

THE UNIVERSITY OF AUCKLAND CAMPAIGN
FOR ALL OUR FUTURES



Ngatahi Education Initiative
Summer Scholar Report



**CAN
WE...**

Summer Scholar Report for
I Have A Dream Charitable Trust

21 March 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 help Māori students' feel supported by their mentors, teachers, whanau and wider community?

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.

We appreciate that the data collection and evaluation process can feel long and involved. The research team was able to secure grants that have allowed us to mobilise some additional resources to try to make this happen more quickly. One of those resources was a Summer Scholar – Shaye Brown – who worked for 400 hours on this report under the supervision of Professor Christine Rubie-Davies and Dr Mohamed Alansari from December 2018 to March 2019.

Reflecting on this opportunity, Shaye wanted to express his thanks and to share that:

This scholarship provided me with an opportunity to explore a topic that is relevant to my personal interests. The students whose responses are analysed in this report self-identified as Māori. Research around the academic success of Māori youth is a topic that is important to me as I want to support the development and well-being of my community. I am also interested in how the beliefs of the student and their support people influence student success. I would like to continue exploring this topic area in the future.

Working closely with experienced supervisors has given me support in order to develop my research skills. I have been given opportunities to research literature, analyse data, and engage in report writing. This has furthered my academic career as I am more equipped to undertake further postgraduate study. I am more familiar with the process and so it is less daunting and less of an unknown.

It is our pleasure to provide the Summer Scholar's Report. Please do not hesitate to let us know if you would like it presented in any other format(s).

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

Summer Scholar Report

Summer Scholar: Shaye Brown

Bachelor of Education (Teaching) (Huarahi Māori)

Prepared for: I Have A Dream Charitable Trust	Supervisors: Dr Mohamed Alansari Professor Christine Rubie-Davies School of Learning Development and Professional Practice Faculty of Education and Social Work
---	---

TABLE OF CONTENTS

Summary of Project.....	5
Aims of Project.....	5
Significant Literature Background.....	6
Methods.....	7
Results.....	10
Ways in which students are cared for.....	11
Students future aspirations and goals.....	13
Discussion.....	14

SUMMARY OF PROJECT

This project is an exploratory longitudinal study taking place in Northland, where the aim is to explore changes in student beliefs and learning outcomes over time as a result of a mentoring programme. Another aim of the study is to examine whether the beliefs and practices of Navigators and teachers have an influence on student social, psychological, and learning outcomes over the 10 years of the project. The students are known as Dreamers. This project is philanthropically funded by the I Have A Dream Charitable Trust (IHAD).

This report explored responses from the 2017 and 2018 data collected from this project. The report focused on those students who self-identified as Māori. The qualitative data is from the student responses to open-ended questions in a survey form. The questions asked the students to identify who supported them both in and out-of-school, how they characterised the support received, as well as their future aspirations. Student responses were analysed by using thematic coding and analysis.

The main findings suggested that students understood they were supported when those around them got to know them, provided them with emotional support, had high expectations of their abilities, and also celebrated their success.

AIMS OF THE PROJECT

The current investigation is part of an ongoing longitudinal study taking place up North, where the aim is to explore changes in student beliefs and learning outcomes over time as a result of a mentoring programme. Another aim of the study is to examine whether the beliefs and practices of mentors and teachers have an influence on student social, psychological, and learning outcomes over the 10 years of the project. Specifically, the aim of this report was to explore Māori students' perspectives about how they were supported by their mentors, teachers, whānau, and wider community over time in relation to their aspirations. The research utilised a survey with open-ended questions allowing for qualitative data collection. This report focuses on the self-identified Māori students who ranged from Year 3 to Year 9 who responded to the survey over two years of the project, 2017 and 2018, in order to explore qualitative shifts over time.

SIGNIFICANT LITERATURE BACKGROUND

This project explores Māori student success in particular and so requires understanding using a Māori cultural lens. Specifically, an understanding of what success means for Māori students and their whānau.

