

Pasifika PowerUP Plus

An evaluation of adult and student perceptions 2016

Report Information

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- the guided Talanoa profiles over a number of weeks
- the self-completion evaluation surveys at the end of the PowerUP sessions.

Without their support and willingness to participate it would not have been possible to develop this evaluation of adult and student perceptions.

Evaluation team

This evaluation was designed and undertaken by an internal team from the Ministry of Education who were closely involved with the Pasifika PowerUP Plus project– Fatulatetele Tolo, Gabrielle-Sisifo Makisi, Tulima Nonu and Shelley Kennedy. The report was then developed by Judy Oakden, Pragmatica Limited, in consultation with the internal evaluation team.

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Executive summary

The Pasifika PowerUP Plus (PowerUP) programme delivers targeted workshops to Pasifika parents, families and communities; primary and secondary students; and children in early childhood education (ECE). PowerUP aims to accelerate participation in early learning and to lift achievement for Pasifika primary and secondary students.

The key outcomes and evaluative criteria for the program are:

- building the capability, knowledge and voice of Pasifika parents, families and communities (PFC) to drive and accelerate Pasifika educational success
- providing access to quality registered teachers in all education settings to ensure students get the right information at the right time
- ensuring fit for purpose, culturally appropriate, inclusive and effective approaches to best meet the local needs of Pasifika parents, their children, students and families
- ensuring value for money and achieving real results in real time.

The Ministry of Education commissioned Pragmatica Limited to provide assistance with an in-house evaluation, using an evaluation-specific methodology (Davidson, 2005; Scriven, 2012) to assess how effective the PowerUP programme is at realising key outcomes. The focus of this evaluation is on the perspectives of participating Pasifika parents, families and members of the community as well as on those of participating secondary school students.






How well was the PowerUP programme delivered in 2016?

The evaluators rated the delivery of the PowerUP programme in 2016 as **good overall** based on the feedback of participating Pasifika parents, families and members of the community as well as participating secondary school students.

How effective was the PowerUP programme at realising key outcomes?

The evaluation found that the PowerUP programme **is very effective** at realising key outcomes for those Pasifika parents, families and members of the communities, primary and secondary students and children in ECE who attend. The following dashboard shows the aspects PowerUP was rated on and its performance on each of those aspects, to reach an evaluative conclusion.

Figure 1: Ratings for the key aspects of PowerUP

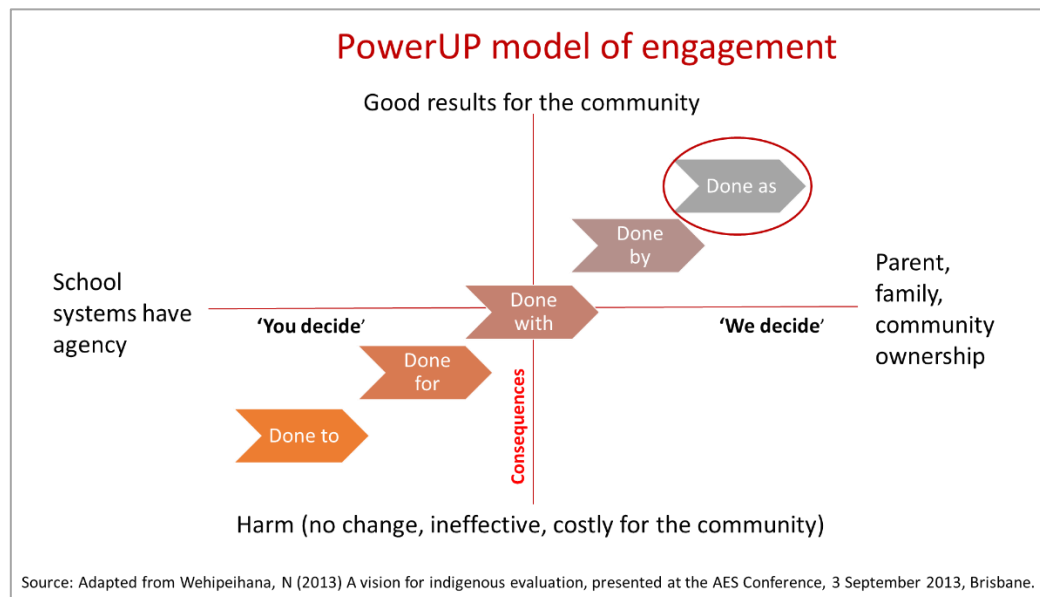
Aspects of PowerUP	Performance rating
Overall rating	Very good 
Builds knowledge, capability and voice of parents, family and students	Excellent 
Provides a quality teaching experience to students	Very good 
Provides a fit for purpose service for parents, family and students	Good 
Benefits the parents, family and students in ways that are real and meaningful	Very good 

How worthwhile was the programme?

The evaluators observed that quite profound changes occurred in the behaviour, beliefs and attitudes of Pasifika parents, families and students with regards to education and how they engaged with schools after attending the PowerUP programme. The evaluators **rated the programme very worthwhile**.

The PowerUP model of engagement encourages parents, families and communities to take ownership of the programme. On a continuum of engagement, the programme operates in a "Done as Pasifika" space.

Figure 2: PowerUP model of engagement



A "Done as Pasifika" space is where:¹

[Pasifika] people lead and are in control and [Pasifika] values, principles, approaches and methods prevail. It does not exclude other... methods but only as far as they are seen to be useful. (Wehipeihana, 2013).

The programme provides for shared discussions that are facilitated by teachers but are very specific to the needs of Pasifika parents, families and communities. Parents come with knowledge of their families, and PowerUP provides:

- skills and tools to utilise the information delivered and engage with both their families and schools about their children's education
- an opportunity for parents to contribute ideas and learn from each other to support their children's education journey.

Through the programme parents receive affirmation that they have an important and rightful role in their children's education, in partnership with their children's schools, to ensure their children reach their potential. Parents become more powerful as they learn ways to participate and engage with the school. Parents now see themselves as part of the solution.

¹ Adapted from Wehipeihana, N (2013) A vision for indigenous evaluation, presented at the AES Conference, 3 September 2013, Brisbane

Strengths of PowerUP are:

- the programme is highly relevant to parents and is run in a manner that is easy for parents to learn from and reflect on, and then make positive changes within their family – to support their children’s education journey
- the way parents and other adults quickly build trusting relationships with the providers, the teachers and amongst themselves supports change
- the programme is highly relevant to students and provides a safe space for students to engage with tutors and mentors to help them better understand how to approach their learning to achieve success.

The findings from this evaluation confirm the benefits for parents, families and students identified in an earlier internal research report *Views on PowerUP: Data from Surveys of Adult and Student Participants in PowerUP* (Ministry of Education, 2016).

Key learnings going forward are:

- PowerUP is designed from a strengths-based approach for Pasifika communities. It is responsive to the educational needs of these communities in an inclusive space where parents, family and communities own and decide how the program might best work for their community. This provides a safe space for learning for all. It will be important to continue to provide this education-focused environment, whilst constantly looking for ways to improve the delivery.
- There is a real strength in parent participation and there is strong desire from parents to work in partnership with schools.
- There is variable quality in service provision; as evidenced by the range of quality in the Talanoa and survey responses. Providers need to be more deliberate about a mobilisation strategy for their community. It is evident that word-of-mouth approaches from the right people – be they people with family ties or prominent and trusted Pasifika leaders encourages parent participation. Therefore, it is vital to ensure the champions are these right people.

Background

Introduction

The Pasifika Education Plan 2013–2017 (PEP) states the importance of working with parents, families and communities to improve educational outcomes. Although improvements have been achieved, participation and achievement rates for Pasifika learners continue to lag behind those of the total New Zealand learner population.

The principle is that New Zealand's education system needs to enable every learner to achieve in education and gain the skills necessary to succeed in life and the workforce. To respond to the diverse needs of Pasifika learners, the system needs to be agile and adaptive so they are participating, engaging, enjoying and achieving in education, secure in their identities, languages and cultures. Consistent with a social investment approach, the education system needs to be capable of early identification and intervention to support the disproportionate number of Pasifika learners at risk of not achieving.

Context

PowerUP aims to accelerate participation in early learning and to lift achievement for Pasifika primary and secondary students through engaging parents to become more demanding, informed constituents.

It does this by:

- building the capability, knowledge and voice of Pasifika parents, families and communities (PFC) to drive and accelerate Pasifika educational success
- providing access to quality registered teachers in all education settings to ensure students get the right information at the right time
- ensuring fit for purpose, culturally appropriate, inclusive and effective approaches to best meet the local needs of Pasifika parents, their children, students and families
- ensuring value for money and achieving real results in real time.

The PowerUP programme delivers targeted workshops to Pasifika parents, families and communities, secondary students (Years 9–13), primary students and children of pre-school age.

In 2016, providers were contracted to deliver the PowerUP programme for three years. A total of 20 PowerStations² were operational from June through to November 2016. PowerStations are located in Auckland (7) Hamilton, Tauranga, Tokoroa (2), Rotorua, Napier, Flaxmere, Palmerston North, Porirua, Hutt Valley, Christchurch (2) and Dunedin.

From 2017–2018 the PowerUP programme will run annually for 26 weeks. During this time PowerUP is expected to reach annually:

- 800 Pasifika parents and families along with their children aged 5 years and under
- 1,500 Pasifika NCEA students, of whom a minimum of 800 are doing NCEA level 2
- 1,000 Year 9 and 10 (pre NCEA-level) students
- 1,000 primary school students.

² A PowerStation is a venue where the PowerUP program is delivered.

This evaluation aims to help inform the 2017–2018 work, based on feedback from Pasifika parents or other adult representatives from families and their communities and from secondary students.

Evaluation methodology

This section describes the evaluation-specific methodology used for this evaluation. Evaluation is the systematic determination of merit, worth or significance (Scriven, 2012). An **evaluation-specific methodology** was applied for this project, which is an approach that provides robust information about *how good* the evaluation subject is, whether it is *good enough*, and *how it can be improved* (Davidson, 2005).

Evaluation objectives

This evaluation was needed for three key reasons:

- to hear the voice of Pasifika parents, families and their learners and by this means to identify:
 - what added value did they gain from participating in PowerUP?
 - what changes occurred in their behaviour, belief and attitude in regards to education and engaging with their children’s schools?
- for accountability purposes, to determine the extent to which the PowerUP programme is meeting its intended objectives and is fit for purpose; and
- for learning and improvement purposes – to inform the ongoing development of the programme and application of similar approaches in the future.

Key Evaluation Questions

As the focus was on learning what we could about the design of the programme and early indicators of its success (or otherwise) from the parent, family and student perspective the following **Key Evaluation Questions (KEQ)** were adopted for this evaluation.

- KEQ1: How well was the Pasifika PowerUP programme delivered in 2016?
- KEQ 2: How effective was the programme at realising key outcomes?
- KEQ 3: Overall how worthwhile was the programme?
- KEQ 4: What are the learnings that can be used or applied going forward?

Evaluation criteria and their levels of importance

The key criteria agreed for assessing the quality of the PowerUP programme are outlined below, in Table 1. At the sensemaking session on 4 January 2017, the evaluation team jointly determined that the most important criteria was “building knowledge capability and particularly voice of parent’s family and students”. This criterion was given a stronger weighting than the other criteria in making judgements of the effectiveness of the program at realising key outcomes than the other criteria, which were all weighted equally.







Table 1: Evaluation criteria and levels of importance

Key criteria	Level of importance	Dimensions
The Programme...		(Based on the feedback about PowerUp, to what extent can we see...)
Builds knowledge, capability and voice of parent's family and students	Most important	<ul style="list-style-type: none"> Knowledge is built, and there is evidence of having information and knowing things Attendees' general confidence increases; they feel less worried and stressed; and they are able to do things Attendees become confident to speak; and they are confident to be present?
Provides a quality teaching experience to students	Important	<ul style="list-style-type: none"> Students gain access to quality technical support that builds their confidence in learning? Parents can see a difference in student engagement and achievement?
Provides a fit for purpose service for parents, family and students	Important	<p>The programme is fit for purpose in that it is</p> <ul style="list-style-type: none"> culturally appropriate inclusive effective meets local needs meets the needs of parents, families and children?
Benefits the parents, family and students in ways that are real and meaningful	Important	<p>Tangible evidence that the programme specifically benefits</p> <ul style="list-style-type: none"> parents students families?

Levels of performance

The following framework was used to assess levels of performance of the programme overall for each of the evaluation criteria.

Table 2: Performance levels

Rating	Generic example of performance levels
Excellent (Always) 	<ul style="list-style-type: none"> Clear example of exemplary performance or best practice in this domain: no weaknesses.
Very good (Almost always) 	<ul style="list-style-type: none"> Very good to excellent performance on virtually all aspects; strong overall but not exemplary; no weaknesses of any real consequence.
Good (Mostly, with some exceptions) 	<ul style="list-style-type: none"> Reasonably good performance overall; might have a few slight weaknesses, but nothing serious.
Adequate: (Sometimes, with quite a few exceptions) 	<ul style="list-style-type: none"> Fair performance, some serious, but non-fatal weaknesses on a few aspects.
Poor: Never (Or occasionally with clear weakness evident) 	<ul style="list-style-type: none"> Clear evidence of unsatisfactory functioning; serious weaknesses across the board on crucial aspects.
Insufficient evidence 	<ul style="list-style-type: none"> Evidence unavailable or of insufficient quality to determine performance.

Data collection methods

The providers collected data from parents and families attending the Pasifika PowerUP Plus PowerStations, and this internal data collection formed the basis for the evaluation. No new data has been collected.

