



Pacific PowerUP Plus 2018

A summative evaluation of family and provider perceptions of programme delivery and benefits to participants

REPORT INFORMATION

Prepared for Rose Jamieson, Deputy Secretary, Parent Information and Community
Intelligence
Ministry of Education

Prepared by Judy Oakden, Director
Pragmatica Limited

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- guided Talanoa profiles over several weeks with parents and children
- guided Talanoa with providers, teachers and parent facilitators for each PowerStation
- self-completion evaluation surveys at the end of the PowerUP sessions with parents and children.

Their support and willingness to take part made this evaluation of adult and child perceptions possible.

Evaluation team

An internal team from the Ministry of Education closely involved with the PowerUP programme – Moe Sa'u, Gabrielle-Sisifo Makisi, and Shelley Kennedy designed the evaluation. Judy Oakden of Pragmatica Limited developed the evaluation report in consultation with the internal evaluation team and with external peer review and support from Kellie Spee.

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INTRODUCTION

The Ministry of Education developed Pacific PowerUP Plus (PowerUP) in 2013 to support Pacific parents and communities to be informed, knowledgeable and confident supporters of their children's learning journeys. The guiding philosophy is that a whole-family approach is the most powerful way to raise Pacific children's educational success.

PowerUP delivers targeted sessions for parents, families and communities. The sessions build the knowledge of parents and their children about aspects of the New Zealand education system. Session topics include why early childhood education (ECE) is important, how to support literacy and numeracy, National Certificate of Educational Achievement (NCEA), academic pathways and career choices.

PowerUP sessions ran for 26 weeks over the year, for two hours each session. The sessions are run at night in places such as schools, community centres and churches that are convenient for the Pacific community. Both parents and children attend PowerUP. Sessions provide Pacific parents, family adults and community with an opportunity to watch their own and other's children as they learn tasks, do homework and complete other school assignments. Also, Pacific parents, family adults and community can talk to PowerUP teachers and ask them questions. PowerUP offers families an opportunity to work together and support one another. Primary and secondary students receive one-to-one and small-group tuition. For ECE children, there are stories, literacy and numeracy games and music. All sessions start or end with participants coming together to share a meal. Participants value talking and spending time together as a community of learners with a shared purpose.

In 2018, PowerUP ran 20 PowerStations around the country. Auckland PowerStations (7) were in Ranui, Kelston, Mt Roskill, Mangere, Otahuhu, Tamaki and Otara. Other North Island centres hosting PowerStations were Hamilton, Tauranga, Tokoroa, Rotorua, Napier, Flaxmere, Palmerston North, Porirua, Hutt Valley and Wellington. PowerUP also ran two PowerStations in Christchurch: one each in Christchurch West and Christchurch East. Oamaru ran an 18-week programme.

Pacific community service providers, educators and churches deliver PowerUP in their communities. Their personnel include teachers, champions from within the community, and academic mentors. Previous evaluations have shown highly committed teams engage effectively with Pacific parents, families, communities and learners.

This document reports on the third evaluation of PowerUP, covering the programme delivery in 2018 and describing the benefits for participants so far. A unique feature of the evaluation design is the use of a Guided Talanoa Series. The Ministry of Education's PowerUP team developed the Guided Talanoa Series to capture the parent and family voice. Providers held talanoa with parents and their children. A series of 11 discussions across the 26-week life of the annual programme helped identify family changes in attitude and behaviour and the benefits of attending the programme. The Ministry team also held two talanoa with each provider. Talanoa took place between March and November 2018. The Guided Talanoa Series consisted of questions to prompt discussion focusing on topics related to the evaluative criteria and performance measures. The evaluators followed discussions over the weeks and saw shifts in Pacific parents' expectations and attitudes about their role in supporting their children in education.

The first evaluation in 2016 focused on using the evaluative criteria to assess progress towards the programme objectives, and on capturing the parent "voice". The next evaluation in 2017 focused on the evaluative criteria and on stories of change from the families taking part in PowerUP over the two years. The talanoa in 2017 captured the children's voice for the first time

and documented an emerging theme of increased confidence and safety among families attending PowerUP.

Again in 2018, the evaluators used evaluative criteria to assess progress towards objectives. The findings concentrated on five key themes:

- Pacific visible
- access (Auala In)
- identity, language and culture
- unconscious bias and racism
- Pacific well-being.

