



Analysis of CRRP Survey - Waimea Kahui Ako

General Statements:

The survey was completed by a total of 1335 students across the Waimea Kahui Ako (the vast majority in years 5-10) of which 12% identify as Maori in June and July, 2019. The survey was completed by 218 teachers - 51% of these were from college teachers (this would be expected given the varying sizes of our schools).

86% of whanau responses came from only one primary school so therefore we are unable to draw any Kahui wide conclusions from this data. The data will be informative for that one school however.

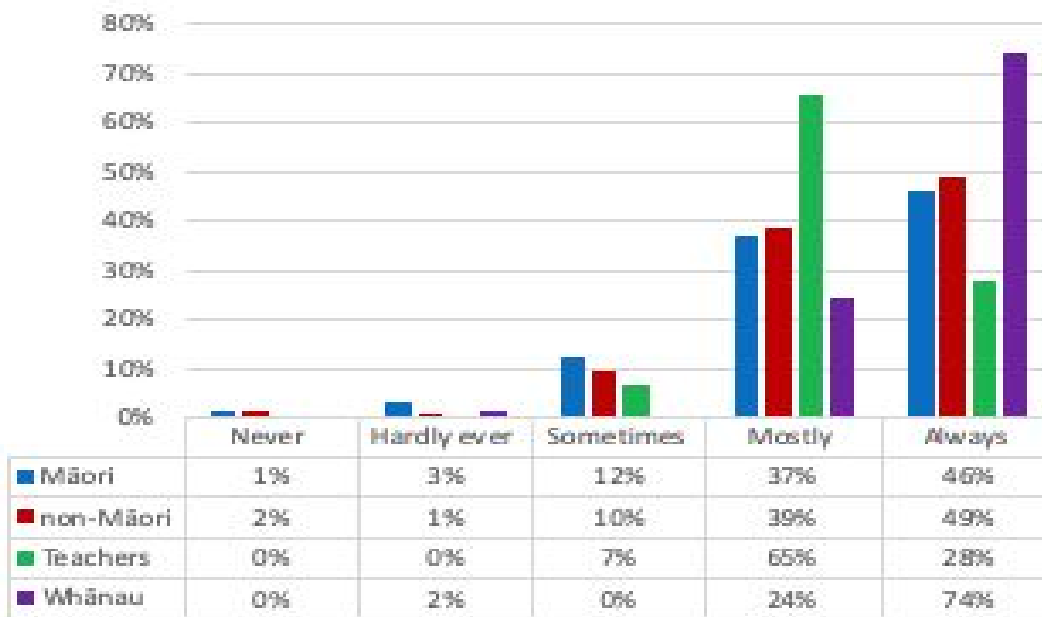
For most of the questions the Maori and non-Maori students responded similarly (when aggregating the **Mostly** and **Always** figures). The biggest differences in perceptions of the effectiveness of teaching were between students and teachers.

Two thirds of teachers **mostly** expected that students **will** achieve - if high teacher expectations are a critical factor in student success, then the goal might be to convert that **mostly** into **always**. (Question 12)