Data collection was undertaken in two ways:

- using a guided Talanoa profiling process with parents from June to November 2016
- using self-completion evaluation surveys with parents and families and secondary students attending the final weeks of the programme from PowerStations that were operational from June through to November 2016.

Guided Talanoa profiling process

The guided Talanoa profile approach was developed by the Ministry of Education's Pasifika Education team. The purpose of the profiles is to provide parental and family voice on the value of attending a PowerStation. As such they are valuable in showing Pasifika parental beliefs, values, attitudes and expectations to and of the education system, and schools in New Zealand. These lived experiences shape how Pasifika parents see their role within education for their children. The Talanoa profiling also provided a valuable window into better understanding what these families learnt during PowerUP, how they used this and if and how this information changed their beliefs, values and attitudes to education.

Talanoa was utilised as the process to interview/converse with the families for the profiles. Talanoa 'tala' or 'talk' and 'noa' or 'normal'—is used through-out the Pacific and means outcomes through talk, decision through discussion, to discuss a topic. Talanoa is now a research methodology (Vaioloti, 2006) used predominantly in Pacific research to naturally talk through a topic or phenomena showing the thoughts, feelings, views and perceptions of the people talking. For the PowerUP profiles it was the most useful and authentic approach with the parents and families. The talanoa was developed as a series of questions to guide and 'talk' the parents and families through their experiences of PowerUP.

The profiles were collected by the providers from forty-four parents and families attending the Pasifika PowerUP Plus PowerStations from June to November 2016. There were generally two profiles developed from each PowerStation.

Self-completion surveys

Two versions of a short self-completion evaluation survey were developed by the Ministry of Education's Pasifika Education team. They were given to providers to administer to adults and secondary school students attending Pasifika PowerUP. Survey responses provide an overview of what attendees learnt and what they see as strengths and weaknesses of the PowerUP programme.

One hundred copies of each version of the survey were sent to each provider on 21 October 2016 to give out to participants in the last three weeks of the programme. The self-completion surveys were in English. They contained six questions for adults and eleven questions for students. The completed surveys were returned to the Ministry for data processing and analysis. In total 344 responses were received from students and 126 responses from adults.

Analysis, synthesis and reporting

The Ministry arranged for all survey responses to be data entered into excel spreadsheets. The Ministry members of the evaluation team also read all the Talanoa responses and assessed the extent to which they showed evidence of change on a number of aspects which were coded onto a coding sheet. These coding sheets were also data entered into excel spreadsheets.

Once data entry was completed Pragmatica Limited undertook the analysis using pivot tables. A summary of key data was prepared to share with the rest of the evaluation team for data synthesis.

There were two sessions where the findings emerging from the data were discussed by the evaluation team. At the second session, a sensemaking process (Capper & Williams, 2004; Eoyang & Holladay, 2013) was used to enable the Pasifika Education team members and the internal evaluator to convey the most important findings to the external evaluator who was then charged with writing this report.

Limitations of this evaluation

The evaluation's limitations are in scope, as it focusses only on parent and student feedback. It does not included feedback from providers or take into account the cost of the program. Sample sizes are smaller than liked (see pages 45 for more information) but we believe are still sufficient to be fit-for-function. Operation dates ranged June through to November 2016 this impacted on the amount of data that could be collected from parents and families. For more detailed information on the limitations of this evaluation, please refer to the Methodology section (starting on page 41).

How well was the PowerUP programme delivered in 2016?

Overview

This section assesses how well the PowerUP programme was delivered in 2016, based on the perceptions of Pasifika parents, families and members of the communities, as well as secondary students. Evidence came either from those who, during the PowerUP programme, took part in the Talanoa profile process or, filled in the self-completion evaluation surveys in November 2016.

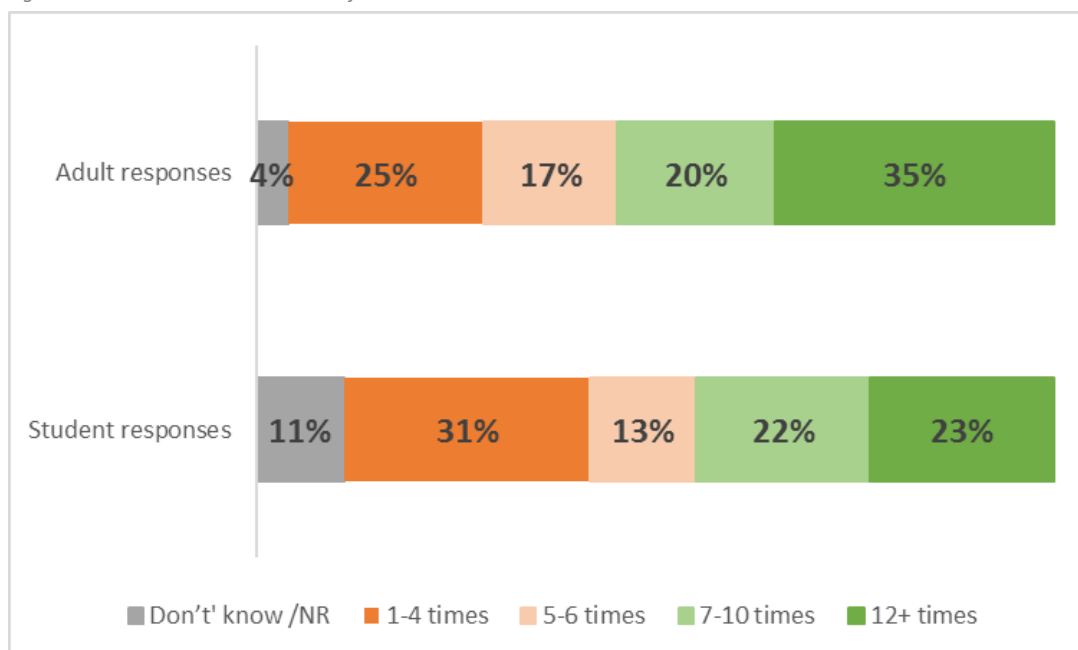
The evaluators rated the **delivery of the PowerUP programme in 2016** as **good overall** based on the feedback of participating Pasifika parents, families and members of the community as well as participating secondary school students.

Overall, the PowerUP programme was rated highly as one that attendees would recommend to a friend – according to 91% of adults and 80% of secondary students who attended the programme and took part in the self-completion evaluation survey. For many, there were clear benefits of the programme.

We have been talking about education more now, especially with my daughter getting ready to sit her exams for Level 3. This has allowed us to be more open and speak life into our kids, encouraging them to try their best and [encourage them] that they are capable of doing whatever it is that they put their minds and hearts to. I want the best for my kids, and it is a joy to see them grow and enjoy the things that they are learning along the way. (Talanoa profile)

Furthermore, there were high attendance rates at PowerUP – 55% of adults and 45% of the secondary students responding to the survey stated they had attended PowerUP seven or more times. In addition, 9% of students stated they were regular attendees attending 18 times or more.

Figure 3: Attendance rates at PowerUP for adults and students



Reasons given for a rating of good, rather than a higher rating, for the delivery of the PowerUP programme in 2016 are that:

- many students responding to the student survey (54%) are attending PowerUP without an adult, and therefore not all families are getting the full benefit of the programme – there is clearly room for improvement in this area
- there was evidence of variable service provision based on the Talanoa profiles, and also the low level of response to the self-completion evaluation surveys.

Who attended PowerUP at the PowerStations?

This section profiles those who attended PowerUP; their reasons for attending and their levels of attendance.

Adults who attended with students

Overall, the survey data indicates that the majority of adults attending PowerUP are parents (76%) while 9% are grandparents, 9% are aunts or uncles. Six percent came to PowerUP in their role as a community youth leader, and 19% come in some other role: several were teachers, others were mentors, siblings or friends. It should be noted that some adults attended in multiple roles.

Of the 44 Talanoa profiles, over two thirds (71%) were completed with the mother, 14% with the father, 9% with both the mother and father, and 5% with both the mother and sister. Families completing the Talanoa profiles were typically large – with on average four to five children, and up to 10 children. People from a good mix of different ethnic groups participated in the Talanoa profiles, including 36% Samoan, 30% Tongan, 16% Cook Island, 7% Tuvaluan, 5% Tokelauan, 2% Fijian and 2% Niuean families.

Adult attendees typically gave more than one reason (on average 1.81 reasons) for coming to PowerUP. This indicates that the programme meets more than one learning goal and addresses a wide range of educational interests. The reasons for attending included:

- 64% were most interested in learning about secondary school and NCEA
- 61% were most interested in learning about primary school and National Standards
- 39% were most interested in learning about early learning (pre-school education)
- 17% were interested for other reasons, including obtaining parenting information or to learn about transitioning to tertiary study.

Overall, over half (55%) of adults responding to the survey attended PowerUP more than seven times, while 42% said they had attended six times or less.

Students attending PowerUP

The secondary students who responded to the survey attending PowerUP were well spread across a range of year groups, as shown in Table 3.

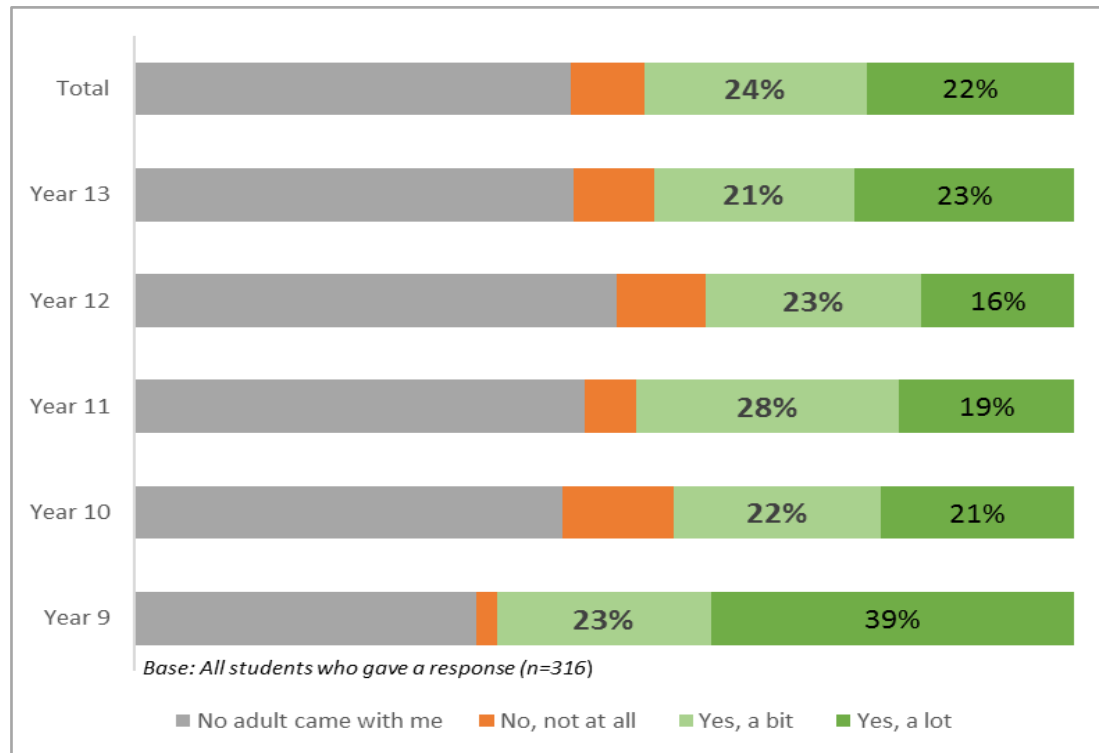
Table 3: School year level of student survey responders

School year level	Proportion
9	16%
10	21%
11	23%
12	23%
13	15%
Other	2%
Total	100%

Forty-five percent of students participating in the survey reported they had been to PowerUP seven times or more during the past weeks, indicating that a sizeable group were regularly attending. This was similar across all year levels. Most secondary students (80%) maintained they would recommend PowerUP to a friend.

Nearly half the secondary students who responded to the survey (46%) said that an adult had come to PowerUP with them over the past eight weeks. Year 9 students were more likely to attend with adult support than other year groups. However, as the following chart shows, slightly more students (54%) attended PowerUP without adult support.

Figure 4: Adult attendance at PowerUP with students in the past 8 weeks



In the following sections, we will look further at the impact of adults' attendance at PowerUP on students.

Important aspects of service provision

Based on feedback from the Talanoa profiles, important aspects of the PowerUP service provision are:

- using Pasifika languages
- using Pasifika champions or trusted family members to mobilise Pasifika adults and students to attend PowerUP
- effective facilitation of the adult group that supports them to form a cohort for learning
- the chance for adults who support the student to mix with other adults and build a support group where they can learn and share with like-minded others
- quality teaching and mentoring support for students to help them quickly identify their learning needs and aspects they wish to work on in a safe and positive environment
- having a meal together – a number of families referred to this as their “family date night”.

Variable quality of service provision

In summary, there was evidence of very good service provision, which was demonstrated in some of the Talanoa profiles. Whilst response to the programme was very favourable, the evaluators identified some variance in service provision across the providers, with some appearing to be more on track than others. From reading the Talanoa profiles, the evaluators also identified that some providers are still learning how best to run the programme in their particular area.

The low level of response to the adult and student self-completion evaluation surveys was concerning. However, it is acknowledged that this year providers started running the programme at different times, and some ran for longer than others. Bringing all providers on stream at the same time so service provision is consistent across the country will be a focus of the programme in 2017. The evaluators believe there is room for flexible delivery and, as the evidence shows some delivery is better than others, a possible extension for 2017 would be to ask all providers what works in their community and share those learnings amongst providers.

