	0.73
Valued Involvement	3.92	0.72	4.10	0.56
Present and Future Time Attitudes				
Time attitude: Future Positive	4.13	0.95	3.94	0.81
Time attitude: Future Negative	2.55	0.99	3.22	1.10
Time attitude: Present Positive	4.20	0.79	3.75	1.03
Time attitude: Present Negative	2.61	1.03	2.96	0.90
School Engagement				
Emotional engagement	4.13	0.76	4.20	0.73
Behavioural engagement	4.13	0.78	4.23	0.66
Self-beliefs and aspirations				
Self-efficacy	4.02	0.78	4.17	0.65
Self-expectations	4.02	0.80	4.15	0.71
Talking about aspirations	3.46	1.20	3.59	1.01
Peer relations self-concept	3.78	0.89	4.06	0.70

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 student perceptions over time (namely between March and November 2017), and (2) whether such shifts were dependent on students' gender, ethnicity, and year level.

Changes in Perceived Socio-Emotional Climate over Time

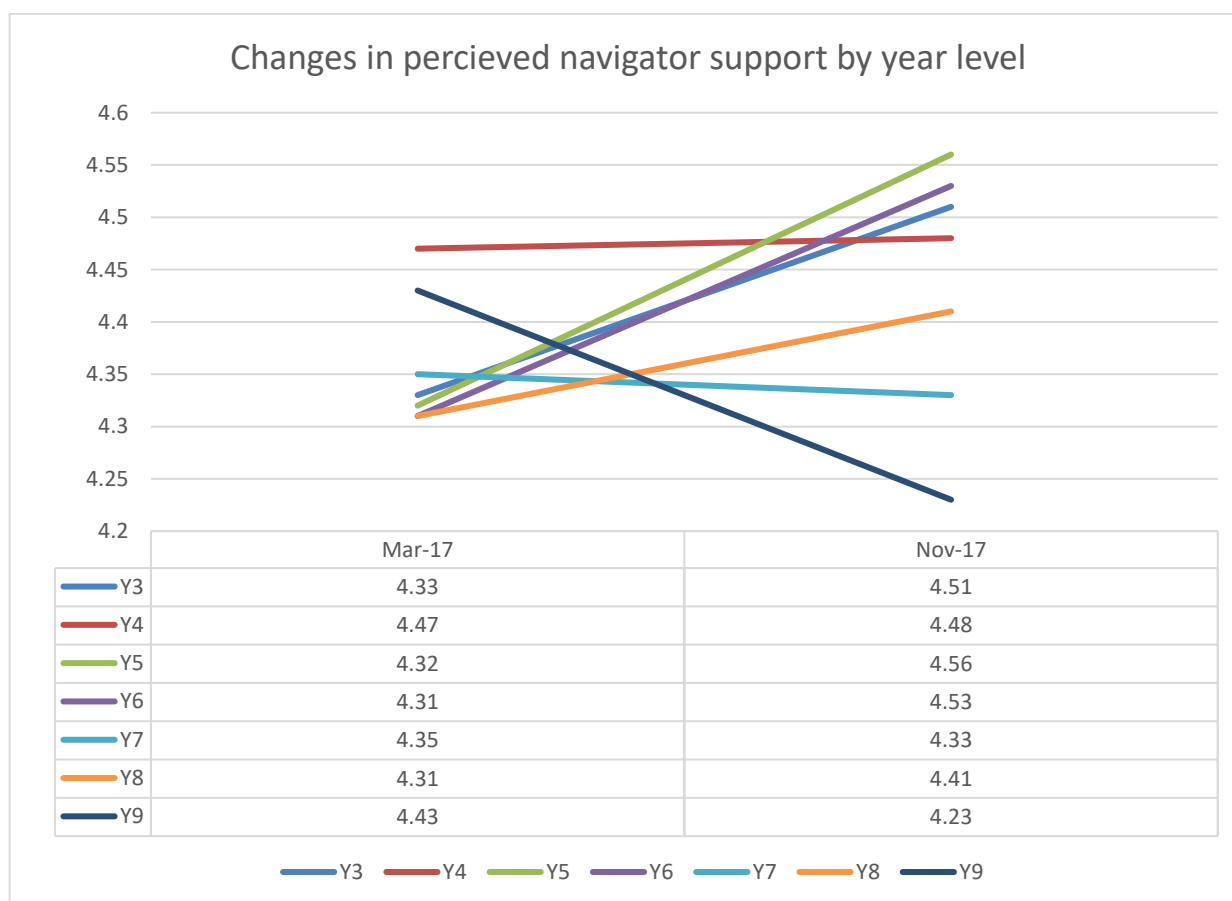
Teacher support

The results indicated that student ratings of teacher support (both academic and personal) were sustained at a high level from the beginning of the year. That is, perceived teacher support remained positive over time and for all students irrespective of their gender, ethnicity, or the year level they belonged to.

Navigator support

The above results were also similar for student ratings of navigator support (both academic and personal) and to be expected given the positive views students reported of both their teachers and navigators in March 2017. Therefore, the challenge in 2018 will be for IHAD and schools to sustain these high ratings and to continue supporting the dreamers' personal and academic development. However, there was a statistically significant year level by time interaction ($p = .038$, eta squared = .036; small-to-moderate effect), suggesting that perceived levels of navigator support by Year 9 students significantly dropped by the end of the year, whereas students from all other year levels have either reported similar or higher levels of perceived support to what they reported at the beginning of the year.

Figure 6: Statistically significant shifts over time in perceived navigator support by year level

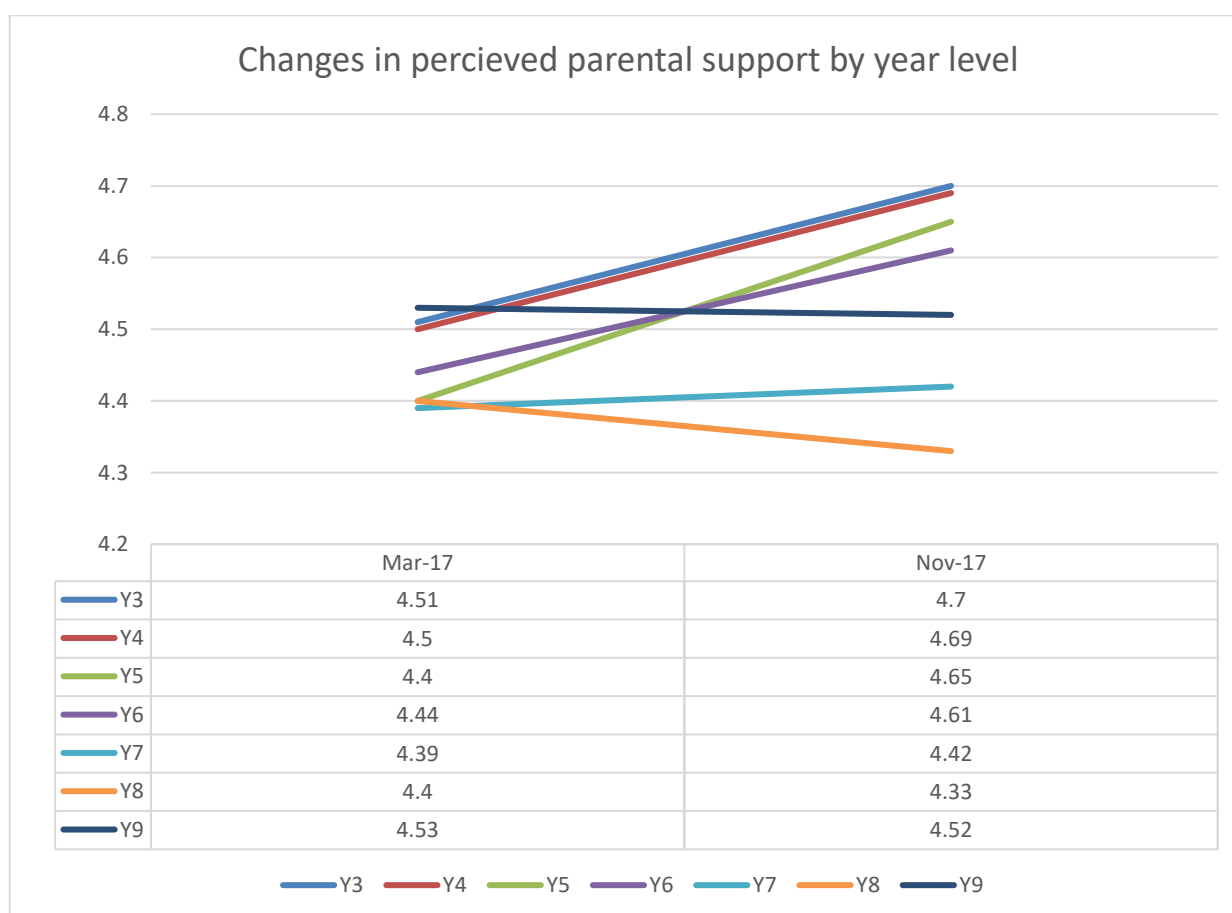


Parental support

When it came to perceived parental support, statistically significant shifts in student ratings of parental support ($p = .001$, eta squared = .029; a small-to-moderate effect) were found. That is, students reported that their parents were providing greater support by the end of the first year of the evaluation than they had at the beginning of the year.