"Māori achieving academic success *as Māori*" is an integral factor for Māori students' success (Durie, 2001; Ministry of Education, 2013). Culturally responsive teaching for Māori students recognises the high expectations Māori whānau hold for their tamariki. One way schools can respect these aspirations is by creating the space for students and their whānau to be involved in determining what constitutes scholastic and educational success (Patara 2012; Rubie-Davies, Webber, & Turner, 2018).

There is a growing body of literature which indicates Māori whānau have a clear understanding of what success means to them. According to Hutchings et al. (2012), Māori whānau see success as holistic rather than academic achievement alone. Hutchings et al. (2012) also found that whānau saw success as their children developing academic, cultural, and life skills. In the Hutchings study, cultural skills constituted te reo Māori and tikanga Māori.

The Ka Awatea study found that whānau have high expectations for their children's' future. (Macfarlane, Webber, McRae, & Cookson-Cox, 2014). Learning te reo Māori, and having an understanding about whakapapa (genealogy) and iwi connections were ways in which Māori students felt successful as Māori. Experiencing kapa haka, tangi, and Manu Kōrero competitions were also described as ways to feel successful and also culturally supported.

Further, Macfarlane et al. (2014) argued that Māori student success is influenced by the quality of their relationships with those around them. That is, Macfarlane (2014) found that Māori students believed the relationships within their whānau, hapū, iwi and school community influenced their success both in and out of school. In the above study, students saw high quality relationships as ones where there was respect and value between the student and their whānau or community member. Therefore, there is value in investigating what students believe respect and value looks like in a relationship. However, student perspectives of respect and value within those relationships and how those are manifested in the form of support are lacking in literature.

There has been previous research that looked at the quality of the student-teacher relationships, and also the whānau-school relationship and its importance to Māori students' success (Rubie-Davies, Webber, & Turner, 2018). In this study, quality whānau-school relationships involved having high expectations for Māori whānau, coupled with knowing that whānau care deeply about their tamariki's success. In other studies (Rubie-Davies & Peterson, 2016; Patara, 2012) quality student-teacher relationships have been identified as ones where high expectation teaching is pivotal. That is, quality classroom relationships underpinned by high expectation teaching involved teachers who created a positive class climate, showed they cared about their students, set challenging tasks and helped with goal setting and monitoring learning (Rubie-Davies, 2014).

According to the Te Puna Kōkiri (2014) report which focused on secondary school Māori adolescent engagement, Māori male adolescents are motivated by making their whānau proud. In the same report, whānau included parents, older siblings, aunties, uncles, grandparents, teachers, sports

coaches and peer groups. Although this report focussed on Māori male adolescents, there could be value in exploring whether younger Māori students are also highly motivated by making their whānau proud. There is also value in investigating how the students know their whānau and wider community are proud and supportive of them. This is supported by Macfarlane et al. (2014) who found that students reported that reaching success would prevent them from “letting their family down”. In the same study, students also stated that a successful education and vocation would let them live and work in their community.

There have been studies that have investigated whānau Māori aspirations for their children. A study by Boone and Hotere- Barnes (2015) conducted in English-medium schools found that inclusion of whānau Māori aspirations in the school community positively influenced the wellbeing of the students. However, there is little focus on Māori students’ own aspirations for their future and whether these align with what their whānau expect of them.

Given the above literature, there appear to be a number of gaps that include (1) the student perspective of quality relationships and how these look as a form of support, and (2) Māori students’ own aspirations for their future. Therefore, this research focussed on who Māori students identified as their support network, how these students explained their experience of being supported, and Māori student aspirations for their own future.

Specifically, the research questions that guided this research project were:

1. Who do Māori students identify as their in-school and out-of-school support network?
2. For those who identify significant support people, what does that support look like?
3. Are there any qualitative shifts in Māori students’ aspirations and their significant support people over time?

METHODS

Participants

The data collected in this report were taken from four schools situated in Whangārei during the years 2017 and 2018. The students focussed on in this report self-identified as having Māori whakapapa (ancestry). A total of 302 Māori students completed the open-ended questions in 2017 and 254 Māori students completed the opened-ended questions in 2018. The age range of the students was from age 7 to age 14 in both 2017 and 2018. The year levels of the students ranged from Year 3 to Year 9 in both 2017 and 2018. In 2017, 151 male, and 149 female students answered the questions. In 2018, 125 male and 127 female students answered the questions.