How effective was the programme at realising key outcomes?

Overview

The evaluation found that the PowerUP programme is **very effective** at realising key outcomes for those Pasifika parents, families and members of the communities, primary and secondary students and children under 5 who attend. This has been achieved because the programme is being delivered in a way that is authentic to the community it serves. Pasifika people can see themselves and feel valued and safe at PowerUP. This creates a positive climate for learning and parents see themselves as part of the solution. These are the typical kinds of comments that parent participants made:

I see education different after attending PowerUp Plus. It's not just pen to paper. With PowerUp it helps students feel more relaxed about school, especially P.I. students. The programme helps the whole family. (Talanoa profile)






The PowerUp has empowered me to take a lead in my children's education. With the information, I am more prepared to guide and help my children throughout their educational journey. (Talanoa profile)

Trying to learn next them [the children]. Knowing other families going through the same things makes me more confident. (Talanoa profile)

The environment is an excellent place for my kids to enjoy and be part of this community push for the Pasifika people. We are constantly encouraging one another and not pushing each other down, because it will not solve anything. We encourage each other to be confident and not afraid to ask for anything if they need help, especially in a classroom. (Talanoa profile)

The following dashboard shows the aspects PowerUP was rated on and its performance on each of those aspects, to reach an evaluative conclusion.

Figure 5: Ratings for each of the key the aspects of PowerUP

Aspects of PowerUP	Performance rating
Overall performance rating	Very good 
Builds knowledge, capability and voice of parents, family and students	Excellent 
Provides a quality teaching experience to students	Very good 
Provides a fit for purpose service for parents, family and students	Good 
Benefits the parents, family and students in ways that are real and meaningful	Very good 

The following sections provide greater detail on how the findings were reached for each of these four key features.

Builds knowledge, capability and voice of parent’s family and students

This section provides more information on the extent to which:

- knowledge is built, and there is evidence of having information and knowing things
- attendees’ general confidence increases; they feel less worried and stressed; and they are able to do things
- attendees become confident to speak; and confident to be present.

Building knowledge

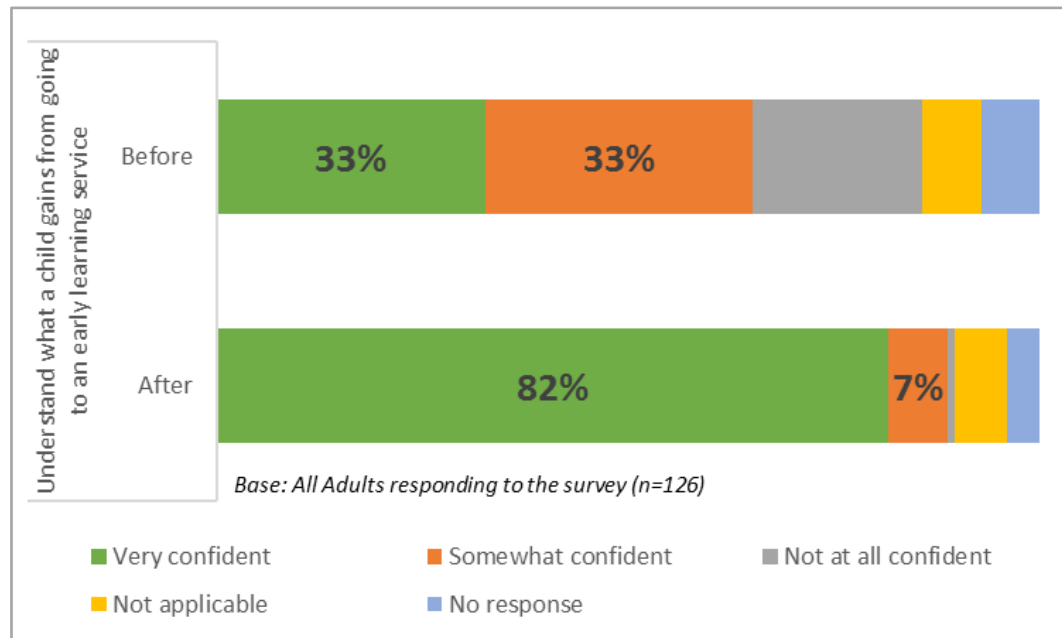
There was a wide range of evidence, notably more than three quarters of the Talanoa profiles and from the adult evaluation survey responses, of adults obtaining useful knowledge by attending PowerUP and quickly putting that into practice afterwards.

Overall adults gained knowledge of:

- what NCEA and National Standards are, and what they mean for each child
- ways of supporting and encouraging their children in education both at home and at school
- navigating the education system – how it works; what they are entitled to.

Better understanding of ECE benefits: The adults participating in the self-completion survey reported that after attending PowerUP they had much greater confidence that they understood the benefits of ECE (82%) than before attending (33%).

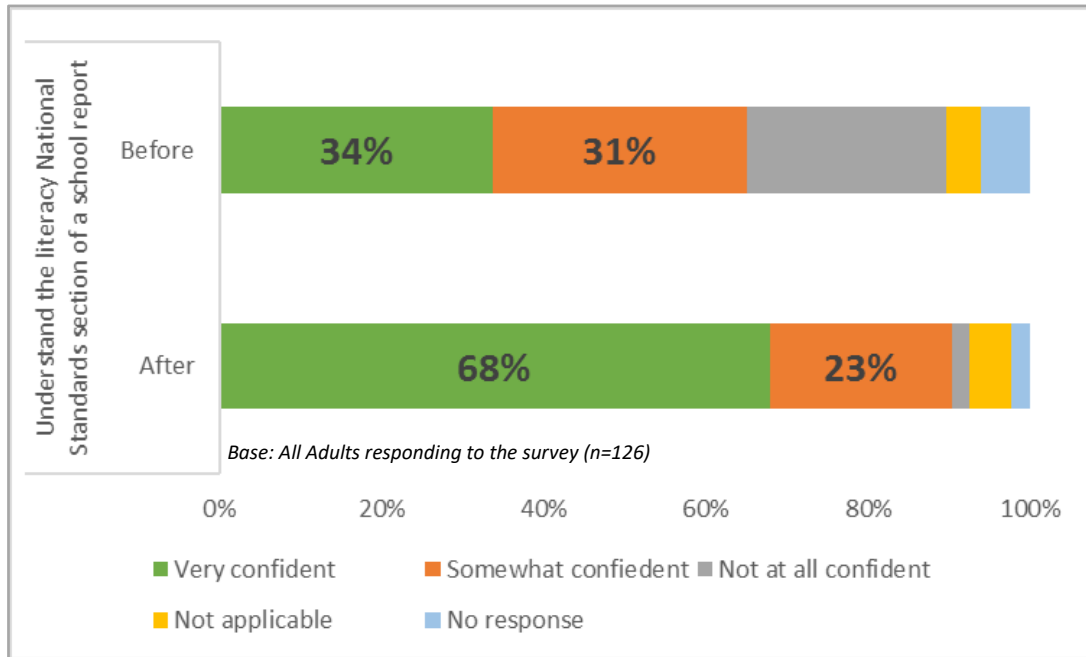
Figure 6: Adults’ shift in understanding what a child gains from attending an ECE



Better understanding of how to engage with National Standards: Adults also reported that after attending PowerUP they were more confident to engage with primary school-level school reports, particularly the sections covering reading, writing and mathematics. For example, the results for literacy (see Figure 7), show that before attending only one third (34%) were very confident that they understood the literacy National

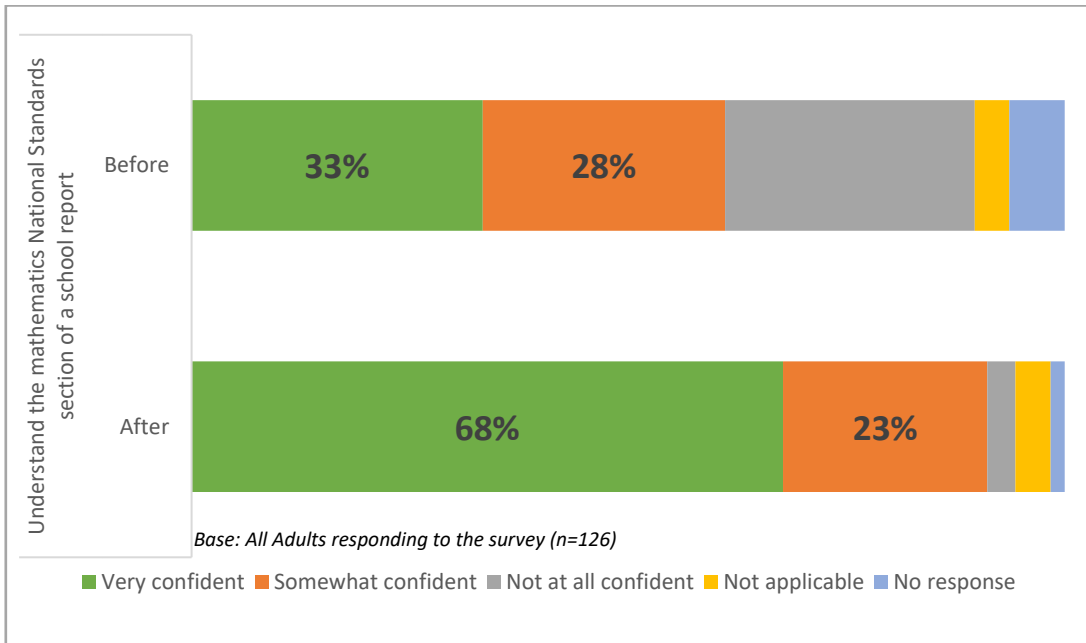
Standards section of a school report, compared with two thirds (68%) afterwards. Importantly there are very few adults reporting they are still not at all confident (in grey) after attending PowerUP.

Figure 7: Adults' improved understanding of National Standards: literacy



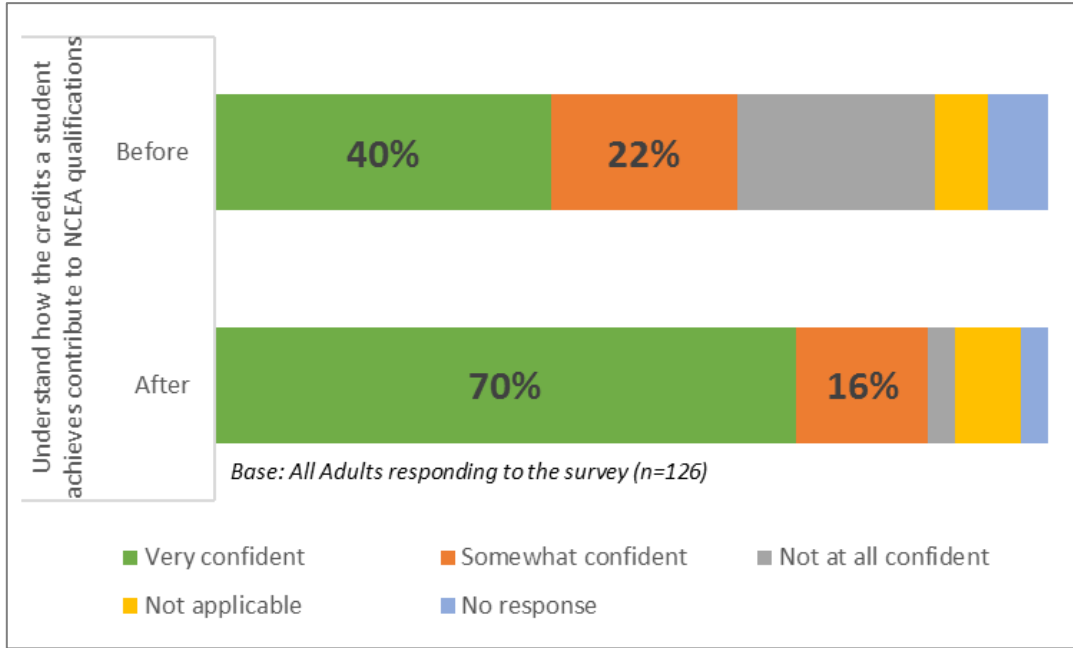
Adults also showed similar levels of improved understanding for mathematics.

Figure 8: Adults' improved understanding of National Standards: mathematics



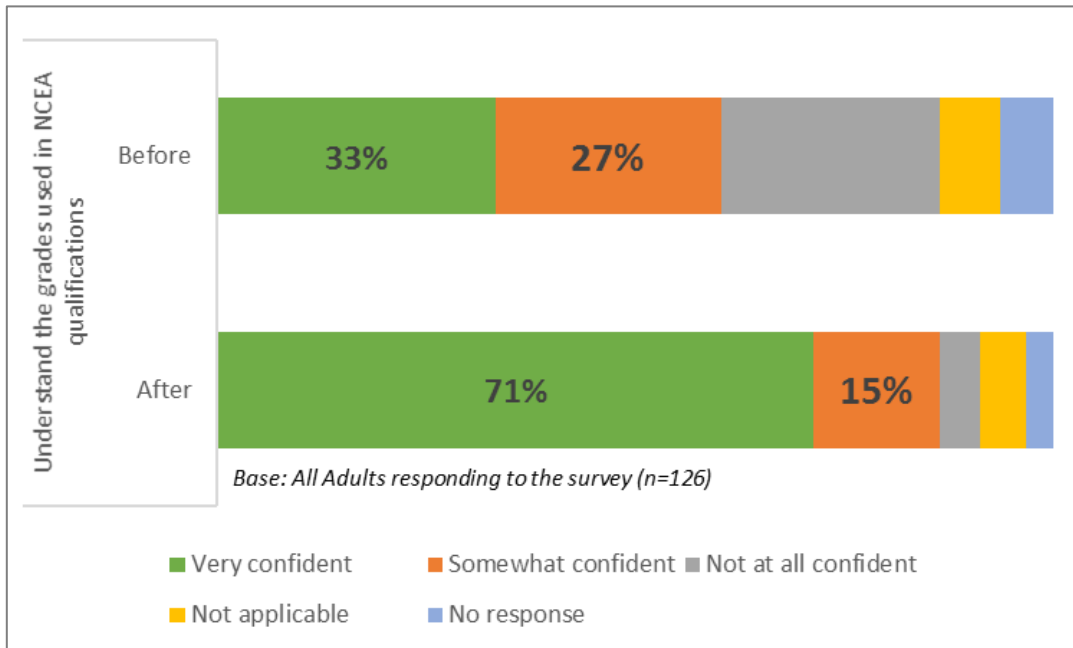
Better understanding of NCEA: Adults also have a much clearer understanding of how to engage with the NCEA components and processes and report having a better understanding of how that system works.