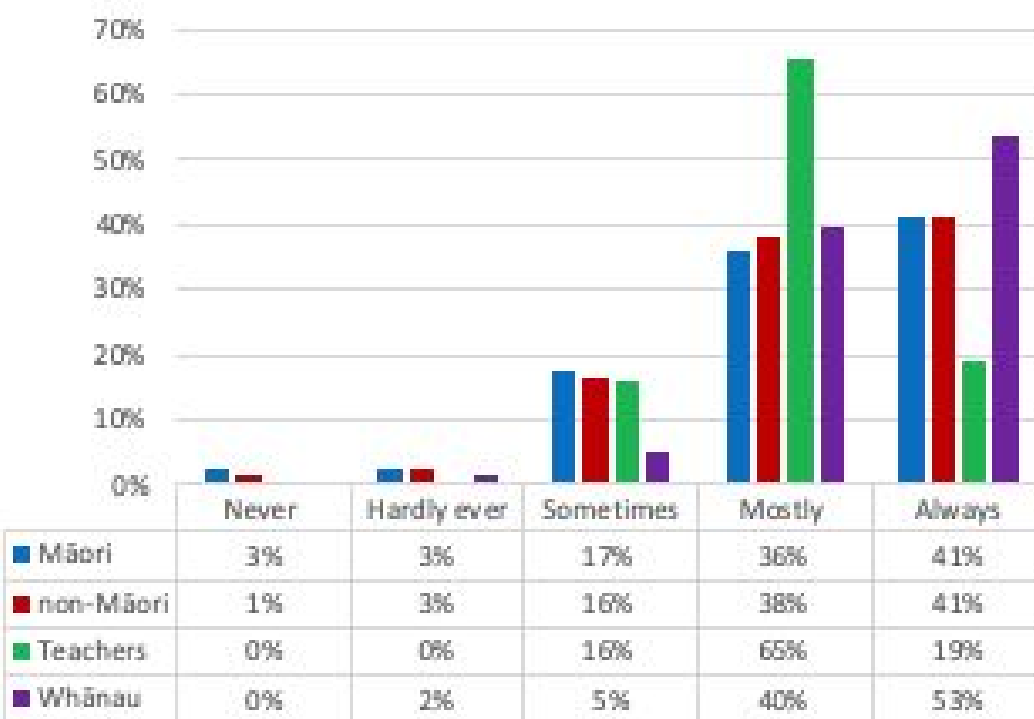
Questions 12,13,14

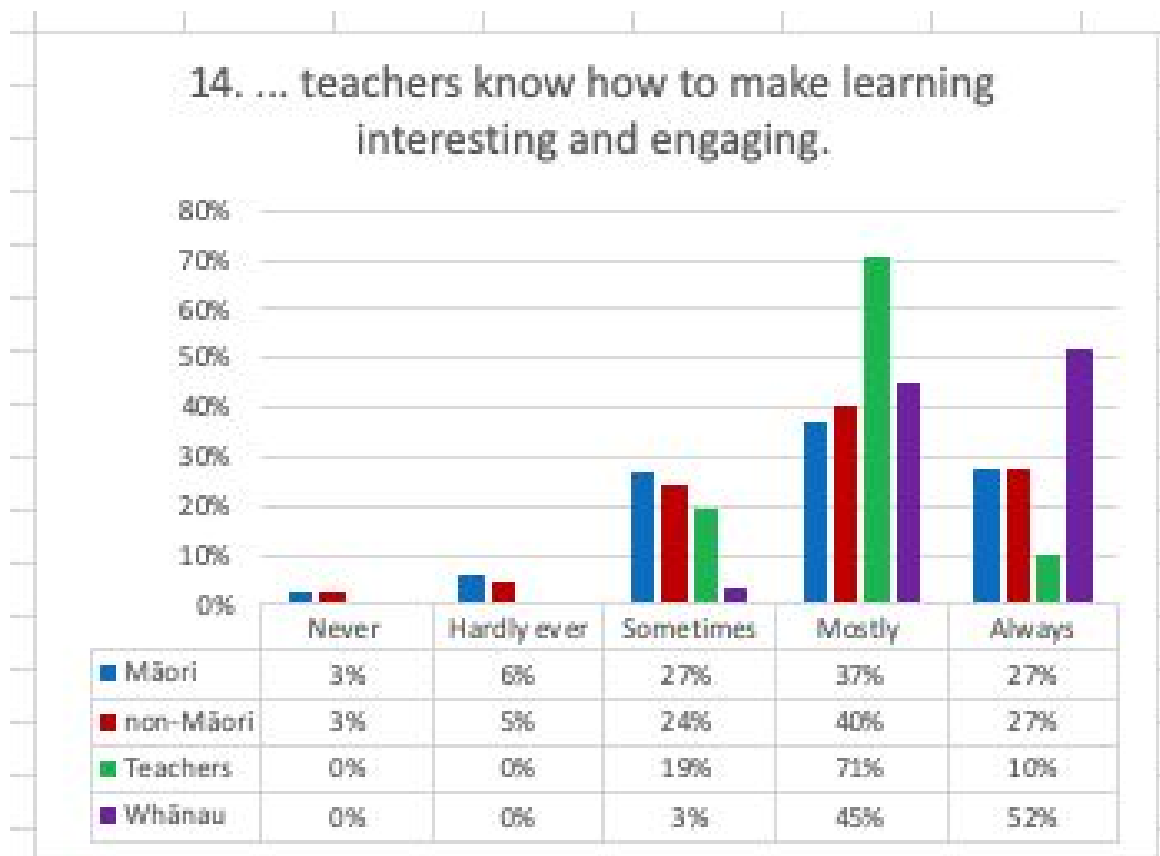
The largest significant difference between teacher/student responses are for the questions regarding teachers expectations of achievement (12), teachers knowing how to help students learn (13), and teachers knowing how to make learning engaging (14). The difference in perceptions between teachers and students in these items provide a basis for us to explore these concepts in more depth with our students to understand the reasons for these responses. This result will also support our AST and WST team to consider further PLD, collaborative inquiry projects and interventions that may support an improvement focus.