Data Collection

Data were collected using a survey containing five open-ended questions aimed at exploring Māori students’ perceptions of support, their support networks, and future aspirations. The survey open-ended questions were:

- 1) “Name up to three people inside-of-school who care about your success.”
 - a) “How can you tell they care about your success?”
- 2) “Name up to three people out-of-school who care about your success.”
 - a) “How can you tell they care about your success?”
- 3) “Complete the sentence: “When I grow up, I want to...”

Data Analysis Plan

Students responded to the first two open-ended questions with a variety of answers including, naming their support person, listing their relationship to the support person, or by the support person's job title. These responses were coded into four categories: navigators, school, whānau, and friends. The four categories are further explained in Table 1 below.

Table 1: Coding scheme for support people

	Thematic category/codes			
	Navigator	School	Whānau	Friends
Description and examples of what was coded under this category/code	I Have a Dream team.	All those listed who are part of the school community. For example: teachers, principals, learning assistants, office workers, sports coaches.	Both immediate and extended family. For example: parents, stepparents, siblings, grandparents, aunts, uncles, cousins and community members such as neighbours.	People listed as friends by the students either by name or as the title of 'friend'.

Analysing students' perceptions of support, and how students could tell that their support networks cared about their success was done using a thematic analysis approach (Braun & Clarke, 2006). This analysis technique was used to enable understanding coding, searching, and identifying the themes that would address the research questions. Pseudonyms are used when sample quotes were extracted from the survey data.

Lastly, student responses to the third open-ended question were coded into five categories based on the level of education required for the occupation type. The five categories were: realising potential, university education, vocational training, high school, and unknown. In the 'realising potential' category, students did not list an occupation title but instead identified a desired personal quality.

The five categories are further broken down into specific occupation titles, lifestyles or personal traits in Table 2 below.

Table 2: Coding for responses to the open-ended question “when I grow up, I want to...”

	Aspiration categories				
	Realising potential	University Education	Vocational Training	Highschool	Unknown
Description and examples of what was coded under this category/ code	Successful Be something Rich Good job Help people Travel Famous Be like parent Be a good person	Teacher/ educator, vet, architect, pilot, lawyer, nurse, midwife, surgeon, scientist, accountant/ banker, fashion designer, social worker	Caregiver, artist, singer, sports person, dancer, chef Builder, plumber, police officer, army/navy, movie star, singer, makeup artist, Truck driver, motor cross racer, farmer, hairdresser	Parent, retail worker, youtuber, rubbish truck worker	Student answered that they did not know what they wanted to do when they grew up. Student gave a nonsensical answer, eg: “I want to be a bed”.

RESULTS

In-school support network

Table 3 below shows the percentage of each category listed by students as their in-school support in both 2017 and 2018. There appear to be more students who named their navigator in 2018 compared to 2017 as a member of their in-school support. The increase from 8.61% to 11.02% is positive. Most notably, more students named a member of the school staff in 2018 compared to 2017 as their in-school support network. The difference between the 2017 result of 28.82% and the 2018 result of 46.06% suggests a great increase over time. However, one thing to note is that over half of the students still did not list a member of the school staff in 2018.

For the whānau category, there was a slight decrease in the percentage named by students as an in-school support person. From 22.53% to 15.75% in 2017 and 2018 respectively. Further, the percentage of students who listed friends as their in-school support decreased from 2017 to 2018. The decrease from 49.67% to 22.83 % between 2017 to 2018 is noteworthy. This decrease may be due to students answering the question with more of an in-school learning focus rather than the social context of the school.

Table 3: Percentage of students who identified in-school support

	Category of support type							
	Navigators		School		Whānau		Friends	
	2017	2018	2017	2018	2017	2018	2017	2018
Percentage	8.61%	11.02%	28.82%	46.06%	22.53%	15.75%	49.67%	22.83%

Out-of-school support network

Table 4 below shows the percentage of each category listed by students as their out-of-school support in both 2017 and 2018. The number of navigators mentioned as out-of-school support was minimal in both 2017 and 2018, as reported by students. Less navigators were mentioned as out-of-school support compared to in-school support from Table 1. In addition, the percentage of school staff listed as support from 2017 and 2018 was minimal. Although, the slight increase in the proportion of students who listed school staff in 2018 is due to the sport coaches who were mentioned in 2018 but not in 2017.