Figure 9: Adults' improved understanding of how credits contribute to NCEA qualifications



Adults also report having a better understanding of the grades used in NCEA qualifications.

Figure 10: Adults' improved understanding of the grades used in NCEA qualifications



With this improved understanding of the importance of the grades they were able to set expectations for their children, in a manner that was supportive and useful for their children.

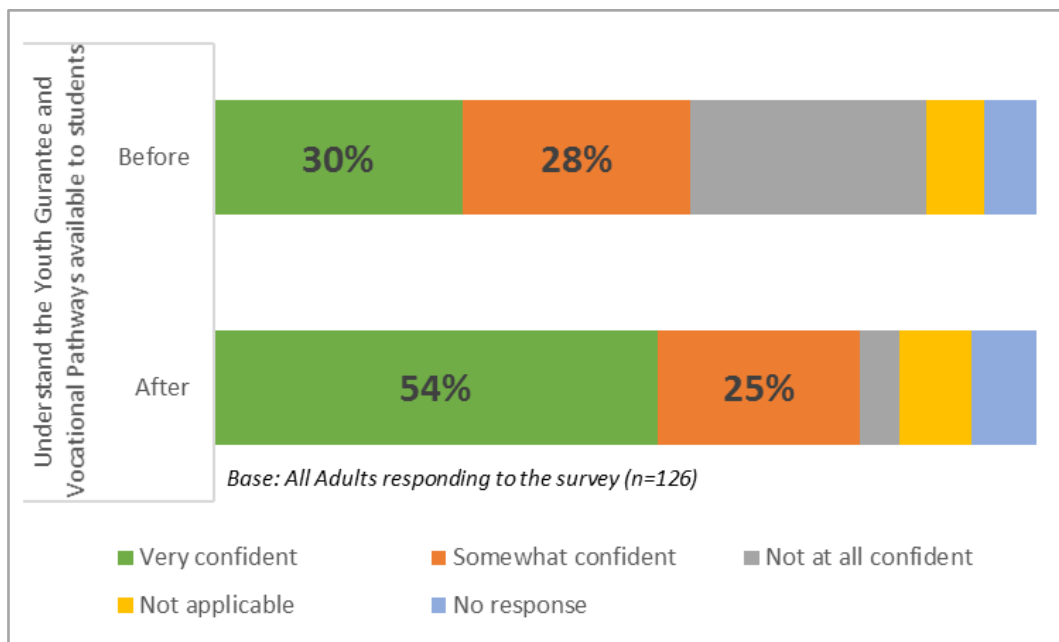
Understanding NCEA achievement standards [has been a strength of PowerUP] ... There is more to life than just settling for what makes them comfortable. I want them to challenge themselves and be more than what they just settle for. (Talanoa profile)

When needed, they were also more able to negotiate with schools to ensure their children had a good outcome from engaging with NCEA.

Understanding NCEA was very instrumental to me. One of my children is doing Level 2 NCEA had only 75 entries [credits] for all subjects chosen, but with the assistance of the PowerUP programme we were able to understand and therefore went to school and ask her teachers if they could allow her to do more courses in order to have more entries. And now she could pass well if she passes them all. (Talanoa profile)

Improved understanding of vocational pathways: To a lesser degree, adults also reported having an improved understanding of the Youth Guarantee and Vocational pathways available to students. This could be because providers had a staggered start and may not have delivered the Youth Guarantee part of the 26-week program. This needs to be further explored with providers.

Figure 11: Adults' improved understanding of Youth Guarantee and Vocational Pathways available to students



There were a number of references to children having greater clarity around the careers they would like to pursue as a result of attending PowerUP.

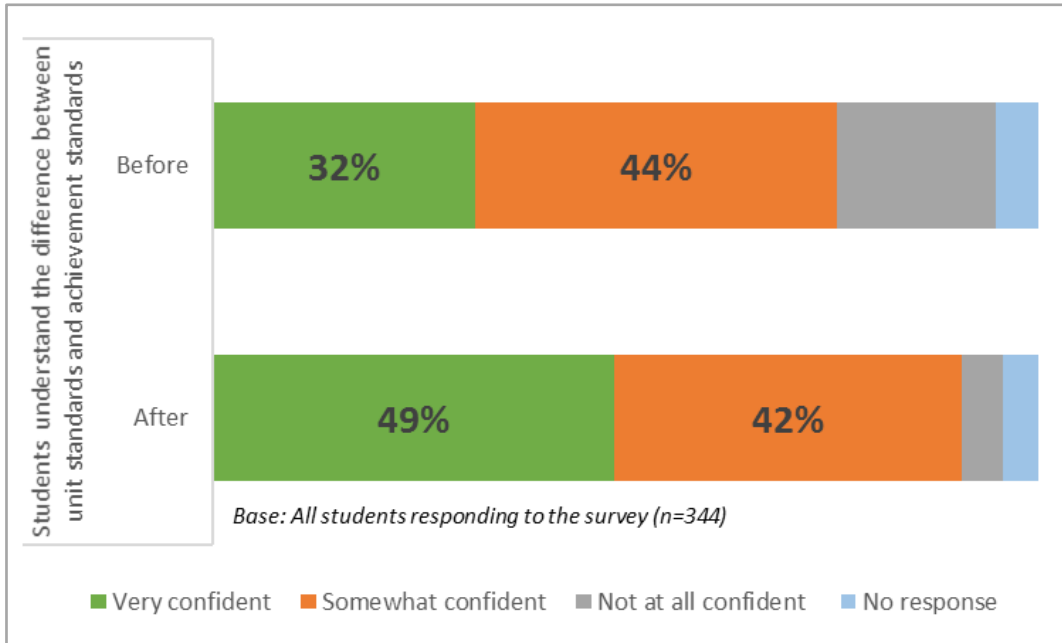
Since the session with Careers NZ I noticed that they are talking more of the future careers... For example, the older girl, when she was in Year 12, she was dreaming of becoming a lawyer... In Year 13 she [said she] wants to do work in the Tourism Industry, but now since the PowerUP session... she said 'Mum, I am going to be a teacher'... As a parent, we just support them. (Talanoa profile)

Students' understanding of NCEA

There was clear evidence from the evaluation survey results that secondary students' understanding of NCEA improved as a result of coming to PowerUP.

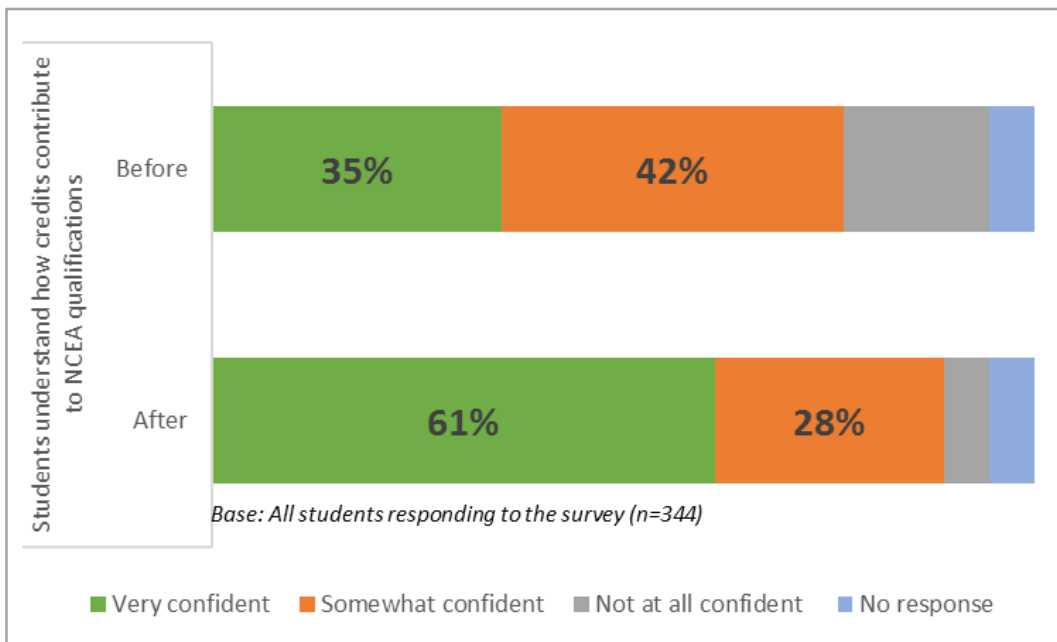
Students were clearer about the difference between unit standards and achievement standards, although only half (49%) were very confident after the programme. This may indicate potential for more focus on this in future.

Figure 12: Students' improved understanding of the difference between unit and achievement standards



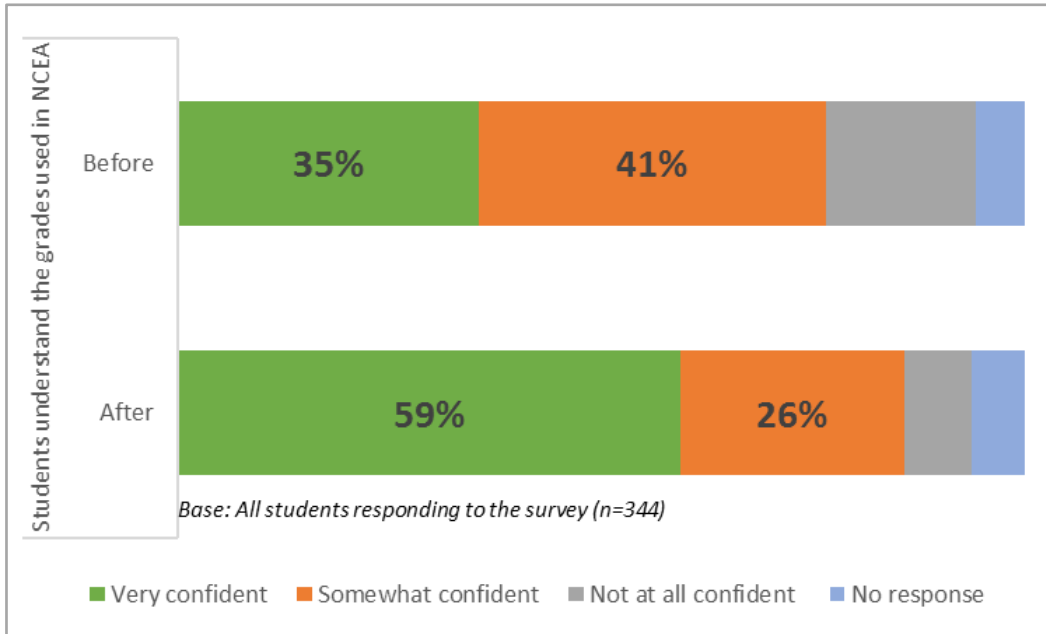
Three in five students (61%) also reported having a much clearer understanding about how credits contribute to NCEA qualifications.

Figure 13: Students' improved understanding of how credits contribute to NCEA qualifications



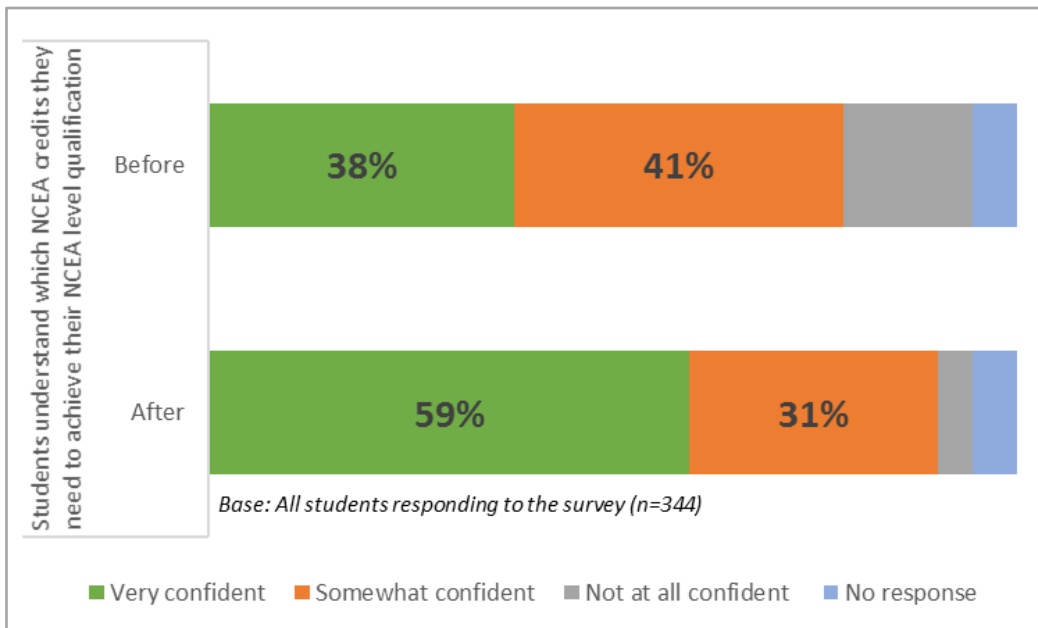
After attending PowerUP, nearly three in five secondary students (59%) claimed they were very confident they understood the grades used in NCEA.