12. ... teachers expect that I will achieve.



13. ... teachers know how to help me learn.

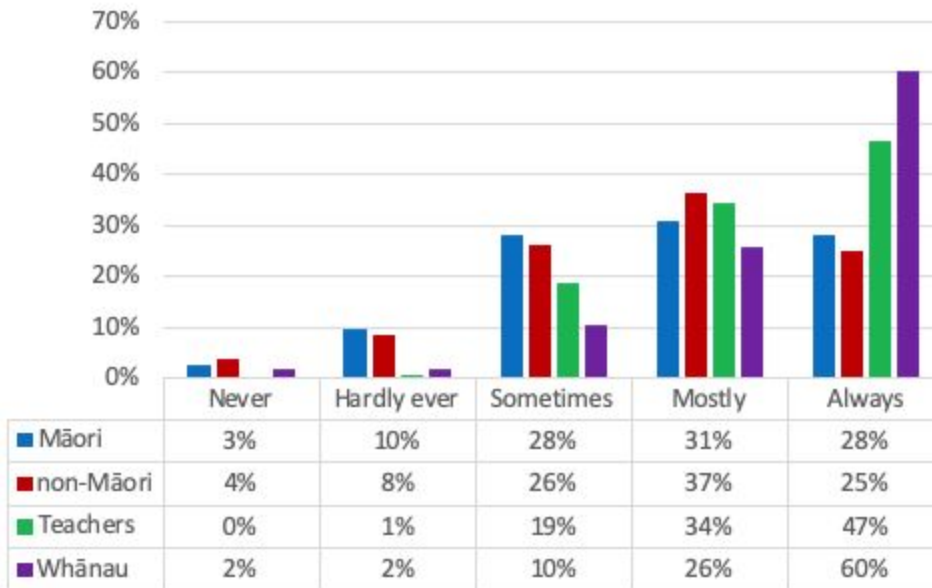




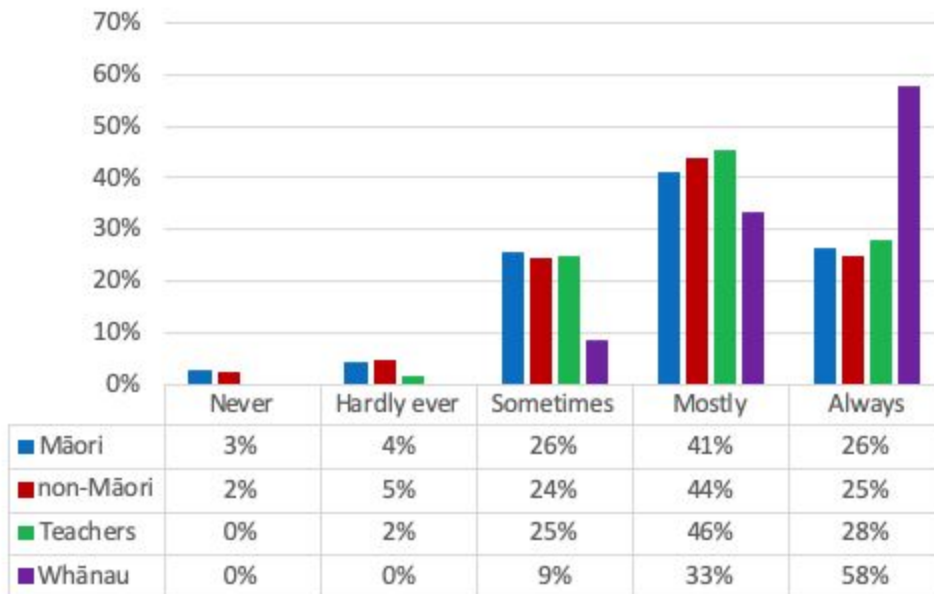
Questions 15, 16

Questions which asked students to rate their perceptions about the extent to which teachers talk to students about their results (15) and let students work with each other (16) are also worthy of further investigation.. Effective teaching and learning pedagogy suggests that students learning from and with their peers and teachers providing regular and specific feedback and feedforward contribute to raising achievement. The results suggest that AST's and WST's could consider how teachers could be supported to strengthen their practice in this area. Teachers who are have been identified as having effective practice in this area with students could mentor and coach others, so that these types of pedagogies are expected and routine.