More students listed whānau as out-of-school support members in 2018 compared to 2017, with 58.61% to 68.81% listed respectively for 2017 and 2018, whereas students mentioned less friends as out-of-school support in 2018 compared to 2017. The percentage of students who listed friends dropped from 14.26% to 7.86%. Lastly, about a third of students in both years did not list anyone as their support network, as indicated in Table 5 below.

Table 4: Percentage of students who listed out-of-school support

	Category of support type by year							
	Navigators		School		Whānau		Friends	
	2017	2018	2017	2018	2017	2018	2017	2018
Percentage	0.33%	0.00%	0.99%	3.94%	58.61%	68.81%	14.26%	7.86%

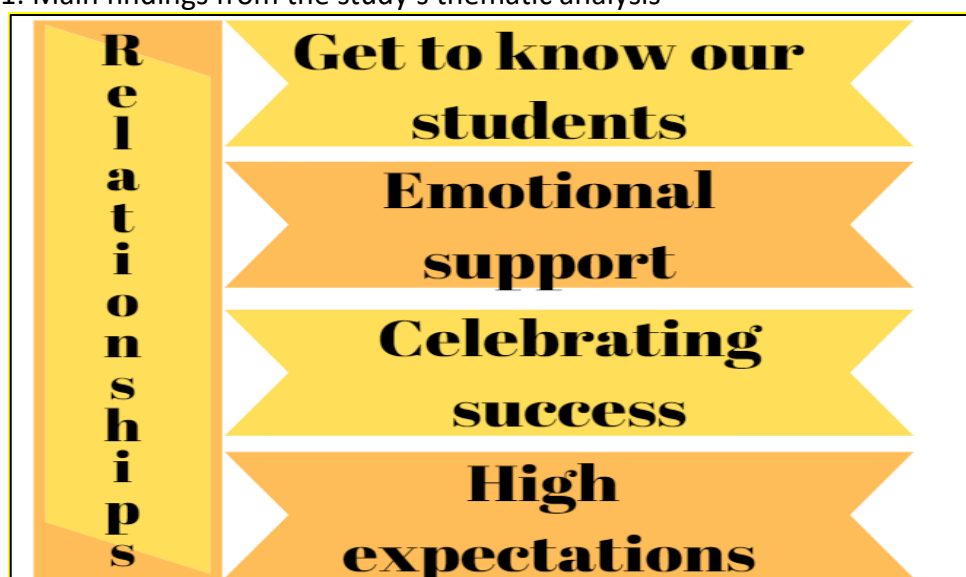
Table 5: Percentage of students who left a blank response to the in-school and out-of-school support question

	2017		2018	
	In-school	Out-of-school	In-school	Out-of-school
Percentage of students who listed no support network	33%	34%	35%	35%

WAYS IN WHICH STUDENTS ARE CARED FOR

This section presents the results from the thematic analysis in order to identify common understandings that these Māori students have around what support looks like to them. Four main themes were found within the student responses and these fall under one overarching theme of relationships (see Figure 1 below).

Figure 1: Main findings from the study's thematic analysis



Four themes emerged from the students' understanding of how their support networks care for their success. These four themes show the importance of relationship building in order for students to feel supported by those around them, and are presented next.

Theme 1: Get to know our students: Share, engage and talk to the students

Student responses indicated one way to get to know them was to discuss their goals. For example, when Davontae was asked how could he tell that his teacher(s) cared about him, he said, “They ask me about my work and if I’m doing well in-school and also help me strive to reach my goals”.

Students also appreciated being asked about their future aspirations. For example, when asked about how his teachers care, Swayde said “Because they help and talk to me about my future”. In addition, when asked about how he knew his whānau cared about his future, Tuku Taonga said, “I can tell they care because they ask about how I feel about cooking and being a young chef”. Anna also indicated that she appreciated being asked questions by navigators, which was how she could tell they cared about her success: “They ask me questions. They support me. They help me learn too”.