Although student ratings of parental support had generally increased by November 2017, there was also a significant year level by time interaction ($p = .040$, eta squared = .036; small-to-moderate effect), suggesting that the rate of increase was different with respect to the year level that students belonged to. Further analyses showed that, while student ratings of parental support significantly increased across most year levels, these ratings remained similar or dropped for students in Years 7–9.

Figure 7: Statistically significant shifts over time in perceived parental support by year level

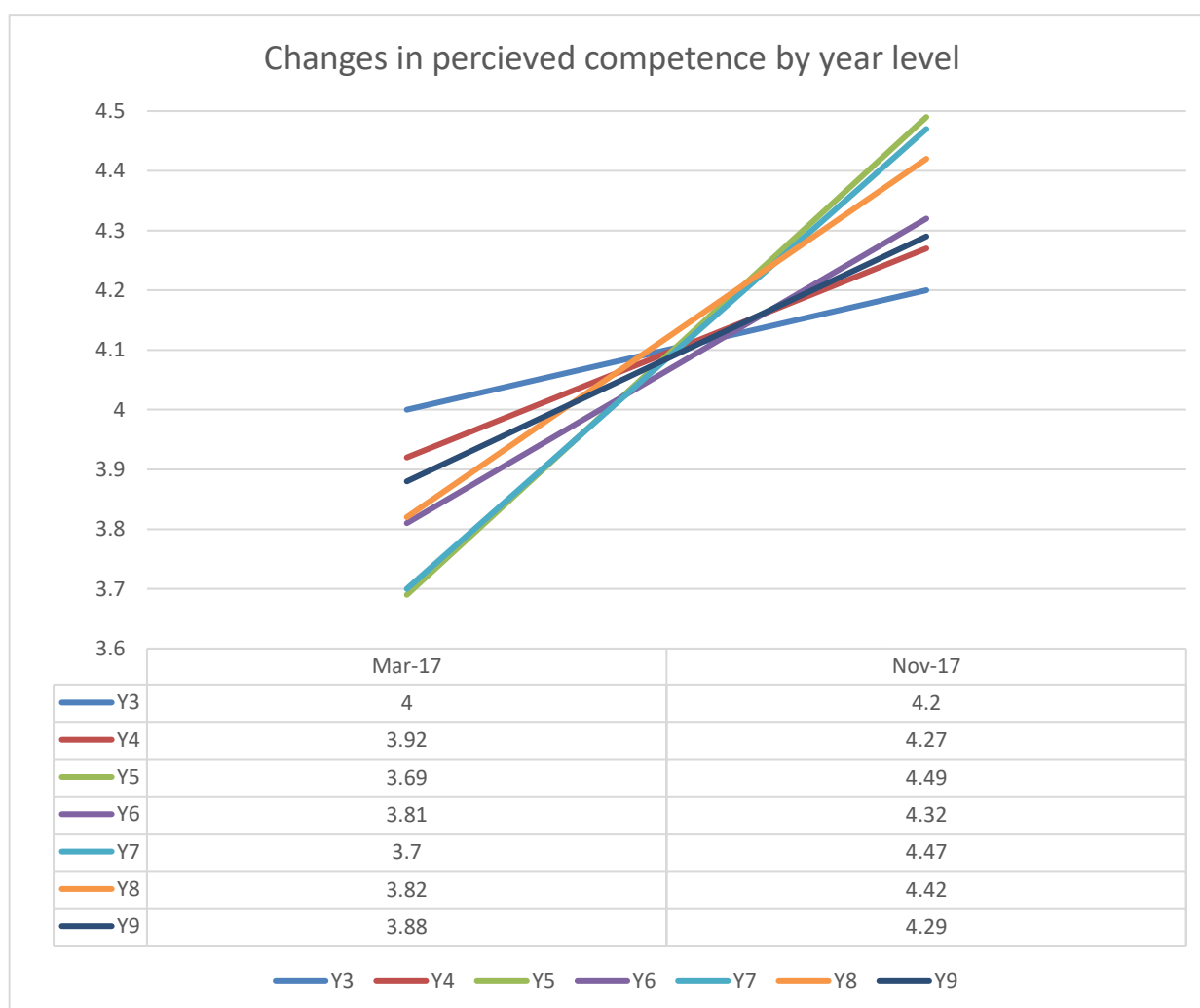


Competence

All students reported substantially higher levels of perceived academic competence by the end of November 2017 ($p < .001$, eta squared = .247; large effect) as shown in Figure 8 below. This finding is promising, as it suggests that students have been exposed to positive learning experiences that may have contributed to this increase in perceived confidence over time.

In addition, there was a statistically significant year level by time interaction ($p < .001$, eta squared = .068; moderate-to-large effect), suggesting that by the end of 2017, students in Years 5, 7, and 8 reported significantly higher levels of perceived competence than their peers in other year levels.

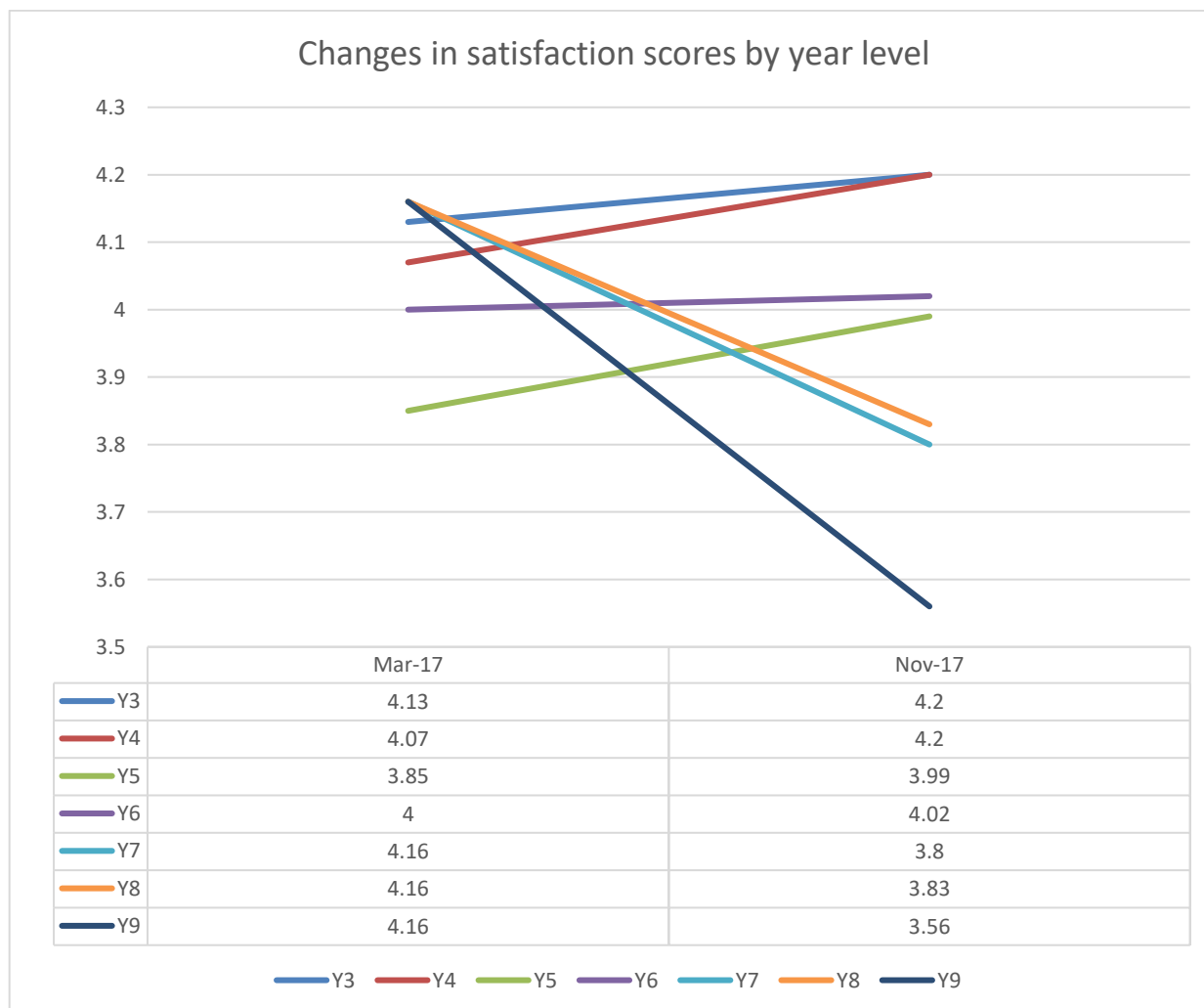
Figure 8: Statistically significant shifts over time in perceived competence by year level