16. ... in this school, teachers talk with me about my results so I can do better.

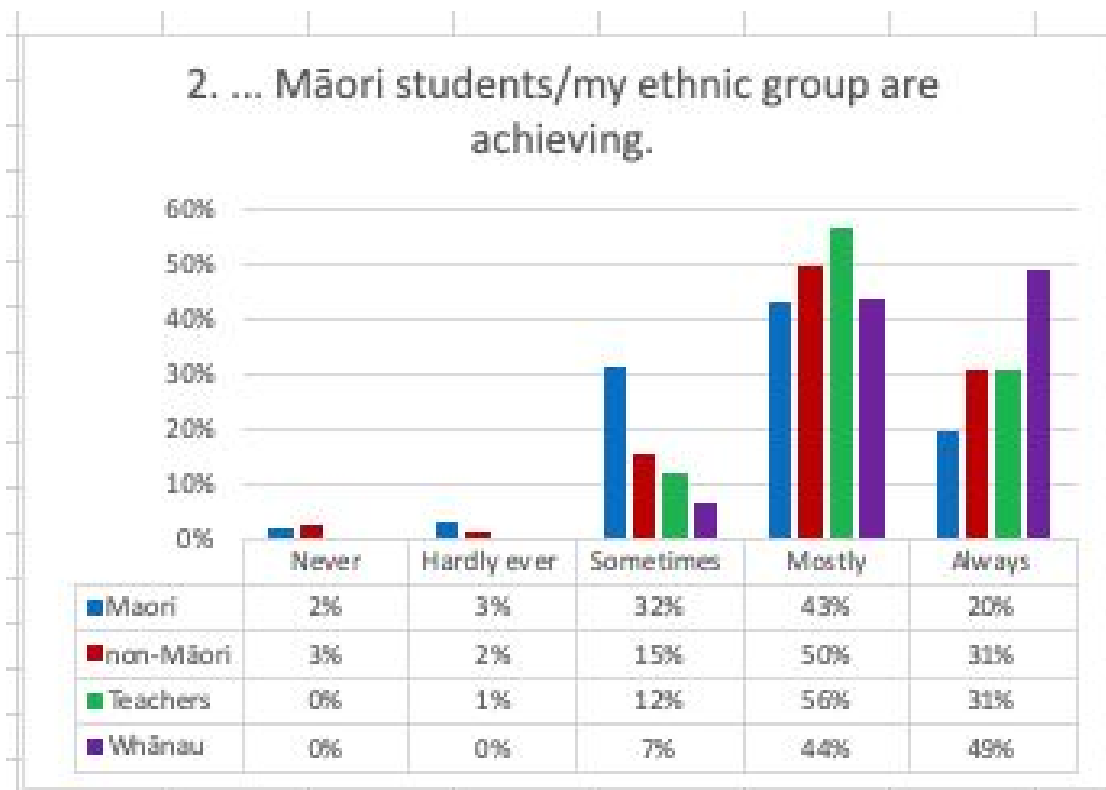


15. ... teachers let us help each other with our work.



Question 2

The item where there is a difference in perception i between Maori and non-Maori students is in their belief about the achievement of students who identify as Maori. The questionnaire revealed that 32% of Maori students surveyed thought that they knew when they were achieving only **sometimes** compared to 15% of non-Maori. Non -Maori students stated that 80% of the time they felt they were achieving **mostly or always**, compared to 63% of Maori. The reasons for these differences need further investigation and understanding so that teachers have clarity about how they can respond.