These five key themes emerged from the Guided Talanoa Series, Pacific parents, families and community voice and supported the emerging findings from the Ministry's 2018 nationwide Fono with Pacific families.

This 2018 evaluation report is the third and final in a three-year longitudinal evaluation. This year two families from each PowerStation took part in Guided Talanoa Series: one family that has been followed through the whole three years and the other for two years.

Executive summary

Introduction

This evaluation assessed the worth of the PowerUP programme, based on the intended outcomes and also the changes that occurred for families who participated in 2018. It also evaluated programme service delivery overall. The evaluation documented future learnings and focused on how to deepen and widen the PowerUP's reach. This year's evaluation builds on the findings of two previous evaluations.

PowerUP is a worthwhile programme

As in previous years, this evaluation found that in 2018 PowerUP is a **worthwhile** programme. PowerUP provided Pacific families with a safe environment with aligned cultural values in which to learn about education. The participants found PowerUP supported greater family organisation, cooperation and communication about learning. Many families said they were happy and confident learning at PowerUP – and they now had a joy of learning. Many participants gained enough confidence from PowerUP that their new approach to learning transferred to their dealings with schools attended by their children.

Those parents who attended PowerUP were clearer about the role they had to play in their children's education. Many parents no longer thought it was appropriate to leave their children's education to the school alone. They now understood they had an essential role in supporting and guiding their children in education, and they had gained knowledge to be able to do this.

Shifting parent attitudes at PowerUP was not a passive nor linear process, but a journey with ups and downs. PowerUP stressed where Pacific parents needed to take responsibility. Many parents valued the opportunity to share their experiences, problems and triumphs with other parents at PowerUP. PowerUP kept reaching out to parents who attended intermittently: at times finding they faced challenging family issues. PowerUP also reached out to communities and reminded them they too are accountable for Pacific children in their community.

Parent's support of their children's learning increased in sophistication over the years at PowerUP. The power of asking questions was an essential mechanism within PowerUP for building parent's and children's confidence. The talanoa provided abundant evidence to the evaluators of the parents developing skills to ask questions – of themselves, of schools and the Ministry. At first, asking questions led to more conversations at home and at PowerUP. Later the power of asking questions led parents to partner with the schools to support their children in learning.

Sometimes major shifts in routines and learning behaviours occurred within a year; other times it took a bit longer. Parents supported their children's learning and prioritised the time, energy and resources for study at home. In many PowerUP families, children no longer engaged with teachers without parent support in the school setting. Many parents who attended PowerUP longer had developed a partnership between PowerUP, home and school.

Parents said PowerUP changed their families by making learning a normal family activity. The talanoa revealed a whole new depth in the families' conversations. For instance, homework was often a launchpad for more in-depth discussions about learning and exploring new ideas. Parents and children also said they enjoyed doing new activities as a family – in one example, a family started visiting the library and art galleries.

Parents and students said they were now more confident in their learning. They were willing to try new approaches and were more resilient to try again if an early attempt didn't work well. Families said they shared what they learned from PowerUP within their family and with other families. To the evaluators, there appeared an excitement among Pacific parents and children about learning after attending PowerUP.

PowerUP helps achieve key outcomes






Overall, the evaluators rated PowerUP as **very good at meeting key outcomes**. Almost all parents (95%) who took part in the self-completion survey would recommend PowerUP to a friend. Analysis of those families taking part in the talanoa showed PowerUP was of benefit to almost all of them (93%) to a considerable or high degree.

PowerUP supports building knowledge, ability and voice of Pacific parents, family and children. Pacific families gain improved opportunities to use education services through PowerUP. Further, PowerUP's approach affirms identity, language and culture and supports families' increased well-being and resilience. There is evidence Pacific parents, children and families flourish within PowerUP when the parents become more informed about education and their role in their children's learning.

PowerUP is a vital addition to the educational mix for Pacific families and works well to support Pacific children in mainstream education settings. Often PowerUP also works in a way that helps participants address unconscious bias or racism.

The following dashboard shows ratings for the aspects of performance evaluated for PowerUP:

Table 1: Overall ratings for key outcomes of PowerUP

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

Programme provision is good with variability in parent attendance

In 2018 (as in previous years) the numbers of parents attending varied a lot between PowerStations. The families who attended PowerUP held the programme in high regard, but some centres attracted few parents. Professional development run by the Ministry team with providers helped explore the challenges of mobilisation and considered how providers could better use their connections. The Ministry team also offered capability and capacity building activities to support small providers without sufficient administrative or reporting means. The evaluators found that

providers wanted to be responsive to their communities and most tried to address low parent attendance.