Satisfaction

There was a statistically significant differential pattern in reported satisfaction by year level ($p < .001$, eta squared = .070; moderate-to-large effect). Figure 9 below shows that satisfaction scores for students in Years 7–9 significantly dropped by the end of the year, whereas all other student scores either increased or remained similar to those reported at the beginning of the year.

Figure 9: Statistically significant shifts over time in satisfaction scores by year level

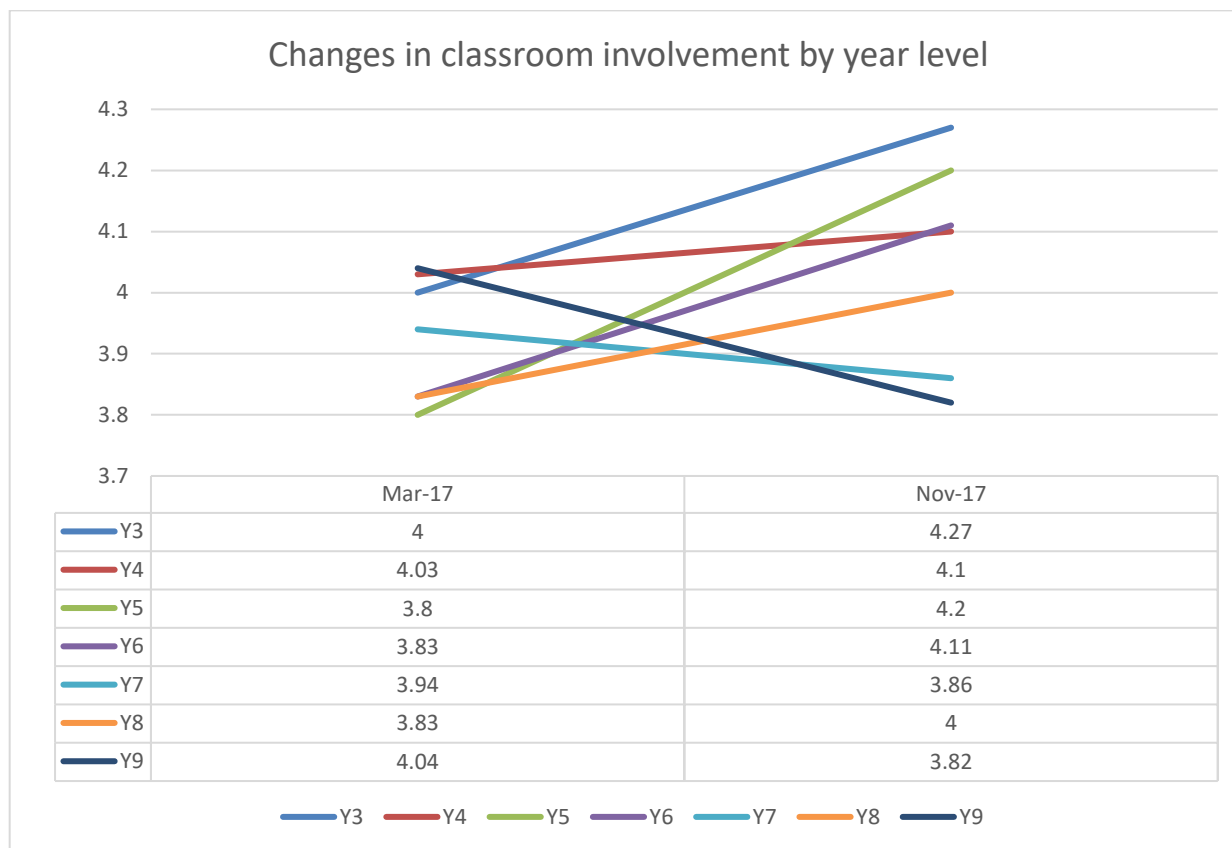


Changes in Perceived Attitudes and Values over Time

In-class attitudes and values

There were no statistically significant changes in students' reported perceptions of their classroom involvement and feelings towards their teachers, possibly due to the already high and positive ratings of students at the beginning and end of 2017. However, there was a statistically significant year level by time interaction ($p = .005$, eta squared = .051; small-to-moderate effect), suggesting that reported classroom involvement in Years 7 and 9 significantly dropped whereas students in all other year levels reported significantly higher levels of involvement by the end of the year.

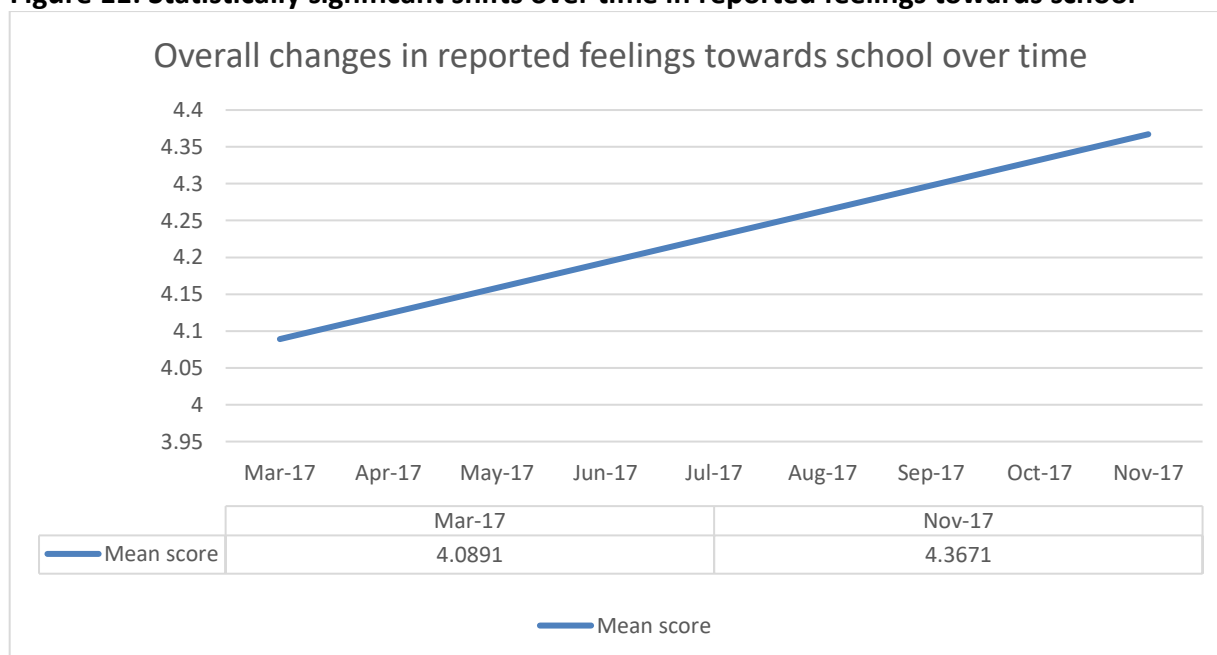
Figure 10: Statistically significant shifts over time in classroom involvement by year level



In-school attitudes and values

By the end of 2017, students reported more positive feelings towards school ($p < .001$, eta squared = .063; moderate effect), irrespective of the year level they belong to, as shown in Figure 11 below.