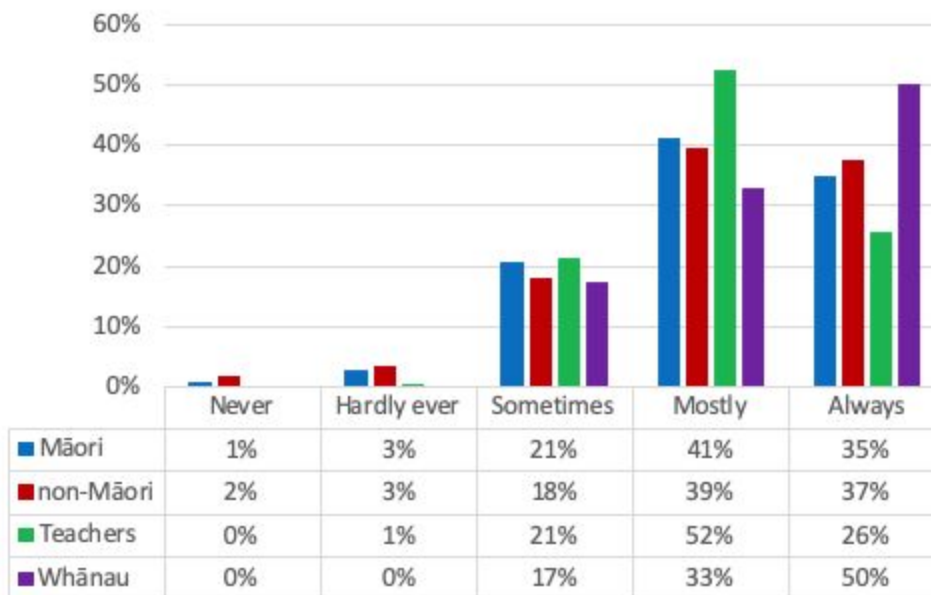


Question 11

The question regarding students perceptions about the **opportunities they have to make decisions about their learning** also requires further investigation.

20% of Maori students and 20% of teachers answered **“sometimes”** to this question but there were also considerable positive responses from all groups.

11. ... I have opportunities to make decisions about my learning.



Comments:

There was a section in the survey for participants to write comments if they wish. There were a high number of positive comments but it is worth noting that Maori students negative comments were at a slightly higher rate (13.4%) than non Maori (7%). Although only a very small number of Pasifika students participated, their negative comments were at a much higher proportion (25%). Non Maori students positive comments were 11% higher than Maori. Teachers positive comments were at the lowest rate (48%), which was 25% less than Maori students.

	% of Positive Comments	% of Negative Comments	% of Neutral Comments
Students - Maori	63.9% (62)	13.4% (13)	22.7% (22)
Students - Pasifika	62.5% (5)	25% (2)	12.5% (1)
Students - Māori/ Pasifika	33.3% (2)	0	66.7% (4)
Students - Non-Maori	75.6% (521)	7.0% (48)	17.4% (120)

Teachers	48.2% (40)	19.3% (16)	32.5% (27)
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Some examples of comments given from Maori students....

- *“The teachers help me with my learning and they make me work harder”*
- *“Most of the time my teacher helps me and this year I LOVE my class”*
- *“I feel like I’m underachieving”*
- *“I need to be given harder work in some of my classes”*
- *“Too much pressure on us”*
- *“We could do learning that could express my culture”*

Some examples of comments given from non-Maori students....

- *Learning at my school is good. If you are having a particularly bad day, the teachers will try their hardest to help you out and not push too much.*
- *It’s ok but I want to improve a lot in my learning especially in maths*
- *Maths: I love maths because I understand a lot of the things it tells me to. Reading: I find reading OK because I don’t understand it that much as maths and writing. Writing: I like imaginative writing because I can burst out my ideas that I come up with to my classmates!*
- *In my last school I really struggled because my old teacher didn’t understand me and forced me to do hard things that I never understood and she knew how bad my dyslexia is but she thought that making do hard things that are very hard for me would improve my learning but it just made me worse but when I came here all of the teachers understand me and support my decisions and this school is awesome!*

Some examples of comments given from teachers....

- *“Māori students have to do a lot of molding of themselves and their culture at this school. I believe the school needs to do a bit of molding to the Māori culture. Simple things like karakia and waiata being integral and essential parts of all meetings and assembly etc.”*
- *“A lot of our staff work really hard to support the learning of our Māori students using authentic contexts and a strong relationship based philosophy.”*
- *“Achievement in terms of NCEA is such a narrow focus. We could be doing better and we could celebrate successes beyond just NCEA.”*
- *“I don’t have many children in my class that identify with being Maori, however, I always endeavour to meet their needs as I would for any other children, whilst respecting their cultural beliefs.”*

- *“Maori students are given several opportunities at my school if they are willing to participate, cooperate and show the dedication that is required.”*

Discussion and implications

What further questions do you have? Do these results reflect your own school results or are they different? What results were expected? surprising?

An implication that school leaders / the Kahui Ako may want to consider is....

- Teacher Expectations
- Co-construction of learning
- Feedback - feedforward
- Goal setting / success criteria