Figure 14: Students' improved understanding of the grades used in NCEA



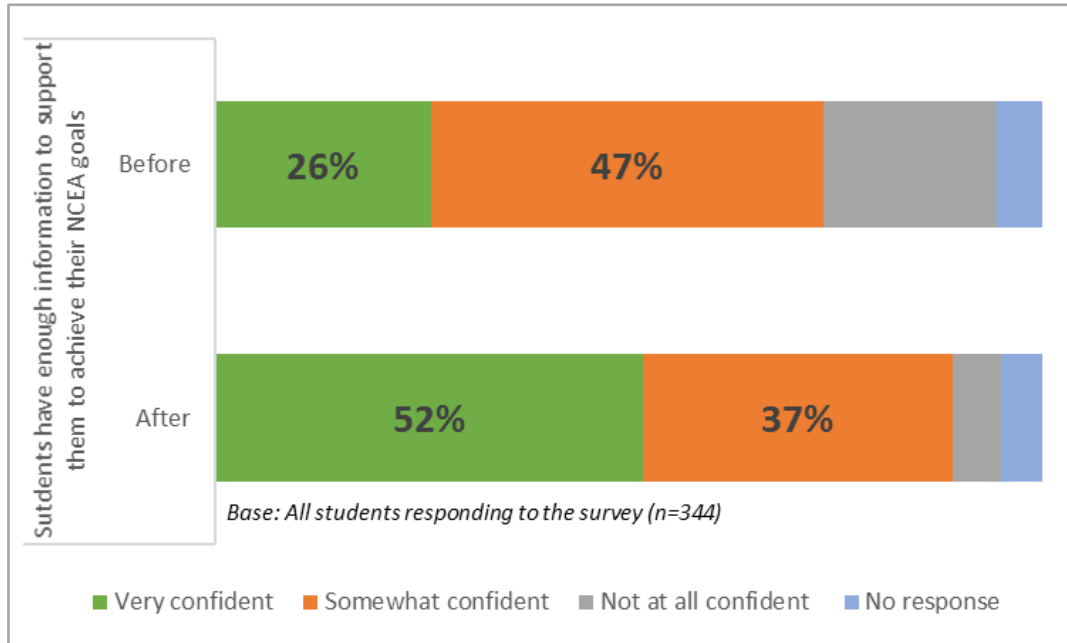
Also, nearly three in five students (59%) reported having a better understanding of which NCEA credits they need to achieve their NCEA level qualification.

Figure 15: Students' improved understanding of the credits they need to achieve their NCEA level qualification



Just over half the students (52%) surveyed maintained they were very confident they had enough information to support them to achieve their NCEA goals

Figure 16: Students' believe that they have enough information to support them achieve their NCEA goals



Here are a range of comments made by students about the benefits of better understanding the NCEA process as a result of attending PowerUP:

Power Up clarifies the NCEA system into an understanding way so no-one is left behind. (Student survey)

*[PowerUP] is a good place to do work and learn about the NCEA standards. (Student survey)
I would recommend PowerUP to a friend because they really do help you understand the importance of NCEA exams (Student survey)*

So they can improve their grades. I didn't understand it at first but PowerUP has helped me understand NCEA more. (Student survey)

PowerUP helps Pasifika students in particular to understand NCEA more confidently and get tips... (Student survey)

If anyone is stuck or maybe not achieving NCEA achievements standards I will recommend PowerUP to them (Student survey)

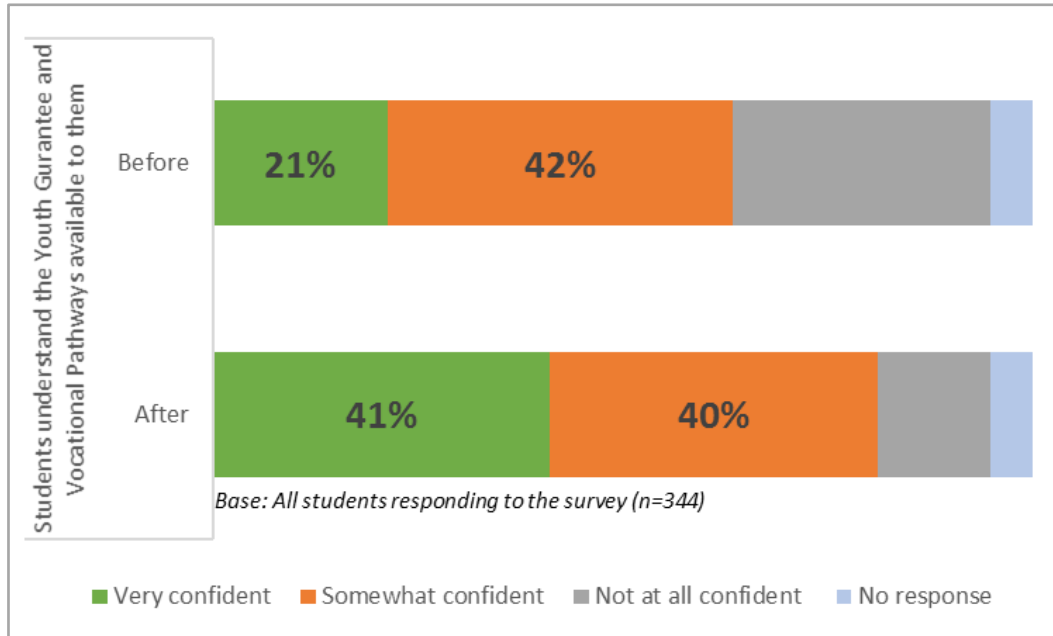
Because it's very helpful in a lot of different ways: it helps you prepare for NCEA exams and everything. It gives you an understanding on whatever you want [or] need to do. (Student survey)

A quote from a parent illustrates they have also noticed this improved confidence:

*“My daughter who is doing NCEA level 1 this year is feeling more confident and is working harder at gaining her credits to not just pass but aim to get higher than what she sets out to get.”
(Talanoa profile)*

While there was a big improvement in students' understanding of the Youth Guarantee and Vocational Pathways available to them, only two in five felt very confident they understood these options.

Figure 17: Students' improved understanding of the Youth Guarantee and Vocational Pathways available to them



Students appreciated getting advice on career pathways.

Because they gave me advice on career pathways. (Student survey)

Because it is really helpful, career-wise. (Student survey)

However, there were no comments that indicated students had engaged much with the Youth Guarantee scheme, indicating this part of the program was not strongly delivered or that students did not find the information relevant to them.

Attendees' general confidence increases; they feel less worried and stressed and they are able to do things

One of the first key shifts that seemed to occur for adults who took part in the Talanoa profiles was they got a lot clearer about what their role could be in their children's education. Four in five of the Talanoa profiles reviewed provided clear evidence of this kind of shift occurring. The kind of comments made included:

Really appreciate how much PowerUP teaches and encourages parents to support their children's learning and boosts parent's confidence in doing that so they can see that they do play such an important role. Weeks 8-10: Feel more positive about [the] kids progress because [I'm] understanding more. (Talanoa profile)

Greater confidence about what to ask teachers and what is expected of the child and the relationship between school and home. That her role as a parent in learning is as important as that of the school. (Talanoa profile)

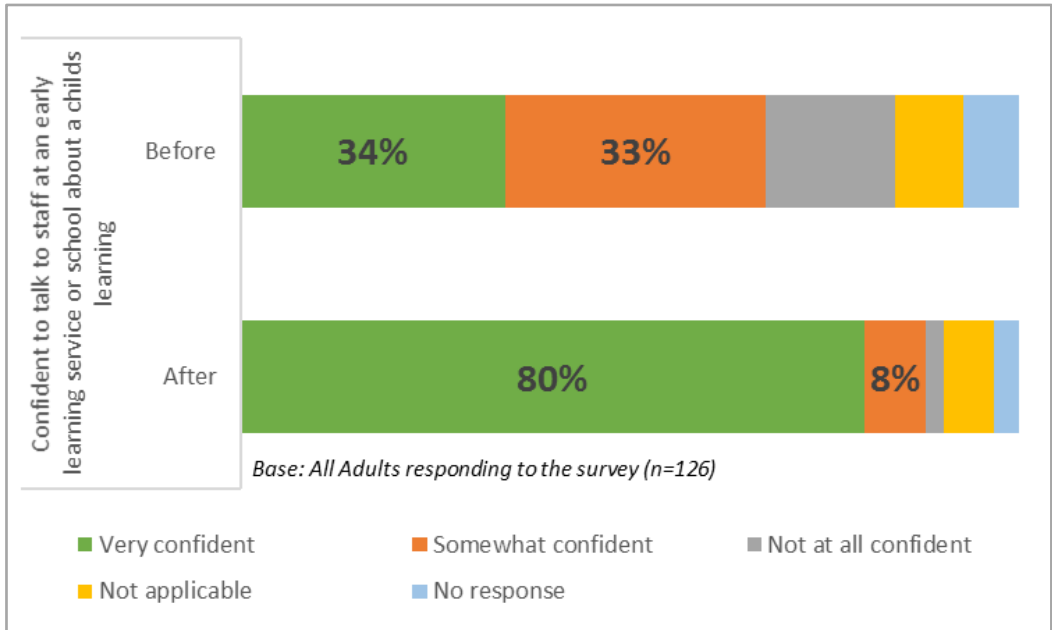
We [parents] have a role – be involved – be proactive. (Talanoa profile)

One very positive aspect of the results (from the evaluators' perspective) was the evidence of how rapidly families started to really trust in the programme. This was particularly visible in the Talanoa profiles. If families attended regularly and trusted the programme, then quite strong relationships formed fairly quickly between the providers and the adults, the teachers and the adults, and amongst the adults themselves. The evaluators found it interesting how

quickly this then resulted in adults' becoming more confident to engage openly and independently with others.

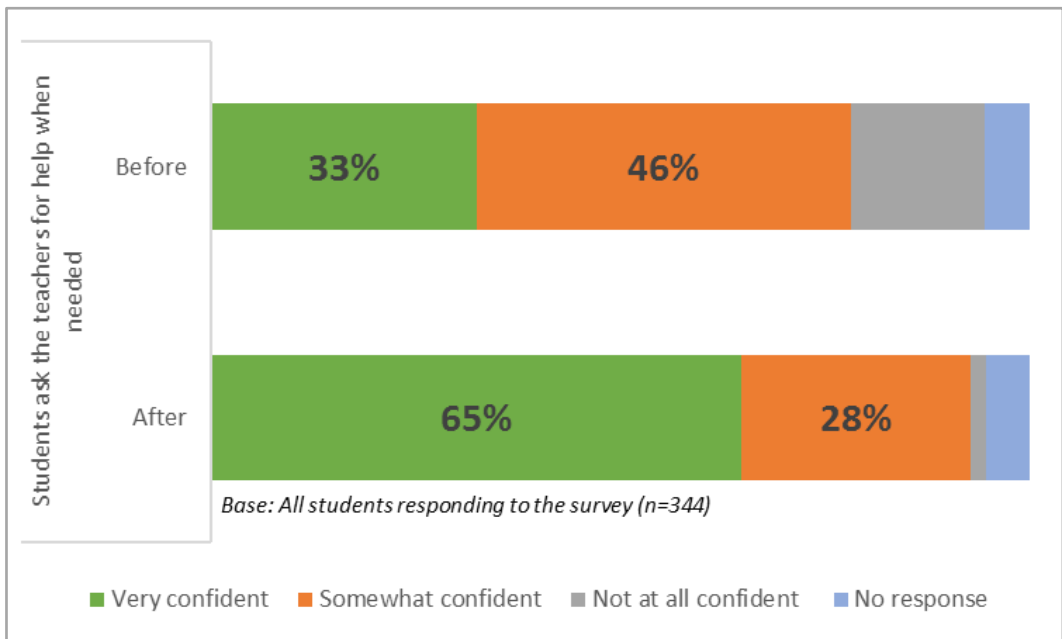
A key shift that occurs as a result of attending the programme is both adults and students being more confident to speak with teachers. Eighty percent of adults said that after PowerUP they were very confident to talk to school staff about a child's learning.

Figure 18: Adults improved confidence to talk to staff at an early learning service or school about a child's learning



Around two thirds of secondary students (65% up from 33%) also reported being very confident to ask teachers for help after attending PowerUP, compared with just one third at the start of the programme.

Figure 19: Students' confidence to ask teachers for help when needed.



Attendees become confident to speak, confident to be present

As noted earlier, there is evidence of both parents being more confident to talk to staff at an early learning service or school about a child's learning and students being more confident to ask teachers for help.

In addition, in three quarters of the Talanoa profiles there was evidence of parents becoming more confident to speak and be present.