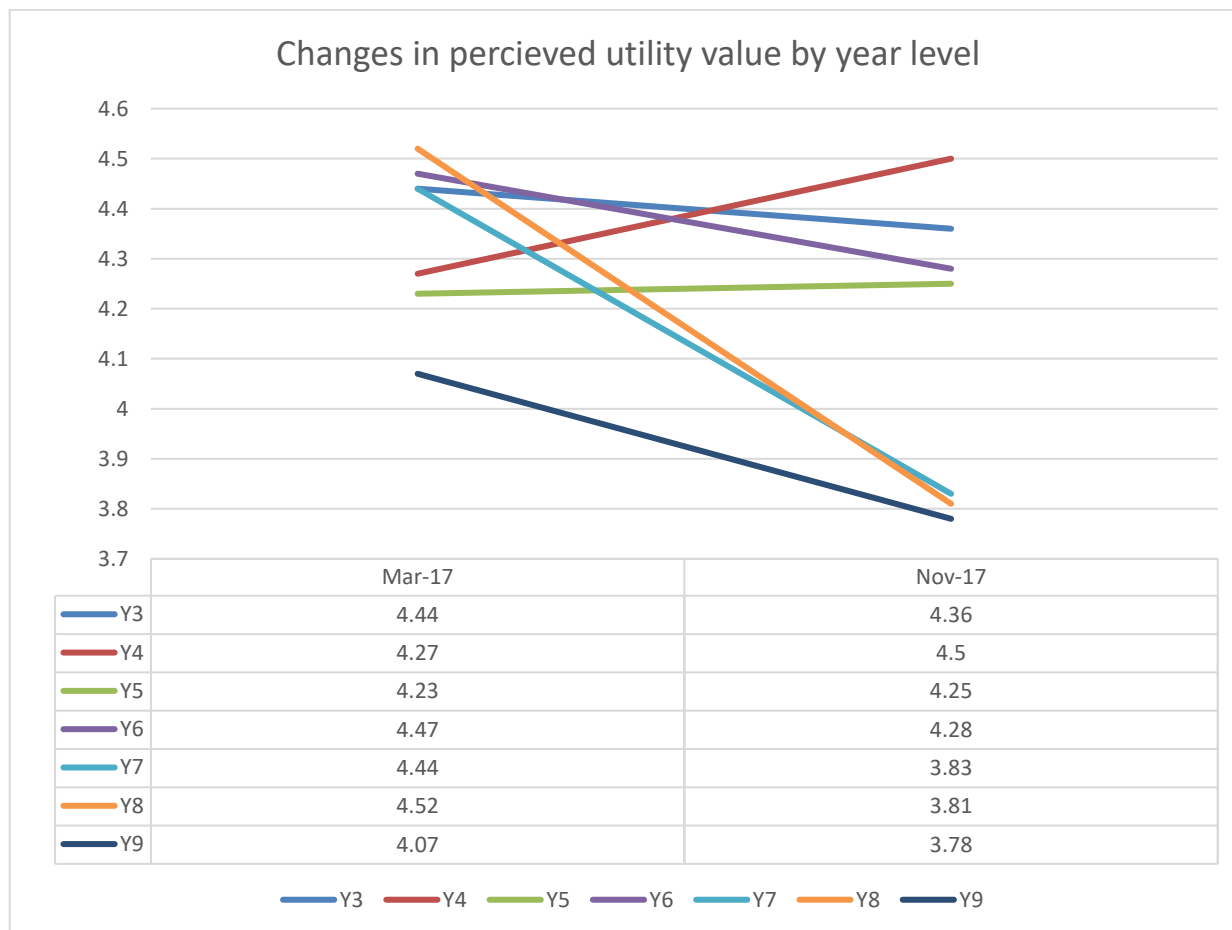
Figure 11: Statistically significant shifts over time in reported feelings towards school



Note. Overall mean is reported in the above graph as all students have increased at a similar rate

However, when it came to perceptions of school utility value (i.e., student perceptions of how useful school is), there was a statistically significant decline in ratings ($p < .001$, eta squared = .104; moderate-to-large effect) by most students except those in Years 4 and 5, with the greatest decline reported by student in Years 7–9 (see Figure 12 below).

Figure 12: Statistically significant shifts over time in perceived utility value by year level



Changes in Present and Future Time Attitudes over Time

Future time attitudes

Overall, there was a statistically significant increase in reported negative perceptions of the dreamers' future ($p < .001$, eta squared = .243; a large effect), with a significant year level by time interaction suggesting that the future negative perceptions of dreamers in most year levels have increased except for those in Years 3 and 4 ($p < .001$, eta squared = .171; a large effect). This is demonstrated in Figure 13 below.

The above results mirror those found for future positive time attitudes. That is, there was an overall decrease in reported positive perceptions of the dreamers' future ($p < .001$, eta squared = .12; a large effect), with a statistically significant year level by time interaction ($p < .001$, eta squared = .141; a large effect), suggesting a greater decline in reported perceptions of dreamers in Years 8 and 9 (see Figure 14).

Figure 13: Statistically significant shifts over time in negative perceptions of the future

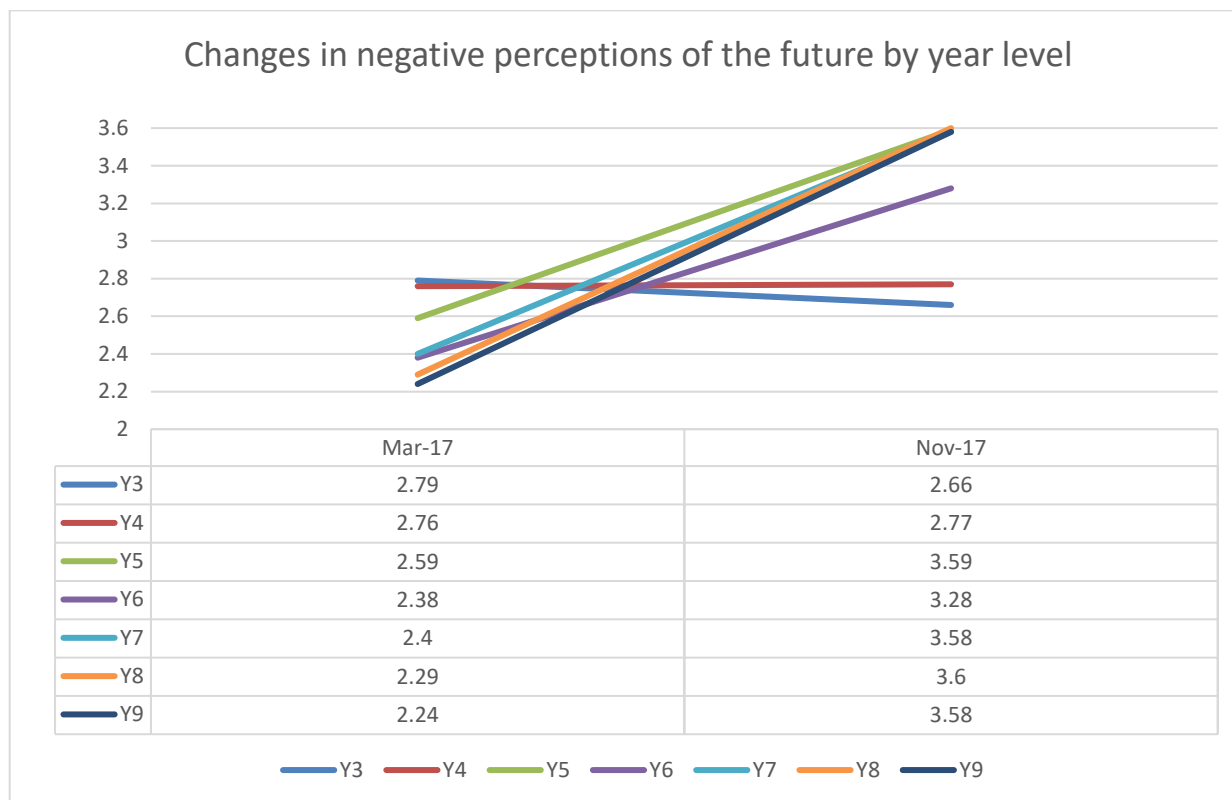
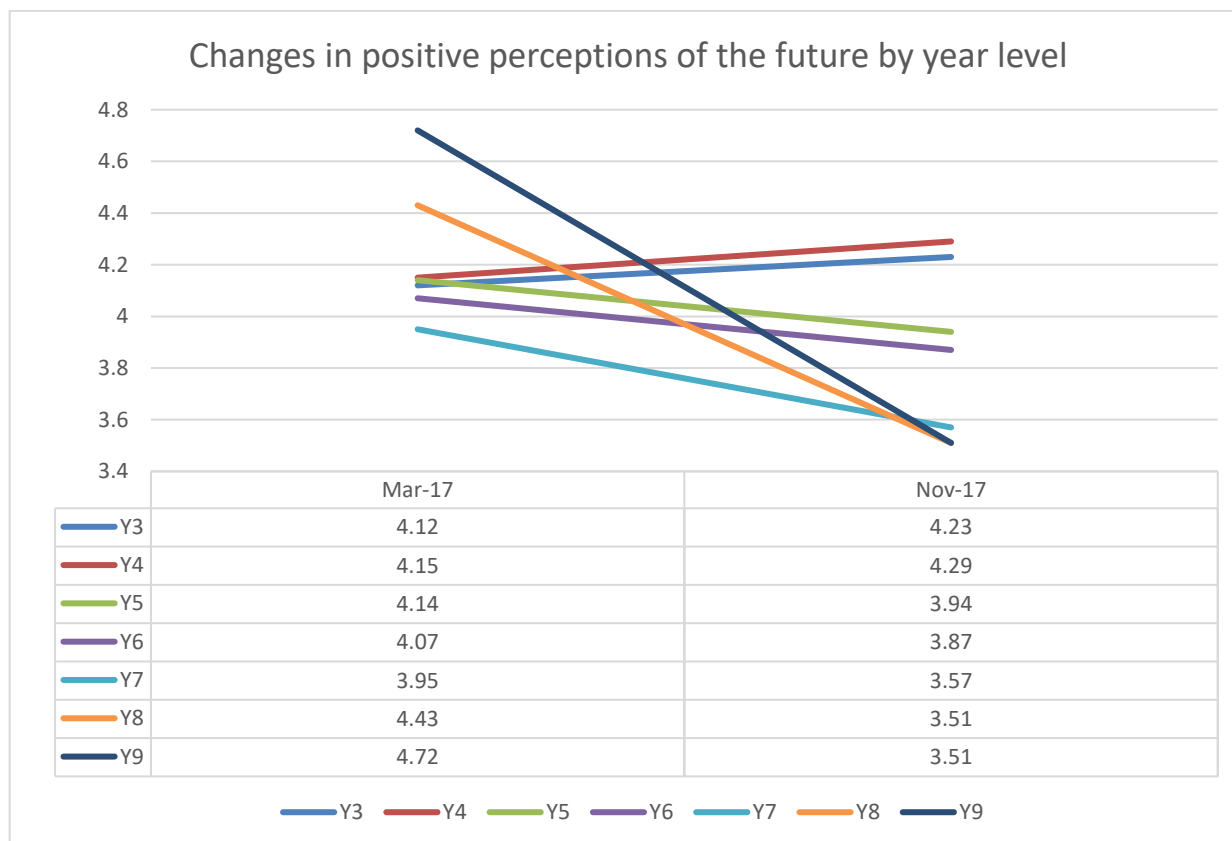