Theme 2: Emotional support: Expressing care for student wellbeing

Another main theme that emerged was that students felt cared for when they were offered personal/emotional support. One way in which students understood emotional support was from others attempting to understand their issues. For example, when asked how she could tell her whānau cared, Lillian said, “Because they care when I’m hurting at school. They can help me with my school things. I can tell them my problems that I’m having at home and school.” Moreover, another way in which students understood support was through physical comfort. For example, when Drakyn was asked how he knew his teacher cared he said, “Because every morning whaea Cherise gives me a cuddle. They are always nice to me and care about me”.

Theme 3: Celebrating success: Recognising student effort

Another theme that emerged was that students felt supported when their success or work was noticed and celebrated. Based on the student responses, this was often noted as the support person using verbal encouragement. For example, when asked how she knew her teacher cared, Giavanni said, “Whaea Pou when I show her my work she gets happy and she says ka pai”. When Brooke was asked the same question she said about her teacher, “She thinks I am always doing good because she tells me”. Another way students felt their success was celebrated was through those around them being happy for them. For example, Kaiya replied, “Because when I do something successfully they are the ones there to be happy”.

Theme 4: High expectations: Expecting success, encouraging achievement

Another theme that emerged from student responses was that students felt supported when they were expected to achieve. To illustrate, when asked how Te Arani knew her navigator cared about her success she said, “Matua Angus pushes me hard to get to the National Standard”. This theme was also evident in other students’ responses who felt their support network expected them to succeed because they encouraged them to stay on task and focus on learning. For example, Legend had noted down his whānau as his out-of-school network, and explained: “They make me do work”. Olivia, who noted her whānau and navigator as her support network, also commented: “Because they check my homework”. Lastly, when asked how Calais knew his teachers cared, he replied, “They make me work harder”.

STUDENTS' FUTURE ASPIRATIONS AND GOALS

Table 6 below shows the type of education required for the roles students indicated as their future aspirations and goals. Overall, results suggested that students indicated a vocational pathway as the largest aspirational category in both 2017 and 2018. These types of vocations are skill-based and require post-secondary school education but not university education. The number of occupations included in this category was the most with 20 different occupations. Occupations within the vocational category also varied greatly from builders, to hairdressers to police officers.

The percentage of students who listed jobs that required a university education was the second largest category in both 2017 and 2018. However, this appeared to be a much lower percentage compared to vocational. Also, the proportion of students who stated they did not know what they wanted to do slightly increased from 1.66% in 2017 to 5.91% in 2018. Interestingly, approximately 5% of students in 2018 listed personal traits and lifestyles instead of job titles. These traits varied greatly from being a good person, being rich, to being successful.

Table 6: The type of education required for the students' occupational aspirations

	Aspiration categories									
Percentage	Realising Potential		University		Vocational		Highschool		Don't know	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
	2.65%	5.12%	14.57%	12.6%	42.72%	40.94 %	6.29%	1.97%	1.66%	5.91%

Lastly, the percentage of students who indicated no future aspirations in both years remained relatively the same (34.77% and 35.83% in 2017 and 2018 respectively).

Although it is of concern that the percentage of students with no identified aspirations is not minor (i.e., just over a third of all students), it is possible that this is the same third of students who identified no support networks either in or out of school.

DISCUSSION

This research focussed on who Māori students identified as their support network, how these students explained their experience of being supported, and Māori student aspirations for their own future. This is a discussion around the results found for each focus area, recommendations for the I Have A Dream Charitable Trust team as well as for educators, and for future research.

In regards to in-school support, there was a shift in that friends were the largest support group identified in 2017, which then shifted to school staff in 2018. This change may be due to students answering the question with more of an in-school learning focus rather than the social context of the school. Whānau and navigators stayed relatively consistent across both years.

In regards to out-of-school support, it was found that both the percentage of school staff and Navigators identified by students was relatively low in both years compared with the percentage of students who named both friends and whānau. In other words, students identified their social and personal networks as their support people across both years as opposed to academic, professional, or mentoring networks in-school across the two years.