While many PowerStations in the regions had good or acceptable levels of parent attendance, parent attendance was low in Auckland and Wellington. The Ministry team selected PowerUP providers based on their community knowledge, their contacts within their communities and their ability to mobilise parent support. However, at some PowerStations many Pacific children attended without parents. While these children may have gained benefits from access to high-quality teachers, they did not get the sustained benefit of increased parental support, which is at the heart of the PowerUP programme design.

The Ministry team wondered why skilled providers struggled to get better parent participation. Two talanoa with providers allowed the Ministry team to engage in some deep conversations to better understand the challenges. Ministry team and providers came to realise that a target of 75 families at each PowerStation was not achievable. They agreed to a lesser target of 30 families at each PowerStation. As well, providers and the Ministry team discussed other possible approaches to reach parents.

The discussions led the Ministry team to develop an alternative model of PowerUP called FlexiPlus for testing as one of two versions of PowerUP to be offered in 2019. The Ministry team did not re-contract many of the providers running PowerStations where low numbers of parents attended in 2018. Instead, they searched out new providers. In 2019 providers will test either an adjusted version of the original PowerUP, FlexiPlus, or in Auckland and Wellington where parent numbers were low the Au Lotu (church) model.

Churches, particularly Pacific churches, were suggested throughout the 2016 and 2017 Guided Talanoa Series as a Pacific response to mobilisation. Talanoa showed that a large proportion of Pacific people attended church or associated with a church: in New Zealand the church for many had replaced the village from their homelands.

In summary, given some PowerStations are working well and the Ministry team identified and addressed the issues with others, the evaluators **rated provision of PowerUP as very good overall.**

Learnings to take forward

Evaluation of PowerUP over the past three years has consistently shown that accelerated education success is possible for Pacific learners. Families said progress was sometimes two steps forward and another step back as they navigated the ups and downs of life. PowerUP supported families to help their children get back on track. Families said coming to PowerUP enabled them to get essential assistance to keep and support their children in school and to accelerate their learning. From the cycles of learning and action it is clear that PowerUP supports parents, children and families by focusing on:

- encouraging Pacific success
- providing Pacific families with improved opportunities to use education services
- affirming identity, language and culture
- addressing unconscious bias and racism
- supporting Pacific well-being.

The continuing cycles of learning and action are important for adjusting and refining the programme to meet the needs of busy parents. In 2019 new alternative models of service provision and new materials were developed from the evaluation findings since 2016. They are being tested to support advancing the roll-out of PowerUP.

SECTION ONE: BACKGROUND AND METHODOLOGY

Context

The *Pacific Education Plan 2013–2017 (PEP)* clearly explains the importance of improving education outcomes for Pacific children and young people. Although there have been improvements in achievement over the last five years, participation and achievement rates for Pacific learners continue to lag behind their non-Pacific peers. A fundamental way of achieving improved outcomes is working with Pacific parents, families and communities.

The Ministry of Education believes the education system needs to enable every learner to achieve in education and gain the skills necessary to succeed in life and the workforce. The system needs to be agile and adaptive and respond to the needs of Pacific learners and their parents, families and community in Pacific-capable ways. Pacific-capable ways support Pacific people to join in, engage, enjoy and achieve in education, secure in their diverse identities, languages and cultures. The education system should also = identify risks early and intervene to support the disproportionate number of Pacific learners at risk of not achieving.

The PowerUP programme

The Ministry of Education developed PowerUP to lift participation in early learning and academic achievement for Pacific primary and secondary students, and it began operation in 2013. The philosophy of PowerUP is that the most powerful way to raise Pacific educational success is by taking a whole-family approach so parents, families and communities can support their children's learning journeys. PowerUP encourages parents and the family to become more informed, knowledgeable and confident about education, so they can support their children's learning journeys. Delivery of PowerUP occurs at centres called "PowerStations".

PowerUP's key objectives are to:

- build the capability, knowledge and voice of Pacific parents, families and communities to drive and accelerate Pacific educational success
- provide access to quality registered teachers at every level to ensure the right information is available at the right time
- ensure fit-for-purpose, culturally appropriate, inclusive and effective approaches to best meet the local needs of Pacific parents, children and families
- achieve real results in real-time.