Figure 14: Statistically significant shifts over time in positive perceptions of the future

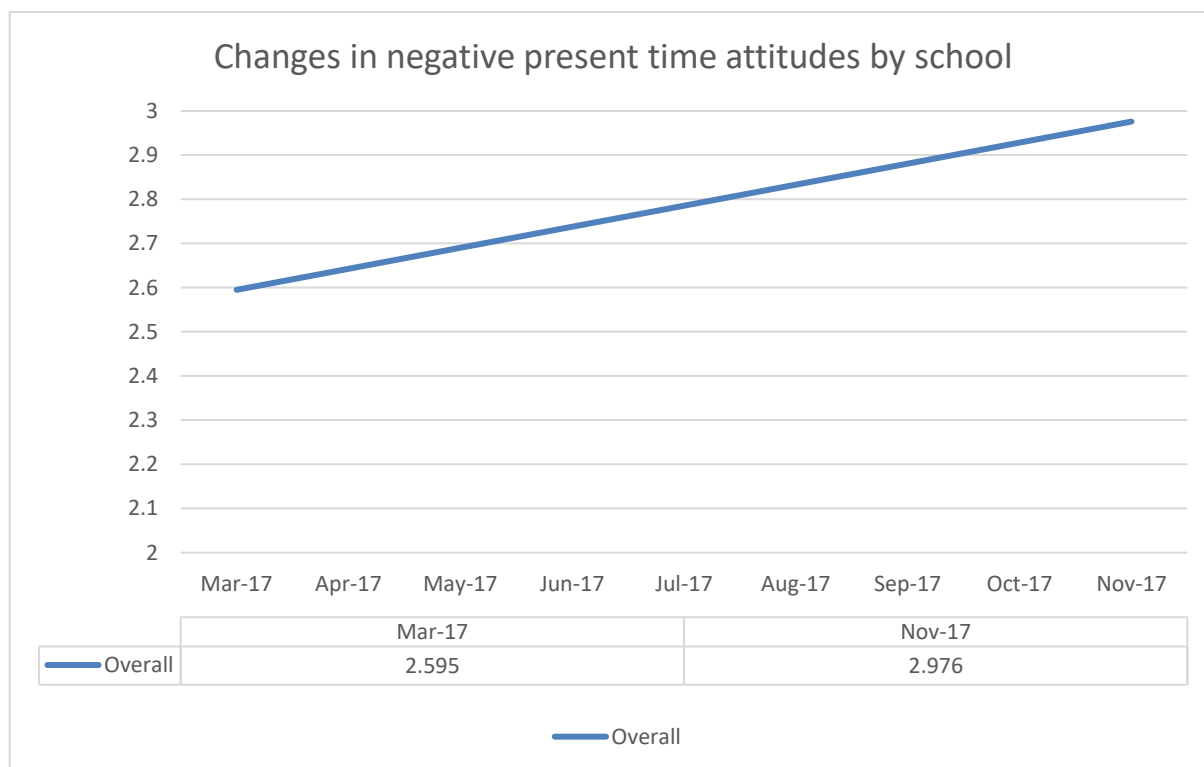


Present time attitudes

Dreamers' negative perceptions of the present generally increased ($p < .001$, $\eta^2 = .10$; a moderate-to-large effect) as shown in Figure 15 below.

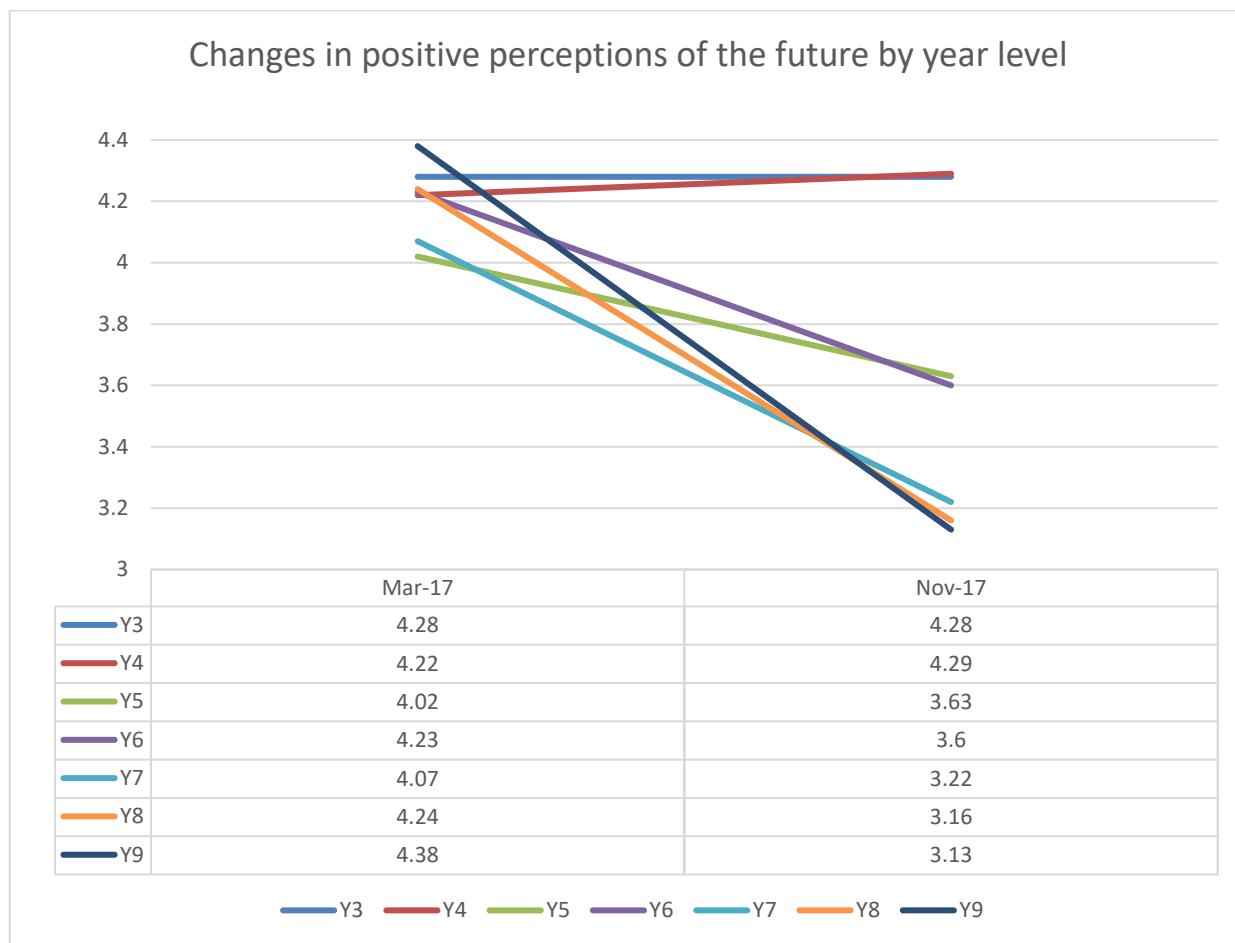
Lastly, it was also found that dreamers' positive perceptions of the present generally decreased ($p < .001$, $\eta^2 = .184$; a large effect). There was also a year level by time interaction ($p < .001$, $\eta^2 = .134$; a large effect) represented by the steep decline in the positive perceptions of dreamers in Years 7–9 over time (see Figure 16).