The result of the thematic analysis revealed four main areas that students identified as ways in which they knew significant others cared for them:

- (1) when others got to know them,
- (2) when others offered emotional support,
- (3) when others celebrated their success and,
- (4) when others had high expectations for their abilities.

These findings align with the Rubie-Davies' model of high expectation teaching (Rubie-Davies, 2014). In her model, high expectation teachers create a positive class climate and also take the time to know about and care for their students. Findings from this report suggested students felt cared for when their teacher took time to get to know them. High expectation teachers were found to ask the students questions about their interests, their future aspirations, and how they were feeling. Students in this report also felt cared for when their support network helped to support their emotional wellbeing. One way they felt cared for was being able to tell their support person their problems and another was to be physically comforted.

Another element of the Rubie-Davies model of high expectation teaching is when the teacher sets challenging tasks for the student, while also monitoring the students learning and helping with the student's goal setting. In this study the students appreciated their teacher monitoring their work, checking homework, and expecting the student to be able to achieve. A complementary theme for high expectations is that students felt cared for when their work was celebrated. An example of this celebration of success was from others verbally praising their work effort and work output.

It is worth noting that most students had aspirations that linked to specific occupations in the university, vocational and high school categories. However, there were 5% of students who had aims which focussed on the qualities they would like to attain in the future. These aspirations of being a 'good person' could be linked to a Māori idea of success, of success having a holistic measure instead of a solely academic measure. According to a study by Hutchings et al. (2012) Māori whānau

saw success as holistic, that is, whānau saw success as their children developing academic, cultural, and life skills. As per findings from the Ka Awatea study (Hutchings et al., 2014) Māori students identified as wanting to be proud of who they were as Māori. These students strove to reach their potential through hard work and determination. This reaching potential was driven by a strong motivation to provide for others including their parents and community.

The aspiration category identified by the largest number of students was the vocational category. Some examples of occupations listed by students in this category were caregiver, police officer, builder, and plumber. These types of occupations can be seen as ones which enable students to work in and to benefit their community. This idea of Māori students giving back to the community through work is supported by studies by Macfarlane et al. (2014) and Hutchings et al. (2014). In these studies one idea of success held by Māori students' involved working in and for their communities.

Only 3-6 participants discussed kapa haka and reo Māori as being important or as having support from their support network. According to Macfarlane et al. (2014), learning te reo Māori, experiencing kapa haka, and having an understanding about whakapapa (genealogy) and iwi connections were ways in which Māori students felt successful as Māori. However, the low number of students identifying their cultural identity could be explained by students not realising they could identify their cultural identity in the questionnaire. For the students, their cultural identity may be normative and so not need to be identified. With that said, there is a possibility that supporting tikanga Māori could be looked into for the I Have a Dream team. This support relies on a quality whānau-community relationship, in order for whānau Māori to feel welcome to bring their mātauranga (knowledge) to the educational community (Rubie-Davies, Webber, & Turner, 2018).

Not many students identified navigators in their in and out-of-school support networks in both 2017 and 2018. This may be an area for improvement given the substantial amount of contact navigators have with their students. Another challenge for the I Have a Dream team is for more students to be able to identify support networks both in and out-of-school. Around a third of the students left a blank response in regards to their support network in both 2017 and 2018. It would be interesting to explore why some students were unable to list in and out-of-school support people in their lives and whether something can be done about this. This could be done by reaching out to the students and their whānau to ensure whānau feel comfortable with engaging with the school community, and from engaging in the recommendations in this report.

Future research could investigate how to further support students around their aspirations, including those students in the realising potential category. Future research could also investigate whether whānau Māori feel welcome in the school space, and if their mātauranga Māori (knowledge) is supported by the school community. Future research could also look into whether interventions around high expectation teaching affect student achievement. The research in this report utilised qualitative research methods and so future research could also utilise quantitative research methods.

This report provides some clear guidelines and practical advice that educators can engage in to support stronger relationships and promote high expectation teaching in the classroom.