PowerUP actively supports Pacific parents, family and communities to champion their children's learning. In 2018 the Pacific parents and family workshops at PowerUP covered a range of education topics. For example, presentation topics included why attending an early childhood centre is vital and why it is essential for children to do well in reading, mathematics and writing. Families also learned about NCEA and career pathways, and how to support their secondary school children to achieve their goals by succeeding in NCEA. The workshops also responded to

parents' and family's questions and included topics of interest to them. PowerUP also provided academic support for secondary and primary students.

In 2018 the PowerUP programme ran for 26 weeks. Twenty PowerStations ran throughout the country in Auckland (7), Hamilton, Tauranga, Tokoroa, Rotorua, Napier, Flaxmere, Palmerston North, Porirua, Hutt Valley, Wellington and Christchurch (2). Oamaru joined during the year and ran for 18 weeks.

Based on attendance records, the evaluators estimate that PowerUP reached up to 945 Pacific parents, family and community members, and 3,458 children ranging from early childhood to Year 13.

Evaluation approach

The Key Evaluation Questions for the evaluation were:

- KEQ 1: Overall, how worthwhile was the programme?
- KEQ 2: How effective was the programme at realising key outcomes?
- KEQ 3: What changes occurred for the families who attended?
- KEQ 4: How well was the Pacific PowerUP programme delivered in 2018?
- KEQ 5: What did we learn that is useful going forward, focusing on deepening or widening the reach of PowerUP?

The 2018 evaluation reporting used the same evaluation criteria applied in 2016 and 2017. The evaluators and the internal team also developed themes from the responses from the Guided Talanoa Series. These themes aligned with the learnings which came out of Ministry-led education talks nationwide with Pacific parents and communities in 2018. Details of these evaluative criteria are on page 55.

Pacific data collection methodology used to gather Pacific voice

The providers collected data from Pacific parents, families, communities and their children attending the PowerStations as well as the community providers leading them. This internal data collection informed the basis for the evaluation. Data collection was undertaken in two ways: a Guided Talanoa Series with 38 families including parents and their children and 20 community providers from April to November 2018, and three versions of self-completion evaluation surveys with 209 adults, 579 secondary students and 286 Year 5–8 students attending PowerUP.

For more detail on the methodology, please go to page 56.

Scope of this evaluation

The evaluation did not consider the cost of the programme nor assess the value gained from each provider for the funding received.

It did not assess ways to deepen or widen the reach of PowerUP. For instance, it did not explore:

- project co-ordination alternatives
- the strengths and weaknesses of central or local project management
- the longer-term requirements to support such an initiative.

The providers collected data from parents and families attending the PowerUP PowerStations, and this internal data collection informed the evaluation. No additional data was collected.

SECTION TWO: WAYS POWERUP MEETS KEY OUTCOMES

The evaluative criteria in 2018, as in previous years, focused on assessing the extent to which PowerUP made progress towards its intended objectives. The evaluative criteria in 2018¹ incorporated key themes which emerged from the parents, families, communities, children and providers. These themes were consistent with the findings emerging from Ministry-led education talks held nationwide with the Pacific community. This section addresses four key outcomes, which are about the extent to which PowerUP:

- builds the knowledge, capability and voice of Pacific parents, family, community and children
- provides a quality teaching experience to parents and children
- provides a fit-for-purpose service for parents, family and children
- benefits parents, family community and children in a meaningful way.

Key outcome 1: Builds the knowledge, capability and voice of Pacific parents, family, community and children

Key findings

PowerUP encourages important and lasting changes in parents' and children's attitudes and behaviours towards education and learning. Parents attending PowerUP noticed they were more confident about education, had a new excitement about learning and had created greater family cohesion. Providers noted learning was "seen as a normal family experience" after attending PowerUP. Therefore, the evaluators **rated this aspect as excellent**.