Figure 15: Statistically significant shifts over time in negative perceptions of the present



Note. Overall mean is reported in the above graph as all students have increased at a similar rate

Figure 16: Statistically significant shifts over time in positive perceptions of the present



Changes in Perceived School Engagement over Time

Reported levels of engagement were generally high and positive. It was therefore good to find that reported levels of both behavioral and emotional engagement remained at consistently high levels by the end of 2017. However, there was a statistically significant year level by time interaction ($p = .002$, eta squared = .057; a moderate effect), suggesting a steep decline in Year 9 dreamers' levels of behavioral engagement whereas the rest of the dreamers' reported levels of the latter remained similar or increased slightly (see Figure 17). The same pattern exists for Year 9 Dreamers' levels of emotional engagement ($p = .002$, eta squared = .056; a moderate effect) as shown in Figure 18.

Figure 17: Statistically significant shifts over time in reported levels of behavioral engagement

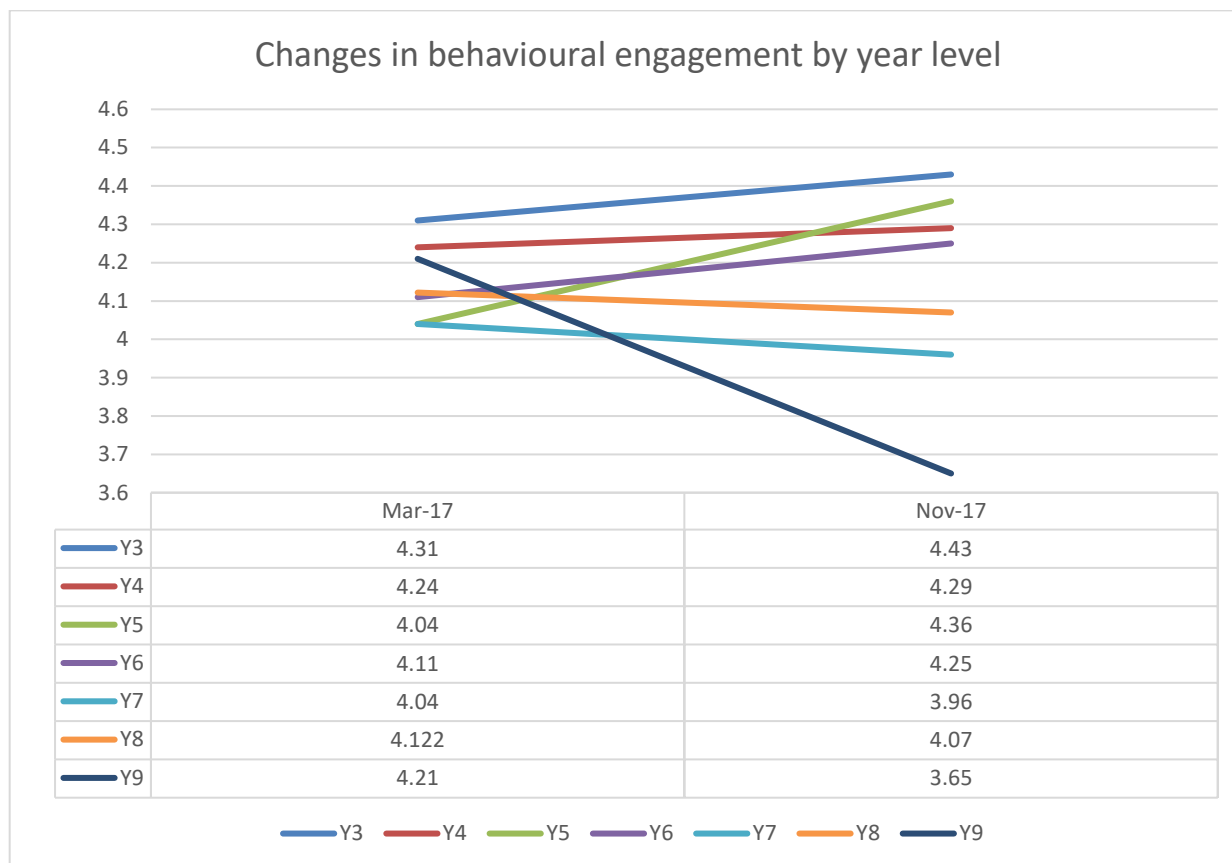
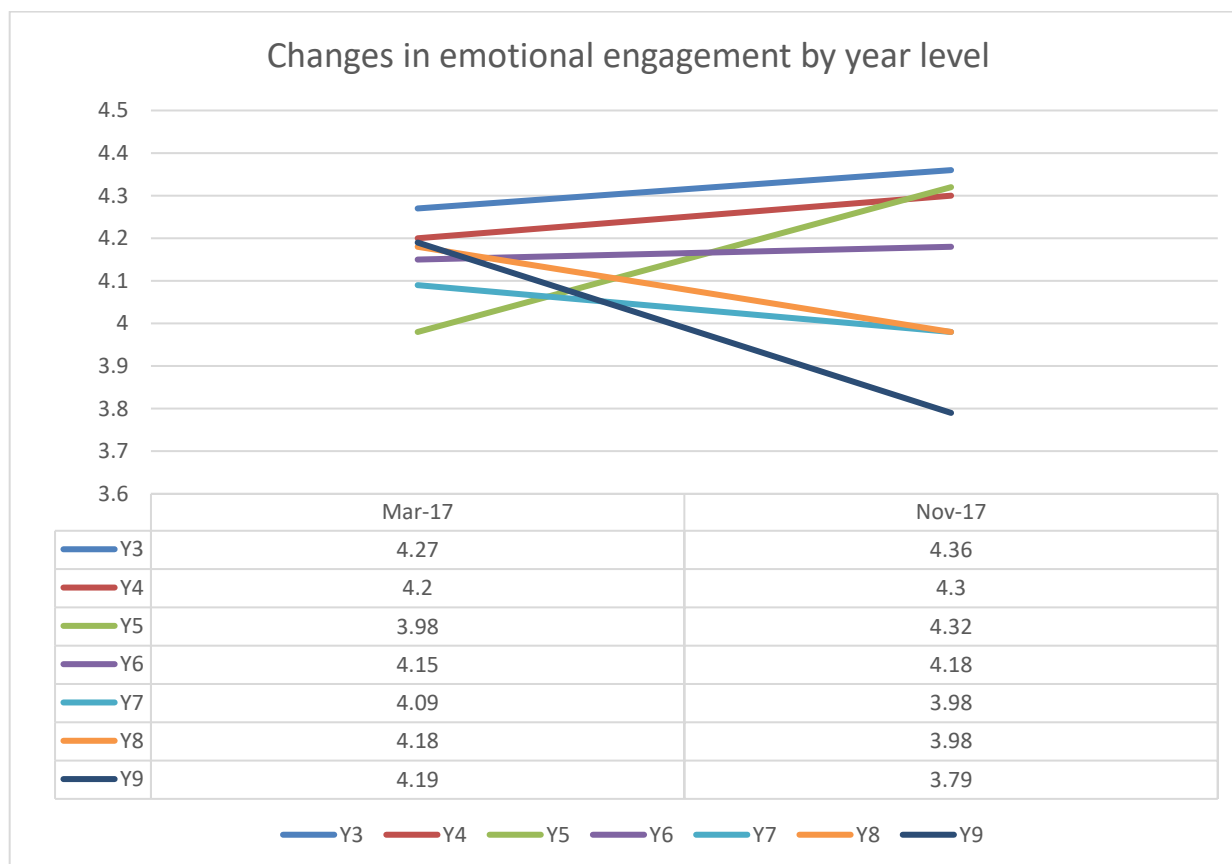