REFERENCES

- Boone, L., & Hotere- Barnes, A. (2015). English-medium schools engaging whānau: Building relationships, creating spaces. *Set*, 3. Retrieved from <https://www.nzcer.org.nz/nzcerpress/set/articles/english-medium-schools-engaging-wh-nau-building-relationships-creating>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. Retrieved from <http://dx.doi.org/10.1191/1478088706qp063oa>
- Durie, M. (2001, March). A framework for considering Māori educational advancement, Keynote speech presented at the first Hui Taumata Mātauranga, Taupo, New Zealand.
- Hutchings, J., Barnes, A., Taupo, K., Bright, N., Pihama, L., & Lee, J. (2012). *Kia puāwaitia ngā tūmanako: Critical issues for whānau in Māori education*. Wellington: New Zealand Council for Educational Research.
- Ministry of Education. (2013). *Ka hikitia, accelerating success*. Wellington, New Zealand: Retrieved from <https://www.education.govt.nz/assets/Documents/Ministry/Strategies-and-policies/Ka-Hikitia/KaHikitiaAcceleratingSuccessEnglish.pdf>
- Macfarlane, A., Webber, M., McRae, H., & Cookson-Cox, C. (2014). *Ka Awatea: An iwi case study of Māori students' success*. Canterbury, New Zealand: Retrieved from <http://www.maramatanga.co.nz/project/ka-awatea-iwi-case-study-m-ori-students-experiencing-success>
- Patara, L. (2012). Integrating culturally responsive teaching and learning pedagogy in line with ka hikitia. *Set*, 2, 49- 52. Retrieved from <https://search.informit-com-au.ezproxy.auckland.ac.nz/fullText;dn=057280309662583;res=IELNZC>
- Rubie-Davies, C. (2014). *Becoming a high expectation teacher: Raising the bar*. Hoboken: Routledge.
- Rubie-Davies, C., & Peterson, E. (2016). Relations between teachers' achievement, over- and underestimation, and students' beliefs for Māori and Pākehā students. *Contemporary Educational Psychology*, 47, 72-83. Retrieved from <https://www.sciencedirect.com/science/article/pii/S0361476X16000035>
- Rubie-Davies, C., Webber, M., & Turner, H. (2018). Māori students flourishing in education: High teacher expectations, cultural responsiveness and family-school partnerships. In G. Liem & D. McInerney (Eds.), *Big theories revisited* (2nd ed., pp. 213-236). Charlotte, NC: Information Age Publishing.
- Te Puna Kōkiri. (2014). *Tamakaiwānanga, Māori boys at secondary school: A qualitative study of Māori boys' motivation and engagement in NCEA Level 1*. Wellington, New Zealand. Retrieved from https://www.tpk.govt.nz/documents/download/239/tpk-maori%20boyssec%20school_Interactive.pdf

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.

FOR MORE INFORMATION PLEASE CONTACT:

PROFESSOR CHRISTINE RUBIE-DAVIES

Faculty of Education and Social Work
The University of Auckland

Telephone: +64 9 923 2974, **Email:** c.rubie@auckland.ac.nz

DR MOHAMED ALANSARI

Faculty of Education and Social Work
The University of Auckland

Telephone: +64 9 373 7999 Ext 46353, **Email:** m.alansari@auckland.ac.nz

MARK BARROW, DEAN

Faculty of Education and Social Work
The University of Auckland

Telephone: +64 9 623 8899 Ext 48822, **Email:** m.barrow@auckland.ac.nz

KAREN MILLER, DEVELOPMENT MANAGER

Faculty of Education and Social Work
The University of Auckland

Mobile: +64 27 398 6555 **Email:** karen.miller@auckland.ac.nz



**EDUCATION AND
SOCIAL WORK**



THE UNIVERSITY OF
AUCKLAND
Te Whare Wananga o Tāmaki Makaurau
NEW ZEALAND

**I HAVE
ADREAM**

CHARITABLE TRUST
NEW ZEALAND

*We inspire and
enable kiwi kids to
achieve academic
and life success*

University House, 19a Princes Street, Private Bag 92019,
Victoria Street West, Auckland 1142, New Zealand

givingtoauckland.org.nz