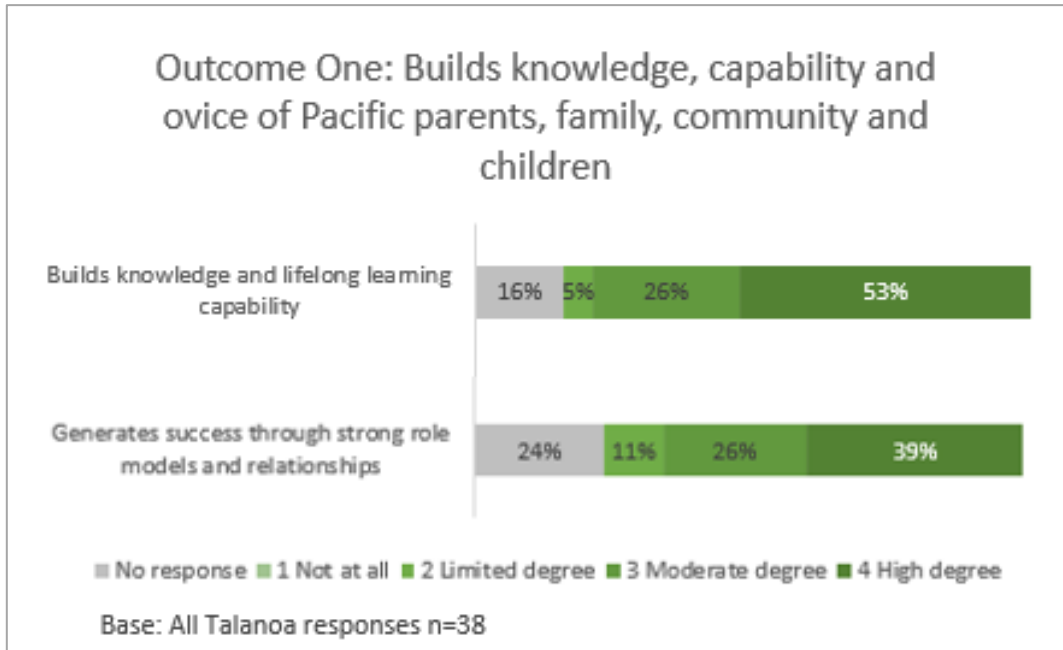
[Attending PowerUP], it's a huge change for everyone, not only for my kids but for me [as their mother] too. It helps and encourages me to go back to school so that's what I did. I did level 4 in ECE. I feel good and need to continue next year. (Parent Talanoa)

Since I attended PowerUP, my confidence in myself and in what I do has gotten better. (Child Talanoa)

Analysis of the talanoa from 38 families taking part in the programme shows the high degree of capability building, as explained in the following Figure 1.

¹ For details of the dimensions within the criteria, please refer to table 5 on page 55.

Figure 1: Extent Talanoa showed changes for families to build knowledge, capability and voice



Supporting Pacific success

The *Pasifika Education Plan 2013–2017 (PEP)* defines Pacific success as follows:

[Pacific success] will be characterised by demanding, vibrant, dynamic, successful [Pacific] learners, secure and confident in their identities, languages and cultures, navigating through all curriculum areas such as the arts, sciences, technology, social sciences and mathematics. (Ministry of Education n.d. p.3)

PowerUP helps create Pacific success through offering influential role models, building relationships, and by building knowledge and a lifelong learning capability. This section first looks at the ways PowerUp offers strong role models and builds strong relationships.

Parents said they built positive relationships with many people, including other parents, the champions, teachers and mentors. Parents said the warm, friendly Pacific atmosphere at PowerUP allowed them to form relationships and enjoy learning with and from one another. The providers worked alongside community champions who were key Pacific people in the communities. Champions ensured the delivery of PowerUP was Pacific and friendly, and that families had what they needed. The evaluators saw the benefit to families from getting to know the champions, as it broadened their networks.

Parents watched the teachers and mentors working with their children and offering robust role modelling of other ways to talk with their children and engage in their children’s learning. Often the teachers, mentors and champions inspired parents to try new approaches.

[PowerUp] is run in a laid-back and friendly atmosphere with a multicultural environment. Teachers, leaders and mentors provide great leadership skills and are awesome role models to our children that is why we take them to PowerUp every week. (Parent Talanoa)

It is a great learning and fun environment for not only the children but [also] a supportive role and resource for parents. (Parent survey)

Parents felt known and valued, and they encouraged one another to try new things. Children also said at PowerUP they developed relationships with other adults, including other children's parents, the community champions, teachers and mentors.

Getting to talk with other parents, having a laugh with other parents, listening to examples of how other parents deal with issues. (Parent survey)

I share with them [other parents at PowerUP] how the PowerUp helps my children in their learning and education – [and how it helps] not only the kids but for me the mother too. (Parent Talanoa)

Parents applied learning from PowerUP at home. Since attending PowerUP, both parents and children said they developed stronger relationships within their families.