Figure 18: Statistically significant shifts over time in reported levels of emotional engagement



Changes in Self-Beliefs and Aspirations over Time

Neither dreamers' reported levels of perceived self-efficacy, self-expectations, nor the extent to which they talked about their future had changed significantly by the end of 2017. It was expected that reported levels of self-efficacy and self-expectations would not change markedly over time given the high and positive ratings reported by dreamers at both time points. However, there were three statistically significant year level by time interactions, whereby Year 5 Dreamers' reported levels of peer relations significantly increased and those for Year 9 significantly decreased ($p = .010$, $\eta^2 = .047$; small-to-moderate effect), and Year 9 Dreamers' reported self-efficacy beliefs ($p = .007$, $\eta^2 = .049$; small-to-moderate effect) and talking about the future ($p = .007$, $\eta^2 = .049$; small-to-moderate effect) significantly decreased by the end of the year.

Figure 19: Statistically significant shifts over time in reported levels of peer relations

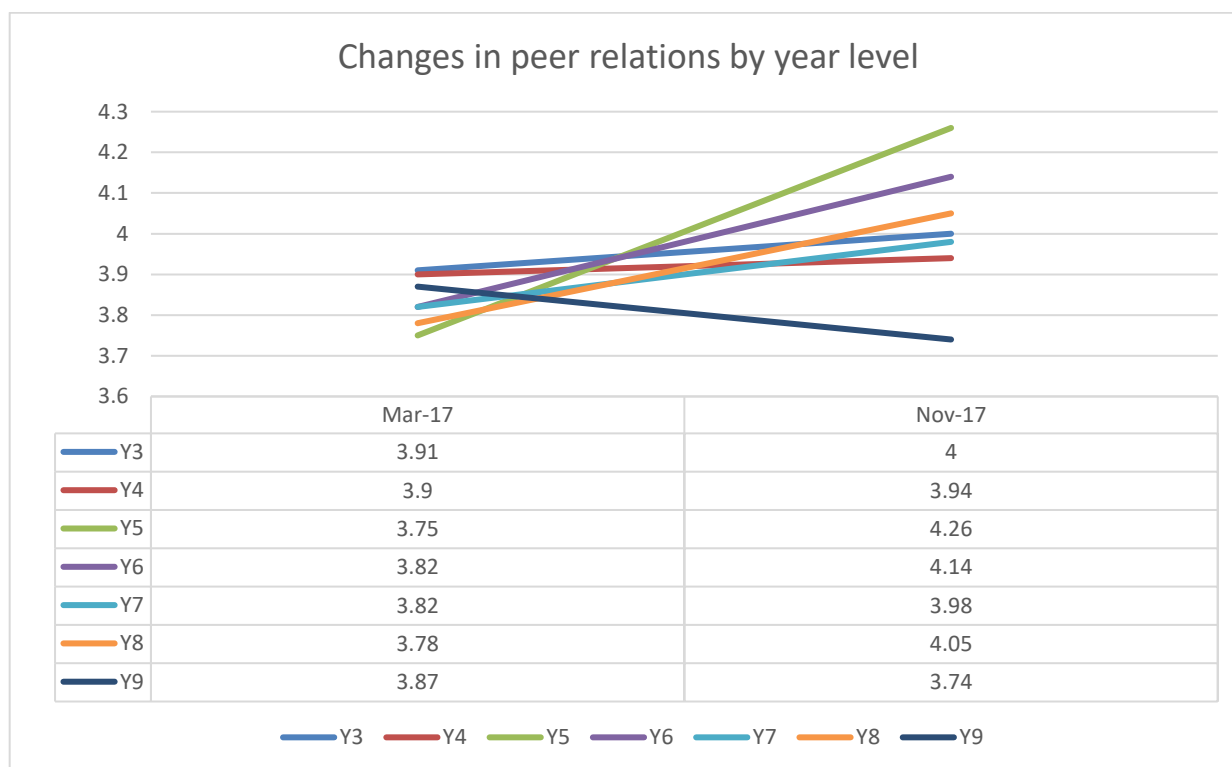


Figure 20: Statistically significant shifts over time in reported levels of self-efficacy