He is more focussed in school work and is going back during study break to catch up. This has been a major shift in his attitude towards education... He gets great support from the PowerUP team and teachers which helps him in his academic work... I think for my son he is at that age where he would prefer not to have me around all the time – which I understand. But for programs such as PowerUP I know he doesn't mind me being here. I just have to make sure I give him his space to learn freely... I just make sure that after the session we make time to debrief in the car. (Talanoa profile)

There were lots of examples of adults being more confident to speak up, both in the home and at school. This kind of comment is typical:

Since I came to the PowerUP 'Talanoa' session I changed the way I communicate with my children. I discussed with my children their individual goals and how to achieve that goal. During parent's interview, I discussed with the whanau teachers: What subjects [are suitable] for my child to take in order to reach their goals? What level they are at the moment? Have they progressed more than before? What other help can the school offer? PowerUP programme helps me restructure how I support my children's education and how to ask for help from school about my children's learning and progress in order to reach their full potential. (Talanoa profile)

Adults reflected that from as early as week four the programme helped them to support their children at home:

Week 4: Since I came to PowerUP I changed the way I communicate with my children. I discuss with my children their individual goals and how to achieve their goals. (Talanoa profile)

[Father reports] understanding more about his children's progress and feels more confident about his children's learning. (Talanoa profile)

In some families, the parents discussed what they learned at PowerUP with their children:

My parents always tell me what has been taught in the parent program. (Student survey)

Students also noticed their parents have increased understanding of NCEA since they attended PowerUP, and there was evidence they were having conversations about this:

It's given them more understanding of what I'll be going through and they'll be able to help me. (Student survey)

My Mum started telling me the importance of the right NCEA subject choices. (Student survey)

My Mum understands more in terms of credits at different levels. (Student survey)

Interestingly, one student commented on the benefit of not having to be their parents go-between with the school:

Yes because they don't have to ask so many questions; they know now. (Student survey)

Students also seemed comfortable talking with other students about education. Since coming to PowerUP 74% of students said they have talked to more of their friends or other students about their studies.

From the Talanoa profiles it was evident that students benefited from the inclusive family environment and this added to the students’ comfort and confidence and therefore increased their willingness to ask for help. One parent commented:

If my children are shy to ask for help at school, they ask teachers at PowerUP. They feel comfortable around teachers at PowerUP. (Talanoa profile)

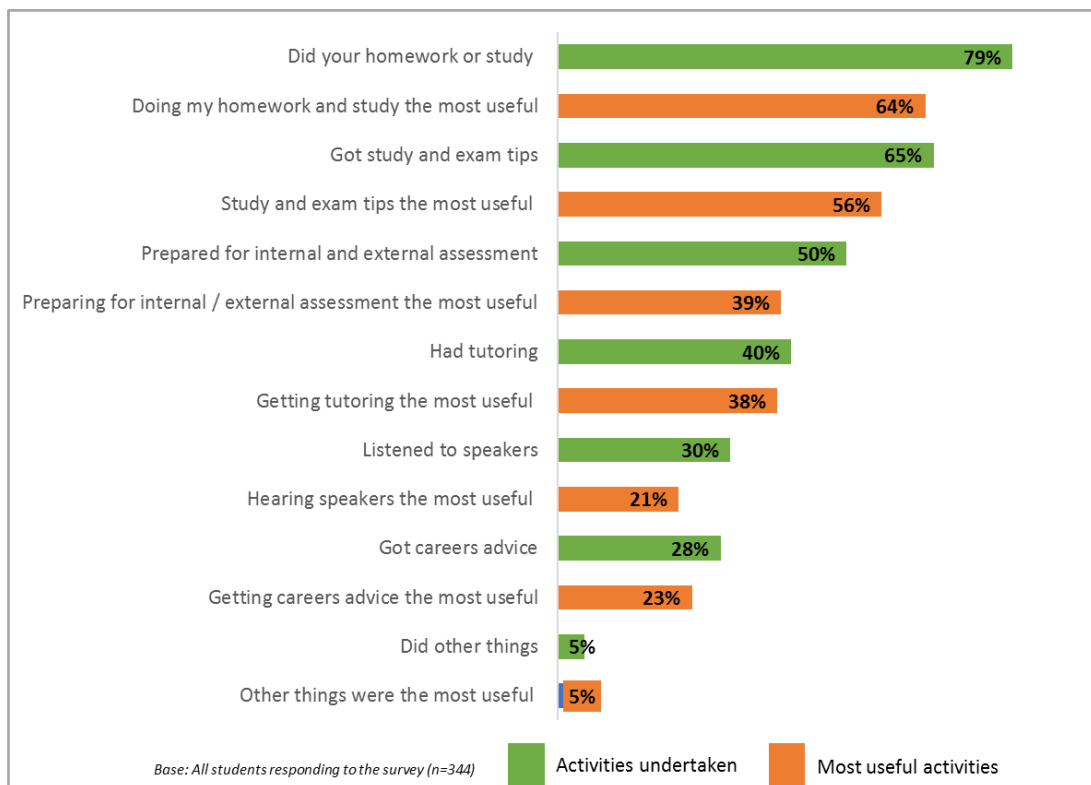
Provides a quality teaching experience to students

Three quarters of the Talanoa profiles contained strong evidence that parents thought their children gained access to quality teachers through PowerUP and that parents could see a difference in their children’s achievement, thus this aspect has been rated very good overall.

Their confidence to interact with other kids of all ages, the genuine interest by other educators that they don’t just have contact with, and just being in such a positive space with passionate people who are Pacific and mostly Cook Islands is an amazing place. I am just glad we have such a programme. I am thankful to [organisation] who just provide all of the other stuff around it, the mentors, transport, food and other resources, and my parents group, which is led by [name] who is so down to earth but really firm about encouraging our children to succeed. She is ruthless. It really shows how the school, family and community can work so well together. (Talanoa profile)

Students also thought PowerUP provided a quality teaching experience to students. Many students indicated they had learned a range of new skills at PowerUP – as shown in the following chart.

Figure 20: Activities undertaken at PowerUP and that were most useful



While many students indicated they were doing homework or study, this is just one of on average three activities each student undertook at PowerUP. Nearly two thirds of students reported they got study and exam tips, while half got support to prepare for internal and external assessments. Forty percent specifically mentioned getting tutoring, while just under a third listened to speakers, and over a quarter got careers advice. Students across all year groups from Years 9–13 sought careers advice, rather than this just being a focus of the older students.

The alignment between activities undertaken and activities students considered most useful indicates that PowerUP meets student needs. Importantly, there are several different activities that help students make progress: it helps them with their studies and things they're stuck on like their NCEA internals, externals, assessments and homework.

You're not alone, there are others that are willing to help you succeed and you become close and familiar with different students. You get the help you need and you become open with the things that you are stuck on. I'm really happy I was a part of PowerUP because I was able to get that help and boost of motivation that I needed. I have become more open with my family about my learning and NCEA credits that they are still willing to help do what's best for me and what will also help me. (Student response)

Here are some other comments students made about the teaching they experienced:

The teachers at PowerUP they are more approachable and at school it's much harder to talk to them. At PowerUP teachers teach better. (Student survey)

It's a comfortable environment to study in and you can get some good help from teachers. (Student survey)

The tutor and the exam tips helped. I wish I had joined from the start because the tutors and teachers helped me with all my questions I had when I came to PowerUP. I always leave PowerUP with all my questions answered and feeling confident about the subject. (Student survey)

Because it is a good opportunity to do work and get help from other teachers not from school and meet new people. (Student survey)

You're not alone on your learning journey. Support is available. But it is also your choice to say when your present. Your purpose of coming. (Student survey)

Students also reflected that they learned some other skills from PowerUP such as time management and exam tips – and as a result they felt more confident.

It helps you to complete your homework if you cannot manage your time. They also help you be up to task and also top of the class. (Student survey)

It is really beneficial to helping you cope with stress and managing your time. (Student survey)

Yes, because PowerUP helps with homework and it helps you use your study time more wisely. (Student survey)

Because it boosted your confidence in wanting what's best for you, your education and future. Also [it's] a lot of fun and very comfortable. (Student survey)

Because it helped me to study for things, especially for exams because I was in a quiet environment with others studying which made me want to study too. (Student survey)

Parents also noticed this shift in confidence and reflected that their children's behaviour changed in several ways – they:

- had improved study skills and were focussed on achieving their goals
- seemed to enjoy learning more as they experienced more success
- were more likely to persevere to get a good result (examples of children getting higher grades than in the past)
- became more confident to ask questions – firstly at PowerUP and as they progress at school as well, as they gained greater knowledge and understanding of their subjects
- in some cases, (especially older teens) became more self-motivated and were striving for results they wanted.

Have noticed since (my daughter) has been attending PowerUP that she has gained a lot more confidence within herself and more determination to finish off her homework. She has gathered more skills that help her keep focus. (Talanoa profile)

Provides a fit for purpose service for parents, family and students

Based on reviewing the Talanoa profiles there was good evidence that PowerUP provides a fit for purpose service for parents, family and students. Around half the Talanoa profiles showed the service was a good fit for parents, families and children overall.

The environment created is safe, reliable and encouraging. [We are] being inspired and motivated by guest speakers, [we like the] staff/teachers who go the extra mile, relationships [are] built with everyone, [we get] support in school work and family wellbeing [and we like the] icebreakers and games played. (Talanoa profile)

It takes a village to raise a child. They need all the support they can get to excel in their studies. I learned so many things in this community and really appreciated the help that I had. (Talanoa profile)

More specifically there was the following evidence in the Talanoa profiles of specific kinds of suitability:

- in two out of five profiles, it was possible to see how the service was effective because it was family centred
- in a third of profiles there was evidence of how the service was culturally fit for purpose. This was demonstrated as:
 - tutors/mentors *tautua* their communities
 - using Pasifika languages
 - being family centred
 - acknowledging parents/adults
- just over a quarter mentioned aspects that demonstrated it was inclusive and that all are welcome

nearly one in five provided evidence of service that particularly met local needs - an example would be 'tautua' as a Samoan value where tutors came back to help because they wanted to share their expertise and time:

In [town] there are not many Pacific students here. PowerUP has enabled the PI families to meet as a community. The tutors are experts in their subject field who WANT to come and share their time. [This] has a positive effect on the student. It shows that they care and that they want to make sure the student understands. (Talanoa profile)

There were also examples of the programme being fit for purpose from a student perspective:

It is a chill vibe that sometimes school can't offer. (Student survey)

Because it can help young students to extend their learning and enjoy it, it's also a good environment to get to know people and make new friends. (Student survey)

Not only coming to it because you're Pasifika but it helped you with study preparation, sharing knowledge with other students and much more. (Student survey)

Because I think this program is really good and it helps students with their school work and whatever they need help with. PowerUP also provides food after session. (Student survey)

While generally fit for purpose, with a vibrant and collegial environment, there were occasional comments that at times students found that PowerUP could be too noisy a place:

It really depends because it gets really noisy sometimes and [then I'm] not able to focus. (Student survey)

Benefits the parents, family and students in ways that are real and meaningful

Parents, families and communities as well as secondary students were clear that the PowerUP programme benefited them in ways that are real and meaningful. Over two thirds (68%) of the Talanoa profiles contained stories that showed real and meaningful benefits to parents, family and to a high or considerable degree.

Benefits for the parents and families

These are the kind of benefits families obtain when the adults attend PowerUP – they:

- have a better understanding of the education system and their role in it as a parent
- can draw on others for support
- can see positive shifts in their children's behaviour.

Understand the education system and their role in it

One of the key early benefits for the parents was that they quickly obtained the knowledge and skills to engage with both their children and the schools about their student's learning (as covered in the earlier section).

Armed with this new knowledge, some of the strongest Talanoa profiles provided evidence of parents being reflective: they thought quite deeply and personally about how they were as a person in their family. They seemed to be quite willing to share and talk about what they might be doing that needed to change and were very open to being different in pursuit of their child(ren)'s success.

Before PowerUP I used to blame myself a lot for some of the failures and challenges my children encounter. However, with this new knowledge, my personal confidence has grown in learning how to lead my family in a better way. (Talanoa profile)

The evaluators reflected that it is not easy to say that certain things you were doing might not be quite the best way or the right way. Here are examples of the kind of changes observed in the parents in the Talanoa profiles:

I have no words to explain how PowerUP programme changed my family's attitude and my role to play in my children's educational journey to success. Since we attended PowerUP our

perspective has changed; such as goal setting, team work, go to school every day and they have to work hard now in order to get a good result in the end. I always put my children's education first before my other roles. (Talanoa profile)

Communication at home is much more positive. (Parent) has learned to stop and think about how she addresses her ideas about their education and career choices. Instead of letting emotion lead the conversation (impatience, frustration) she keeps in mind the way her children think and changes her approach. The result has been a happier family and home. (Talanoa profile)

During this programme we have learnt that confidence is power and the influence parents have on their children's learning builds trust within your family. (Talanoa profile)

Can draw on others for support

Another benefit observed from the Talanoa profiles was that the adults attending PowerUP quickly formed into cohorts with a focus on learning and education. The evaluators reflected that often within Pacific communities, relationships formed around families, the church or perhaps around a workplace. However, parents appeared to like working together to realise their family's educational potential.

For me it has been surrounding myself with likeminded mothers who come and share their journey. We all come together and de-brief about the high and lows of the week and ways to help support our families. I feel empowered when I see that the program is helping my children, but also my community. This gives me confidence that I know something positive is happening within my kids and my community. (Talanoa profile)

[I'm] confident to go into the school and support my child. Knowing there are other parents in the same situation as me. I suppose we give each other confidence when we meet and share our stories. (Talanoa profile)

One Talanoa parent reflected that her children also liked attending PowerUP because "they love being around everybody, all working towards the same goal".

A key theme already touched on was the importance of building of trust within families and the community.