There is an absolute positive strength in our family. As children we see that with good education, we will have a good, strong, healthy family in the future. It takes everyone to build a good firm family. (Child Talanoa)

Children said that at PowerUP adults expressed care to them in a way that was encouraging and affirming, and many children reported feeling adults listened to them. Parents and children provided examples of how PowerUP role-modelled the importance of education and supported building strong relationships between families and learning.

My children enjoy the teachers in the PowerStation because they always ask to help us. Learning in the PowerStation is like learning together as a family. (Parent Talanoa)

At home we talk about what new knowledges that Mum and Dad had learnt from what have happened at PowerUP on the night [sic]. My parents respond a lot if we talk about something happened at school. This is because they have learnt a lot from PowerUp and when we talk, they understand what we trying to explain. Dad questions a lot about our school results, both academic and extracurricular activities and our future careers. (Child Talanoa)

My children share with us parents their successes and failures. We are now able to approach the school for assistance. We are working together as a team to achieve in education. The children are regarding homework at home as a normal part of their evening schedule. (Parent Talanoa)

Children also said they developed strong relationships with other children and liked learning with other students from different schools. Relationships with other children broadened their networks. They also liked their parents getting to know some of the other children.

I enjoy working with other students from different schools. We are able to share our experiences with the families and what it means to be a student now. I meet new people every week and love sharing about our learnings and our challenges as well. (Child Talanoa)

Therefore, the evaluators rated PowerUP's ability to **offer strong role models and build relationships as very good**. The only reason it was not rated excellent was that some providers struggled to achieve high levels of parent attendance. However, where they did attend the parents, children and providers all spoke of the ways improved relationships created an environment for educational success.

Pacific success was also evident in the many ways **PowerUP helped build lifelong learning capability**, and the evaluators also **rated this aspect excellent**. Pacific parents' variable experiences in their education emerged during the talanoa. Some Pacific parents had enjoyed education and experienced academic success, but many had not.

PowerUP offered a positive educational experience in a non-judgemental Pacific environment where Pacific families wanted to participate. At PowerUP parents learned their participation in their children's learning is critical, and they learned how to help their children. They could discuss in an affirming way any issues arising with their child's learning. Children's comments regularly backed up and reinforced what parents said about PowerUP.

[Our family receiving support for learning and gaining knowledge about the education system has helped my children have] higher expectations of themselves, knowing that they are not in it alone. [As a family we now have] conversations about doing their best with their education, in learning and gaining more. (Parent Talanoa)

Some parents built a learning network of support through discussions with other parents. The collective was influential in role-modelling Pacific success. Parents said their relationships at PowerUP differed from others they had because they were purposeful and focused on education.

The parents' workshop gives us a lot of information to understand curriculum. I am now confident to support my children in their studies. (Parent survey)

At PowerUP Pacific parents and children also saw other Pacific people experiencing educational success, and they said this spurred them on to their achievements. There was plenty of evidence from both parents and children of children making progress – and examples of where children experienced success. Both children and parents said they developed speaking skills and became more confident through learning to ask questions.

Community learning is totally a different environment and [it provides] different experiences that our children can develop from. Their engagements, leadership skills, confident, positive social relationship, trust and feeling of belonging are all built up in PowerUp gathering. (Parent Talanoa)

Children's focus on education increased as they determined possible vocational pathways, which in turn made their study more relevant. Children and parents also learned new ways to approach study.

School work has become very important to my children now. There is a sense of competitiveness amongst themselves, which I see is crucial to their learning. We talanoa more at home, and I don't have to give instructions and remind [them of] their priorities. (Parent Talanoa)

Parents reflected that over time, their learning ambitions for themselves and their children broadened. They also started to consider their own lifelong learning needs. Because of what they learned at PowerUP, there were several examples of parents undertaking further study themselves. Children's learning aims also broadened, and children became more engaged in their learning.

Becoming a doctor is a set goal for when high school is over, and PowerUP has provided motivation and confidence that goals can be achieved if you set your mind to it. (Child Talanoa)

Key Outcome 2: Provides a quality teaching experience to Pacific parents and children

Key findings

As in previous years, there was substantial evidence that at PowerUP parents and children experienced improved opportunities to work with educators who provided quality teaching. Access to these teachers stimulated Pacific parents and children's confidence to learn. Almost all the family talanoa showed evidence to a moderate or a high degree of parents and children receiving a quality teaching experience. Therefore, the evaluators **rated this area very good overall**.