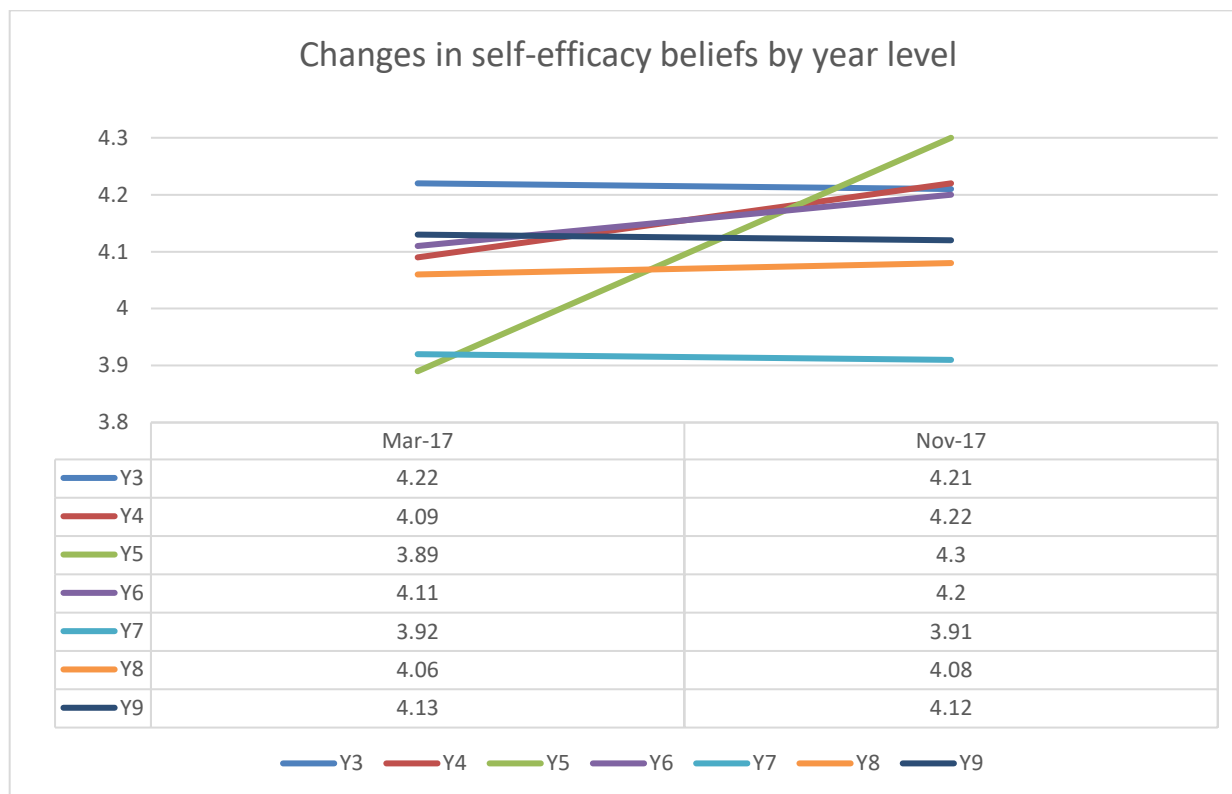
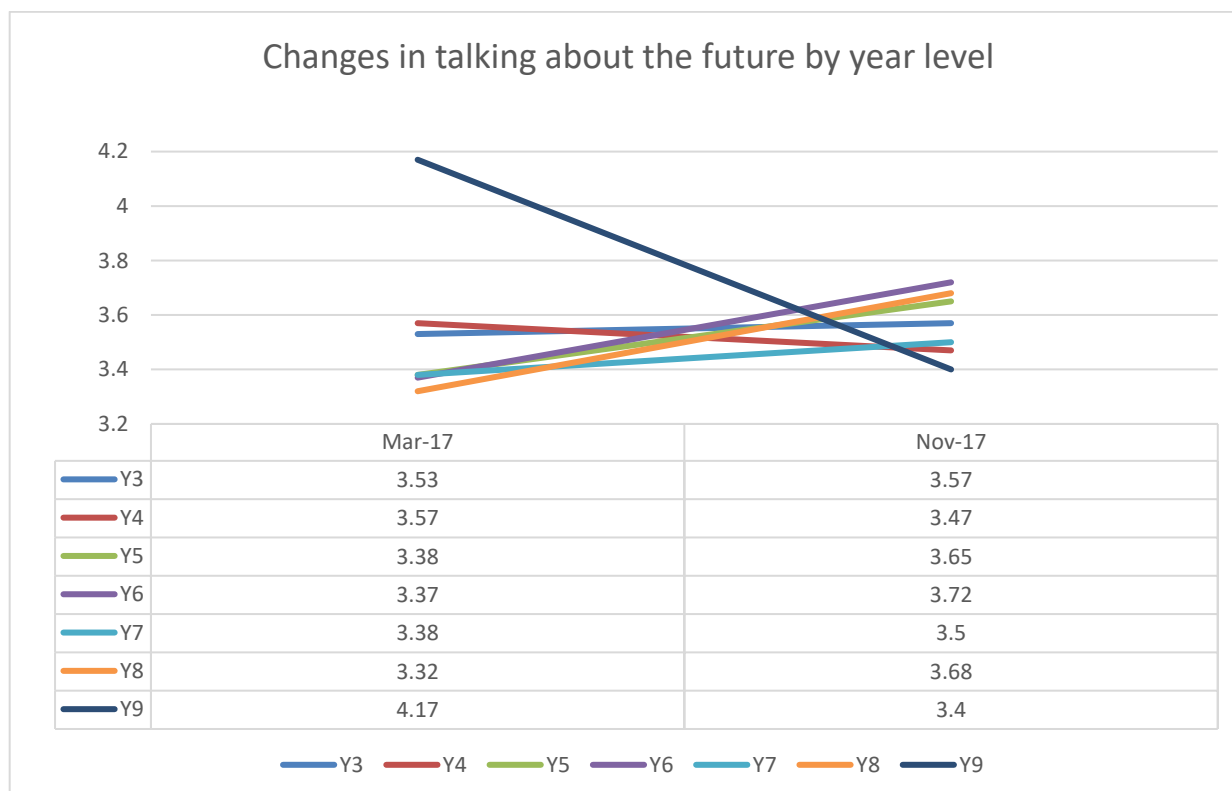


Figure 21: Statistically significant shifts over time in talking about the future



Teacher Data

A total of 35 teachers completed their survey on teacher beliefs and perceptions of change in November 2017. Because of the small sample size, and because teachers are not tracked over time, the focus of this section would be on reporting whether the proportion of teachers who reported agreement with certain items in March 2017 is significantly different from that in November 2017. To do so, statistically significant differences in proportions were examined.

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: student engagement, instructional practices, and classroom management.

In this section, we report ‘**no influence**’ for those who indicated their inability in a certain instructional area or strategy, ‘**Low influence**’ for those who indicated having very little or little influence, ‘**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

The 6-point Likert scale was reduced to 4 points because of the low participation rate of teachers and in order for us to provide meaningful interpretations of the results. Table 10 below details the degree of influence teachers reported having in each of the three teacher efficacy areas listed above. What was interesting to reveal was that teachers mainly reported having a moderate influence on all three areas of efficacy, with no specific strategies rated above 70% in either March or November 2017.

There were no statistically significant differences between the 2017 and 2018 data, suggesting that teachers’ ratings on their influence on student engagement, instructional practices, and classroom management remained at a relatively similar level.

Table 10: Degree of teacher influence on student engagement, instructional practices, and classroom management

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

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 versus disagreement with each of the items in this section.

By November 2017, teacher ratings had significantly increased for two items:

1. Staff in this school would rather fight than switch.
2. In this school, the principal baulks at new suggestions.

Also by November 2017, teacher ratings significantly decreased for three items:

1. In this school, the principal is committed to major change.
2. Most community members are happy with this school.
3. In this school, suggestions by the PTA often produce change.

It is noted that for all of the items for which there was change in teacher beliefs, they all represent increases in negative perceptions related to the acceptance of change within their schools.

Table 11: Teacher perceptions of school change orientation

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

Note: Results highlighted in yellow are statistically significant.

Teacher Beliefs about Learning

Teachers responded to a range of items designed to measure their beliefs about teaching, learning, and students. 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 versus disagreement with each of the items in this section.

There were no statistically significant differences between the majority of beginning versus end of year data, suggesting that teachers' reported beliefs about teaching, learning, and students remained at a relatively similar level. However, teacher ratings on one of the fixed mindset items significantly decreased by the end of the year. This item represents less agreement with the idea that teaching should be easy and, instead, a motivation to work hard to get meaningful results for students.

Table 12: Teacher beliefs about teaching, learning, and students

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

Note: Results highlighted in yellow are statistically significant.

The low numbers of teacher respondents make drawing any conclusions from the findings difficult. The findings that are available suggest that, overall, teachers are confident in their ability to make a difference to student learning, value the relationships that they have with their students and believe that they can continue to improve their teaching capabilities. The finding that some teachers have negative views related to change also does need to be put into perspective; the majority were positive about how change was welcomed and introduced into their schools. However, it is of some concern that an increasing minority have negative views related to change. This could be a core trust issue within one or more schools. Teachers' views of change should be monitored to ensure that these negative perceptions do not continue to increase. If so, some professional development related to trust, collegial support and school goal setting may be warranted. 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 2017 to the ones from the beginning of 2017, suggesting that the negative perceptions may have been associated with a different group of teachers rather than an increase in negative perceptions over time.

Navigator Data

Only three navigators responded to their survey on beliefs and perceptions of change, and beliefs about teaching and learning at the end of 2017, which poses a threat to the reliability of the navigators' data and restricts the extent to which inferences can be made. Having three navigator responses only may also reveal the identity of those who responded, which goes against the promise of data anonymity.

As a result, upon discussion with the IHAD leadership team, it was decided to compare the beginning of 2017 navigator data with the 2018 data instead, and push for a greater response rate. This will be included in Milestone 3 report instead.

COMMENTS ON FINDINGS AND RECOMMENDATIONS

The 2017 data constitutes a promising and exciting start to the current longitudinal programme. Analysing the end of year data revealed a range of results characterised by highly positive student views, modest increases in student achievement gains, as well as some interesting movements in reported self-beliefs and attitudes described earlier. We propose the following recommendations for the IHAD team to consider, and are happy to facilitate further meetings to unpack what the results mean, and might stakeholders use these to feed into their future planning for improvement.

Recommendations from Milestone 2

1. Closely track and monitor students' literacy and numeracy capabilities, via e-asTTle and other goal setting tools, to ensure greater acceleration of their achievement.
2. Closely monitor teachers' views of change to ensure that these negative perceptions do not continue to increase. If so, some professional development related to trust, collegial support and school goal setting may be warranted.
3. Allow for greater opportunities for navigators and teachers to discuss current and future aspirations with students, and help them develop positive future attitudes and outlooks.
4. Investigate ways in which teachers can implement strategies to strengthen students' behavioural engagement and academic self-beliefs. This can be supported via professional development related to creating positive classroom communities that promote mastery learning and high expectation practices. Professional development funding can be obtained from the Ministry of Education that would support schools to develop high expectation classrooms.

Thank you once again to the trustees and supporters of the I Have a Dream Charitable Trust for your commitment and involvement with this important work. You are making a difference to the educational and life outcomes for all participating children.

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