For me it is building trust within my family. I want my children to know they can come to us and tell us about anything. The sessions we have with the parents have been so informative and encouraging and we are journeying together as a community with our children's education. I also know that I also have a wider support network. It is empowering to hear other mother's stories and gives me hope to know that I am on the right track. (Talanoa profile)

For some families, the benefits of reaching out to others came quickly.

[We have received] support from one of the PowerUP staff members who has helped my daughter in Year 13 apply for a scholarship. This has given my daughter so much confidence in herself and also in her education. (Talanoa profile)

As noted on page 27, parents also became more confident to approach the school for support after attending PowerUP:

I have a right to know what the school can offer. [I can] ask for help if I cannot understand something from the school. I want more confidence to ask children's teachers about their strengths and weaknesses. (Talanoa profile)

Can see shifts in their children

The Talanoa profiles also provided clear evidence that within a matter of weeks, parents could see positive changes in their children’s behaviour – particularly as it related to their communication with parents and their study habits. Parents could understand their children’s learning and the parents were as excited and motivated about that as their children.

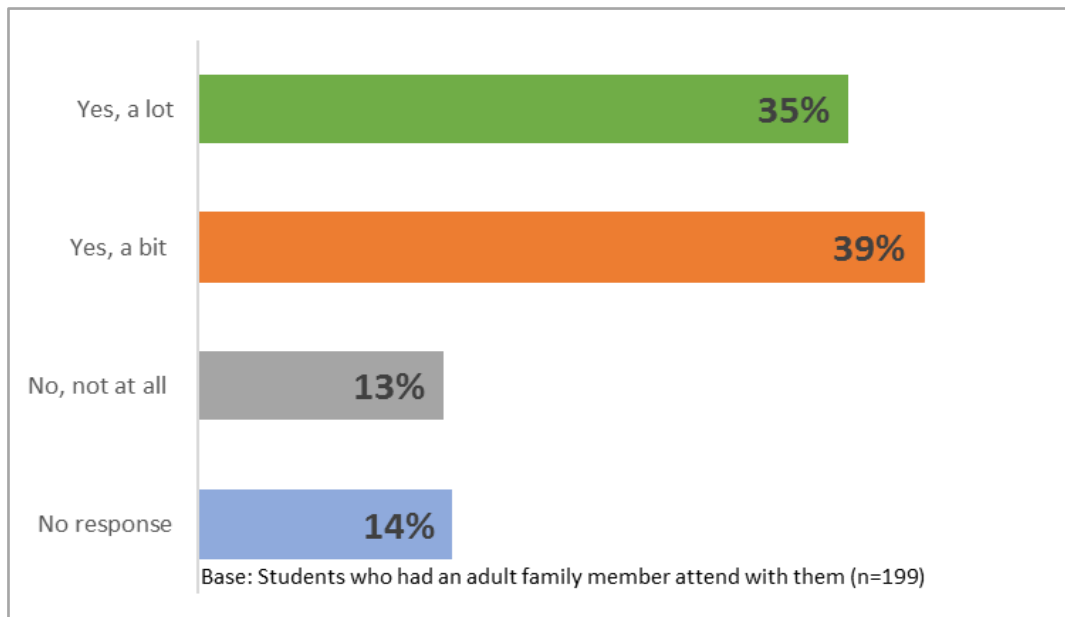
We have been talking about education more now, especially with my daughter getting ready to sit her exams for Level 3. This has allowed us to be more open and speak life into our kids, encouraging them to try their best and [encourage them] that they are capable of doing whatever it is that they put their minds and hearts to. I want the best for my kids, and it is a joy to see them grow and enjoy the things that they are learning along the way. (Talanoa profile)

Benefits for students

Many benefits for students have already been covered in earlier sections. Additional benefits of attending PowerUP for secondary students were that it was a positive more relaxed (and by inference less stressed) environment in which they could learn; they could talk about that learning with other students; and they came away more confident they were well prepared and had skills and strategies to cope with study.

Students also thought that adult family members coming to PowerUP increased their family's understanding of NCEA.

Figure 21: Whether adult attendance at PowerUP increased family's understanding of NCEA



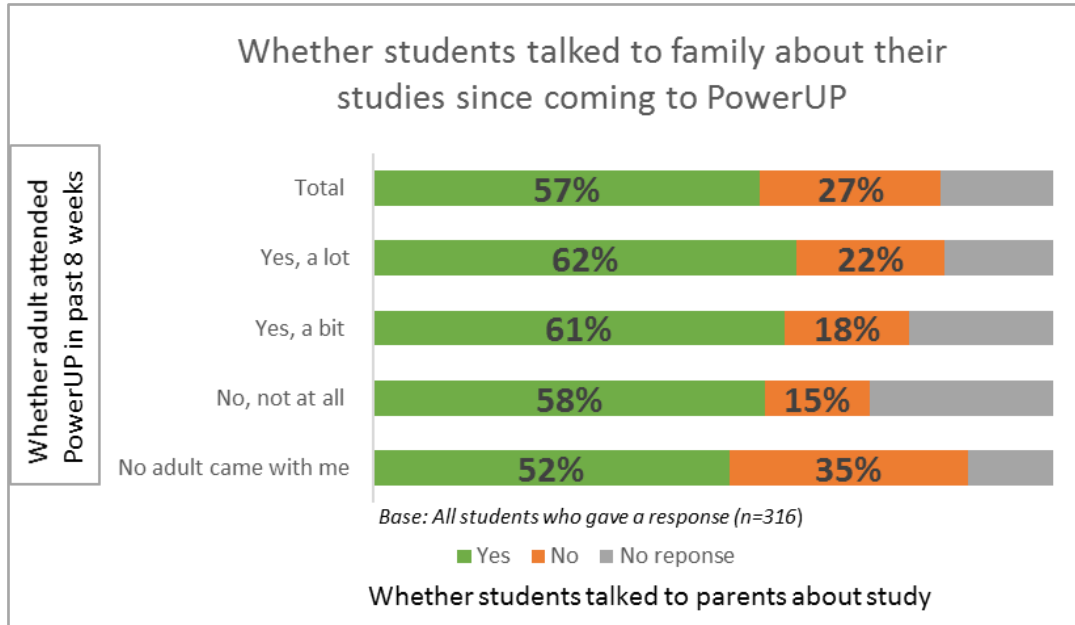
The benefit for the students whose parents attended PowerUP was that they received more targeted support at home:

Their understanding for NCEA make it much easier to explain what standards I've done. I have much more support now. (Student survey)

Who might be missing out?

On average 57% of students said they had talked to their family about their studies since attending PowerUP. The result was similar for both those who attended with parents and those who did not, as shown in Figure 22:

Figure 22: Differences in incidence of talking about studies depending on whether adults came to PowerUP



While on the surface this might indicate that PowerUP is valuable to students regardless of whether parents attend or not, the evaluators believe that the programme delivers its true potential when parents or a family adult attend as well. Parents also see it is important to attend as the following quote illustrates:

Without her attendance, her children are not likely to attend. [Mother] recognises this and knows her presence at PowerUP is a major factor in leading by example and being a champion for this community. [She reports] the family work together a lot more at home and are very close. (Talanoa profile)

Students who did not have an adult attend with them still talked about what they had learned at PowerUP when they got home. But these students acknowledged that parental support was valuable. One student explained:

No parent came with me to PowerUP, but if they had they would have had more knowledge about NCEA and I would have come more often. (Year 13 student).

Overall how worthwhile was the programme?

Introduction

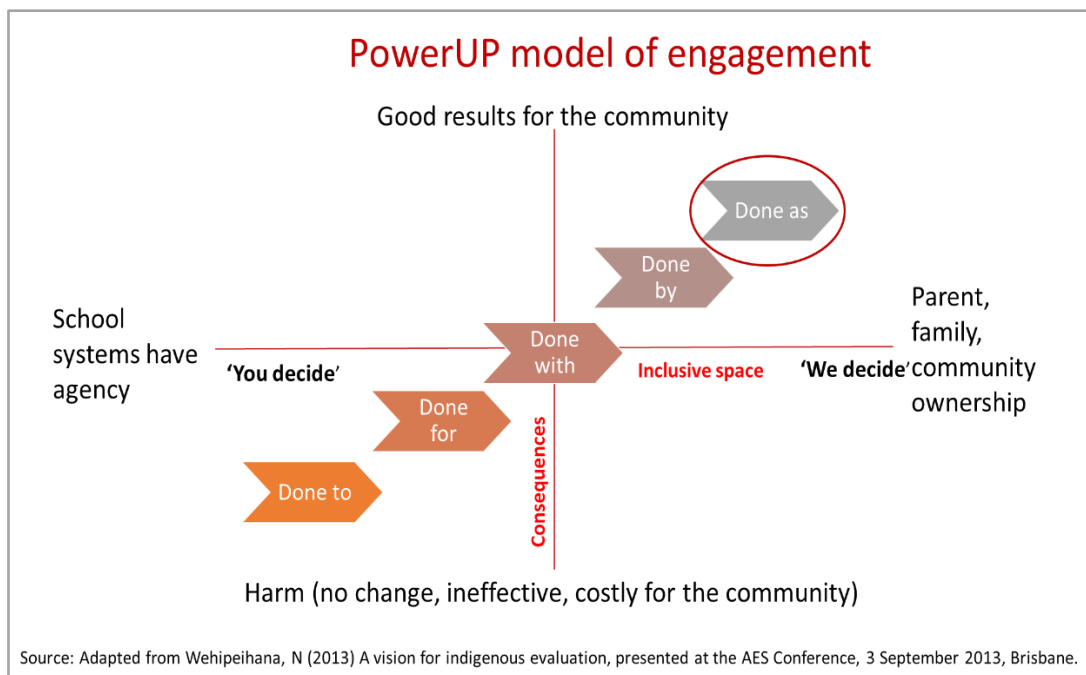
The evaluators observed that after attending the PowerUP programme quite profound changes occurred quite quickly in the behaviour, beliefs and attitudes of Pasifika parents, families and students regarding education and when engaging with schools. The evaluators therefore **rated the programme very worthwhile overall**.

PowerUP model of engagement

The evaluators reflected that, based on all the feedback provided, the PowerUP model of engagement encourages parents, families and communities to ownership of the programme. To cite New Zealand evaluator Nan Wehipeihana:³

This is where [Pasifika] people lead and are in control and [Pasifika] values, principles, approaches and methods prevail. It does not exclude other... methods but only as far as they are seen to be useful.

Figure 23: PowerUP model of engagement



Explanation of the model

The model in Figure 23 has two axes:

- **ownership of decision making (horizontal axis):** has a continuum from school systems having the agency to make decisions (on the left) to parents, family and community making the

³ Adapted from Wehipeihana, N (2013) A vision for indigenous evaluation, presented at the AES Conference, 3 September 2013, Brisbane

decisions (on the right). PowerUP works in an inclusive space where the parents, family and community have ownership of the service and have the power to decide what is needed for their community, in collaboration with the providers.

- **consequences to the community (vertical axis):** has a continuum from no change occurs, programmes are ineffective and costly to the community, i.e. might be considered to cause harm (at the bottom of the vertical axis), to positive change occur for the community, on the community's own terms i.e. good results for the community (at the top of the vertical axis). On this continuum, we observe PowerUP provides good results to the community.

Combined, we can see that PowerUP is working inclusively with families to provide good results to the community. Thus, the evaluators have judged PowerUP is operating in the 'Done As' space, circled in the figure above.

Changes observed

The programme provides for shared discussions that are facilitated by teachers but are very specific to the needs of Pasifika parents, families and communities. Parents come with knowledge of their families, and PowerUP provides:

- skills and tools to utilise the information delivered and engage with both their families and schools about their children's education
- an opportunity for parents to contribute ideas and learn from each other to support their children's education journey.

Through the programme parents receive affirmation that they have an important and rightful role in their children's education, in partnership with their children's schools, to ensure their children reach their potential. Parents become more powerful as they learn their rights, how to ask the appropriate questions related to their child's learning, and ways to participate and engage with the school. Thus, they become more confident to approach teachers. Parents see themselves as part of the solution.

The benefits for parents, families and students are nicely summarised by this parent comment:

PowerUP will open their eyes to what they want to see but currently can't. It will open their minds and empower them for their children's future through the knowledge they gain from PowerUP. (Talanoa profile)

Strengths of the programme

The evidence shows that the strengths of the programme are:

- it is highly relevant to Pasifika parents and is run in a way that is easy for parents to learn from and reflect on, and then make positive changes within their family – to support their children's education journey

[The children] definitely enjoy attending [PowerUP] with me. They like sharing the education journey and I believe PowerUP has brought us together as a team in their education journey. They became much happier kids as they progress through the 8 weeks... What I realised was that I never really listened to my children; I just assumed that I knew what their future looked like and directed them into a path I thought they wanted. Turns out that for most of them, I don't know what they want to be, even if it is a temporary goal. After PowerUP I understood that I need to listen more to what my children want and help them make the right decisions for them. (Talanoa profile)

- the way parents and other adults very quickly build trusting relationships with the providers, the teachers and amongst themselves supports lasting change

For me it has been surrounding myself with likeminded mothers who come and share their journey. We all come together and de-brief about the high and lows of the week and ways to help support our families. I feel empowered when I see that the program is helping my children, but also my community. This gives me confidence that I know something positive is happening within my kids and my community. (Talanoa profile)

- the programme is highly relevant to students, and it provides a safe space for students to engage with tutors and mentors to help them better understand how to approach their learning to achieve success.

Their confidence to interact with other kids of all ages, the genuine interest by other educators that they don't just have contact with, and just being in such a positive space with passionate people who are Pacific and mostly Cook Islands is an amazing place. I am just glad we have such a programme. I am thankful to [organisation] who just provide all of the other stuff around it, the mentors, transport, food and other resources, and my parents group, which is led by [name] who is so down to earth but really firm about encouraging our children to succeed. She is ruthless. It really shows how the school, family and community can work so well together. (Talanoa profile)

What are the learnings that can be used or applied going forward?