PowerUP made a difference to Pacific parents by:

- explaining the education system to them and showing how they might support their child's learning
- helping them get clearer about their role in their child's learning at home and at school
- offering a safe, affirming environment where they could ask questions
- providing a place to learn and practice having productive learning conversations
- helping parents assess their child's educational progress, set expectations and track progress
- increasing the confidence of parents
- supporting parents to develop effective home-school partnerships, which led to Pacific parents becoming visible and taking on leadership roles in the school and the community.

There was strong evidence that Pacific parents learned how to support their children's learning at PowerUP. Parents also learned how to engage with the education system. This engagement from parents was helpful to children as it meant they had greater support than before. Both parents and children said they liked learning as a family at PowerUP. Children also mentioned they liked learning in mixed-age groups.

High levels of engagement in PowerUP from both parents and children were apparent – and it was clear that children had increased learning success. Both parents and children saw the benefits of personalised learning opportunities.

PowerUP is a great way for me as a parent to engage in my children's learning. It has encouraged me to push my children to their full potential and to support their learning for a more successful future. (Parent survey)

Three key things I have learnt in the last few weeks at PowerUP are]: to do better in my Maths and English, to talk with my teacher [to get help with my homework] because I didn't like doing my homework before, and [understanding] that now I can [also] learn together with the other kids here [and that] working with the other kids is fun because we help each other out. We also have fun activities that help you with your homework and if I don't come with homework, I know that the teachers here always have something ready for me to do. [Knowing these things] helps me to do better in school, like [getting help] with my homework I bring home, and so I can ask for help when I need it and not be shy. Sometimes I don't like talking to anyone or if anyone looks at my work. But now it's a little easier to ask for help. (Child Talanoa)

This evaluation found that before attending PowerUP, only a quarter of all Pacific secondary students and Year 5–8 students felt able to approach a teacher at school to talk with them about their learning. This finding suggests that outside of PowerUP, many Pacific children may lack effective learning relationships with the teachers in their daily school life.

Providing improved opportunities to use education services

The evaluators use the term “access” to describe the way education opened out to PowerUP attendees. This evaluation defines access as “the right or opportunity to benefit from or use a system or service” (“access, n.”. OED Online. March 2019. Oxford University Press.).

The evaluators found that PowerUP provided improved opportunities for Pacific families to use education services. Therefore, the evaluators **rated this aspect excellent**. There are several aspects to enhanced opportunities for Pacific families to use education services: the following parent comment summarises some of the key ideas.

Great interaction, with teachers one-to-one also parent sharing time. Fantastic to have a space weekly to discuss and receive clarity with issues that are not accessible at school. Shared dinner also is helpful, for our family [that's a meal] once a week I don't have to worry about. (Parent survey)

Families and providers saw that PowerUP provided a Pacific family-friendly setting to learn how the education system worked. Pacific parents had greatest interest in secondary school and NCEA (68%), followed by primary school (51%) and then early childhood education (37%). From the survey data and talanoa, there was substantial evidence that at PowerUP Pacific parents learned about human development in early childhood and of ways to encourage their children's learning. They also learned about reading, writing and mathematics for the primary and intermediate-level children. At the secondary level, parents learned about the progression through NCEA. For example, parents learned the types of credits and the number of credits needed for a child to pass Levels 1, 2 and 3.

A big part of PowerUP for me as a parent is having a better understanding of the education system, especially because English is not my first language. This has helped me understand more about the level my child is at and [upcoming] NCEA. This helps me be more of a help to my child. (Parent Talanoa)

Every parent needs to have knowledge about their lad's education and should know it well. Not only does it help them understand the system, it also supports their child and encourages their learning. (Parent survey)

Parents also learned about NZQA and the trajectory of subject choices, through to work or study at tertiary level. The career pathway information was valuable for both parents and children. Parents reported that providers followed their interests in the sessions offered.