PowerUP has been running since 2013, and many of the positive learnings identified in this report have been identified in earlier Cabinet papers. In 2016 providers were contracted to deliver the PowerUP programme for three years. A total of 20 PowerStations were operational from June through to November 2016. PowerStations are located in Auckland (7) Hamilton, Tauranga, Tokoroa (2), Rotorua, Napier, Flaxmere, Palmerston North, Porirua, Hutt Valley, Christchurch (2) and Dunedin.

In the 2017–2018 year the PowerUP programme will run for 26 weeks. During this time PowerUP is expected to reach a maximum of:

- 800 Pasifika parents and families along with their children aged 5 years and under
- 1,500 Pasifika NCEA students, of whom a minimum of 800 are doing NCEA level 2
- 1,000 Year 9 and 10 (pre NCEA-level) students
- 1,000 primary school students.

This evaluation aims to help inform the 2017–2018 work, based on feedback from Pasifika parents or other adult representatives from families and their communities and from secondary students.

The findings from this evaluation confirm the benefits for parents, families and students identified in an earlier internal research report *Views on PowerUP: Data from Surveys of Adult and Student Participants in PowerUP* (Ministry of Education, 2016).

There appear to be three main learnings going forward, which are:

- PowerUP is designed from a strengths-based approach for Pasifika communities. It is responsive to the educational needs of these communities in an inclusive space where parents, family and communities own and decide how the program might best work for their community. This provides a safe space for learning for all. It will be important to continue to provide this education-focused environment, whilst constantly looking for ways to improve the delivery.
- There is a real strength in parent participation and there is strong desire from parents to work in partnership with schools. Providers need to be more deliberate about a mobilisation strategy for their community. It is evident that word-of-mouth approaches from the right people – be they people with family ties or prominent and trusted Pasifika leaders encourages parent participation. Therefore, it is vital to ensure the champions are the right people.
- There is variable quality in service provision; as evidenced by the range of quality in the Talanoa and survey responses. We suggest bringing providers together to determine what works in their community and to share those learnings and ideas with other PowerUP communities. There were also a few suggestions made about the programme itself, including
 - provide scholarship information at the beginning of the year so students know which scholarship to aim for
 - a suggestion that a careers expo be run at the beginning of each year.

This is not an exhaustive list however, and providers may also have other suggestions for learning needs they see in their communities. In conclusion, it will be exciting to see the progress PowerUP is able to make in 2017-2018 based on the strong platform already evident.

Methodology

Framing of the evaluation

This evaluation project was led by the Pasifika Education team at the Ministry of Education. They sought ways to collect feedback from adults and students that was culturally appropriate, relevant and meaningful about their participation in the PowerUP program. One way this was achieved was by using a guided Talanoa process to obtain feedback over ten weeks from parents as they engaged with the PowerUP sessions.

- Pasifika perspectives informed the development of the guided Talanoa profile approach, the survey questionnaire development and the development of the evaluative criteria. Pasifika perspectives also informed the judgement making around the performance of the PowerUP programme based on the data from the Talanoa profiles, and the adult and student surveys.
- Pragmatica Limited provided external evaluative support for data analysis. We believe that this combined approach supports the integrity of the Pasifika perspective, while ensuring the Pasifika Education team retained the capacity to undertake the required work in a timely manner.

Approach to developing the evaluation criteria

In order to determine possible criteria for evaluating the PowerUP programme the external evaluator drew on the expertise from the Ministry of Education's Pasifika team as well as the internal evaluator who had been working with them⁴. Through discussion we identified the key criteria and then the dimensions that might feed into each of these criteria.

The evaluators worked to develop the evaluation criteria from the objectives of the programme. In addition, the scope also took into account some of the feedback from the guided Talanoa profiles in developing the criteria.

At the sensemaking session on 4 January 2017, we jointly determined that the most important criteria was "building knowledge capability and particularly voice of parent's family and students". This criterion was given a stronger weighting than the other criteria, which were all weighted equally.

Evaluation criteria

The key criteria agreed for assessing the quality of the PowerUP programme and the level of importance assigned to each are outlined below, in Table 4. These were signed off by the evaluation team prior to the analysis being undertaken.

⁴ These four people are referred to as 'the evaluators' in this report.






Table 4: Evaluation criteria

Key criteria	Level of importance	Dimensions
The Programme...		(Based on the feedback about PowerUp, to what extent can we see...)
Builds knowledge, capability and voice of parent's family and students	Most important	<ul style="list-style-type: none"> Knowledge is built, and there is evidence of having information and knowing things Attendees' general confidence increases; they feel less worried and stressed; and they are able to do things Attendees become confident to speak; and they are confident to be present?
Provides a quality teaching experience to students	Important	<ul style="list-style-type: none"> Students gain access to quality technical support that builds their confidence in learning? Parents can see a difference in student engagement and achievement?
Provides a fit for purpose service for parents, family and students	Important	<p>The programme is fit for purpose in that it is</p> <ul style="list-style-type: none"> culturally appropriate inclusive effective meets local needs meets the needs of parents, families and children?
Benefits the parents, family and students in ways that are real and meaningful	Important	<p>Tangible evidence that the programme specifically benefits</p> <ul style="list-style-type: none"> parents students families?

Levels of performance

These levels of performance were signed off by the evaluation team prior to the analysis for the evaluation being undertaken.

Table 5: Performance levels

Rating	Generic example of performance levels
Excellent (Always) 	<ul style="list-style-type: none"> Clear example of exemplary performance or best practice in this domain: no weaknesses.
Very good (Almost always) 	<ul style="list-style-type: none"> Very good to excellent performance on virtually all aspects; strong overall but not exemplary; no weaknesses of any real consequence.
Good (Mostly, with some exceptions) 	<ul style="list-style-type: none"> Reasonably good performance overall; might have a few slight weaknesses, but nothing serious.
Adequate: (Sometimes, with quite a few exceptions) 	<ul style="list-style-type: none"> Fair performance, some serious, but non-fatal weaknesses on a few aspects.
Poor: Never (Or occasionally with clear weakness evident) 	<ul style="list-style-type: none"> Clear evidence of unsatisfactory functioning; serious weaknesses across the board on crucial aspects.

Data collection methods

The providers collected data from parents and families attending the Pasifika PowerUP Plus PowerStations, and this internal data collection formed the basis for the evaluation. No new data has been collected.

Data collection was undertaken in two ways:

- using a guided Talanoa profiling process with parents from June to November 2016
- using self-completion surveys with parents and families and secondary students attending the final weeks of the programme from PowerStations that were operational from June through to November 2016.

Guided Talanoa profiles

The guided Talanoa profile approach was developed by the Ministry of Education's Pasifika Education team. The purpose of the profiles is to provide parental and family voice on the value of attending a PowerStation. As such they are valuable in showing Pasifika parental beliefs, values, attitudes and expectations to and of the education system, and schools in New Zealand. These lived experiences shape how Pasifika parents see their role within education for their children. Profiling using a guided talanoa series of questions focussed around six thematic areas developed by the Ministry of Education:

- Pasifika demography – including where born, how many in family, languages spoken
- Early learning and primary education – where, their experiences, what decisions did they make for their children, how they supported their children, the home-school relationship, their educational knowledge, beliefs and assumptions regarding education.
- Secondary school education – parental choice, expectations, involvement with their children's learning and aspirations for their future.
- What they learned at PowerUP Plus about the education system and how they can support their children
- What action they have taken as a result of this information, knowledge and how this altered or change their beliefs and perceptions about education
- The outcome of their new knowledge or the action they took on their children's education and their attitudes towards education. What message do they have for schools and other parents and families? What made the difference?

The Talanoa profiling also articulates what these families learnt during PowerUP, how they used this and if and how this information changed their beliefs, values and attitudes to education. The profiles are also valuable to show effective/meaningful ways schools can engage with Pasifika families to support their children.

The profiles were collected over up to ten weeks by the providers from forty-four parents and families attending the Pasifika PowerUP Plus PowerStations. There were generally two participating from in each PowerStation.

Talanoa was utilised as the process to interview/converse with the families for the profiles. Talanoa 'tala' or 'talk' and 'noa' or 'normal'—is used through-out the Pacific and means outcomes through talk, decision through discussion, to discuss a topic. Talanoa is now a research methodology (Vaiolleti, 2006) used predominantly in Pacific research to naturally talk through a topic or phenomena showing the thoughts, feelings, views and perceptions of the people talking. For the PowerUP profiles it is the most useful and authentic approach with the parents and families. The talanoa was developed as a series of questions to guide and 'talk' the parents and families through their experiences at PowerUP.

Pasifika PowerUP Evaluation Surveys

Two versions of a short self-completion survey were developed by the Ministry for Education's Pasifika Education team. They were given to providers to administer to adults and secondary school students attending Pasifika PowerUP. Survey responses provide an overview of what attendees learnt and what they see as strengths and weaknesses of the PowerUP programme.

One hundred copies of each version of the survey were sent to each provider in late October to give out to participants in the last three weeks of the programme. The self-completion surveys were in English. They contained six questions for adults and eleven questions for students. The completed surveys were returned to the Ministry for data processing and analysis. In total 344 responses were received from students and 126 responses from adults.

Calculating response rates

One hundred paper surveys were sent to each of the 19 regions⁵ for both students and parents (200 in total). Thus, the most questionnaires that could have come back was 100 from each provider for each students and adults.

Those regions returning surveys too late for inclusion in the data set were Napier and Flaxmere and those regions not returning any surveys at all were: Christchurch East, Ranui, and Dunedin. We have calculated three response rates – one overall, and one for just those providers who returned any survey questionnaires and one for those who returned questionnaires on time.

Table 6: Response rates for the student and adult surveys

Region	Student survey	Adult survey
Hamilton	29	25
Christchurch West	16	0
Glen Innes	38	0
Mangere	25	10
Tauranga	9	17
Tokoroa	33	16
Otara	31	7
Mt Roskill	0	4
Rotorua	23	6
Palmerston North	20	9
Porirua	20	9
Hutt Valley	50	9
Otahuhu	0	8
Kelson	50	6
Flaxmere	10	12
Napier	9	5
Potential interviews	100x19=1900	75x19=1350
Total interviews received (including those too late to process)	363	143

⁵ The two Tokoroa sites are combined

Total response rate overall for all 19 regions (includes those not responding)	19%	11%
Response rate for the 16 regions with any responses (including those too late to be included)	23%	12%
Response rate for 14 regions that responded on time	25%	12%

Response rates were 19% for the student survey overall and 11% for the adult survey (based on all regions participating). From the fourteen regions who returned questionnaires on time response rates were 25% for students and 12% for adults. These rates are generally lower than we would like to see, particularly for the adult survey.

However, we note that response rates within the 18–25% range are still within the range being achieved for commercial market research surveys. Furthermore, when the adult survey findings are triangulated with the Talanoa profiles they tell a similar story. Therefore, we believe the data is sufficiently fit-for-function to use for this evaluation. However, we recommend action be taken to ensure improved response rates in future.

Analysis, synthesis and reporting

The Ministry arranged for all survey responses to be data entered into excel spreadsheets. The Ministry members of the evaluation team also read all the Talanoa responses and assessed the extent to which they showed evidence of change on a number of aspects which they then coded onto a coding sheet. These coding sheets were also data entered into excel spreadsheets.

Once data entry was completed Pragmatica Limited undertook the analysis using pivot tables. A summary of key data was prepared to share with the rest of the evaluation team.

There were two sessions where the findings emerging from the data were discussed by the evaluation team. At the second session, a sensemaking process was used to enable the Pasifika Education team members and the internal evaluator to convey the most important findings to the external evaluator who was then charged with writing this report.

The sensemaking method originates from the work of Phil Capper and Bob Williams. It was originally published as CHAT Cultural-historical Activity Theory (Capper & Williams, 2004). This method is the same as a key component of HSD who describe it as 'Pattern Spotting' (Eoyang & Holladay, 2013). The method involved five stages (Eoyang & Oakden, 2016):

- Stage One: We took a broad overview looking at the data overall – before getting into the detail. We asked, in general what is this data telling us, and identified the key generalisations. For instance, we noted that in general parents were attending the PowerUP sessions, and a number of them had attended a lot of sessions.
- Stage Two: Then we asked, what are the exceptions? We also looked to see if there are any outliers – either really excellent or poor ratings that need to be taken into account? For example, we observed that there was still a sizeable group of parents were not attending sessions with their learners.
- Stage Three: Then we looked for the contradictions – aspects that might provide insights? For example, we observed that students reported they were talking about PowerUP with their parents even if they didn't attend, and said that they would have come more often if their parents did attend.

- Stage Four: Then we considered the things that were surprising – either because they are there, or are missing. And we considered what might be learned from them? For example, we noticed that the parents that did attend PowerUP sessions seemed to come on board with the program and differences were noticeable in their understanding of ways they might support their learners in the Talanoa profiles in just a matter of weeks.
- Stage Five: Finally, we considered what was still puzzling, and explored these puzzles rather than explaining them away. For example, we wondered, given the benefits to students of families attending PowerUP how we might mobilise more families to attend.

Once the five stages were completed, we made judgements for each of the evaluation criteria and then checked whether the judgements seemed sensible and whether there was sufficient evidence to be credible and plausible.

This sensemaking session provided clear direction to Pragmatica Limited to write this report, whilst incorporating a Pasifika perspective.

Appendix A Works cited

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