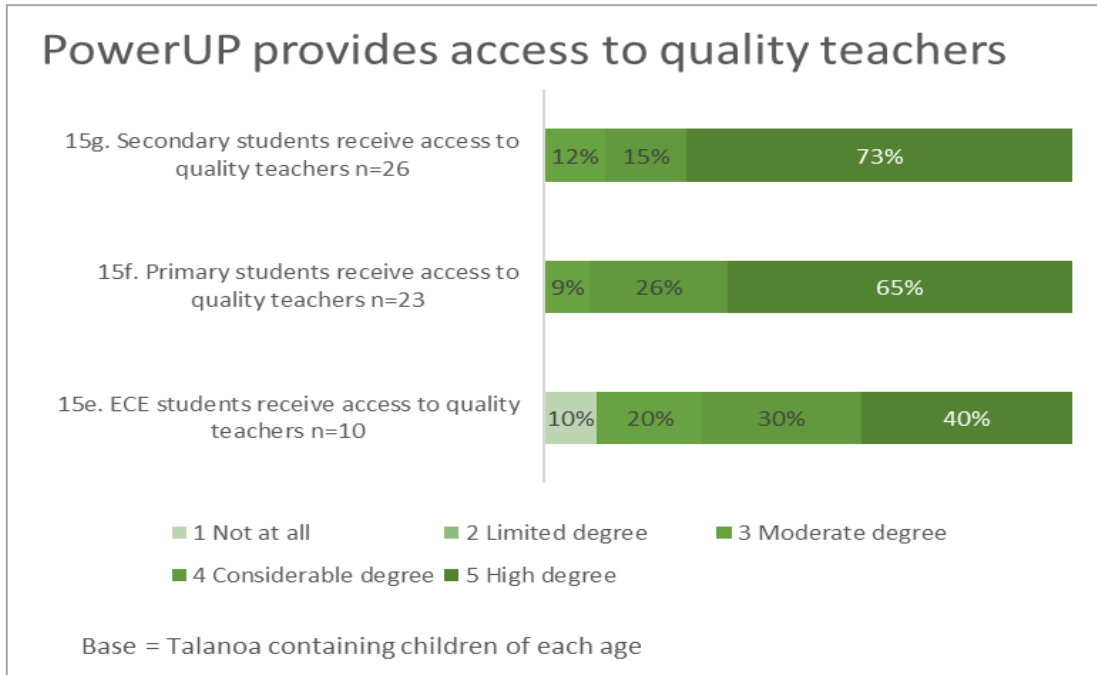
Overall, comments in the parent survey and the parent talanoa showed that through PowerUP Pacific parents learned how to support children's learning, and this was valuable to them. Parents also saw PowerUP working effectively alongside mainstream education.

A great tool to reinforce learning at school. A reliable programme, as you know teachers are there who know where [or] what your child is learning [or] needs to learn. (Parent survey)

A positive group is a must for any child that is struggling with learning. PowerUP is my support to give my child the help she needs. This has been the best routine in relation to my child's learning outside of school. Thank you to PowerUP for their time and commitment. (Parent Talanoa)

Three-quarters of families taking part in the talanoa reported they got opportunities to work with quality teaching staff through PowerUP, as is illustrated in Figure 2. Most noticeable at the secondary level, this was also obvious at the primary level. There were fewer mentions of opportunities to work with high-quality teaching staff at the early childhood level.

Figure 2: Extent PowerUP provides access to quality teachers at different education levels



What is a high-quality teacher for Pacific families and children? Pacific families rate a teacher as of high quality when they:

- focus on the learner’s needs in an approachable, helpful manner
- work at the learner’s pace
- accurately identify the learner’s current achievement levels and clearly explain the next steps
- use examples learners understand to teach the curriculum in a way that is enjoyable to children
- expect improvement in learning and build on successes.

Engagement with teachers with these skills helped build Pacific parents’ and children’s confidence in learning.

My teacher [at PowerUP] assists me where she can see I need help, for example helping me read words that I don’t understand. It’s easier learning [at PowerUP than at school] – they help us and teach us at our own pace. At school they are more strict on us. I enjoy the learning [at PowerUP] together with my peers at our own pace. And it’s good that we feel comfortable asking any questions to our teacher... I improved my reading at PowerUP. I got 4/5 in my reading assignment that my mentors and teacher helped me with at PowerUP. (Child Talanoa)

Parents recognised the teachers working with their children at PowerUP were highly skilled. They saw the way their children responded to the teaching approaches used at PowerUP.

The teachers are so experienced and know their material so well that it is no wonder the kids love coming here. [Learning at PowerUP] is different in a way [from school]. PowerUP is more one-on-one and the effort [the children put in] is recognised in every session. (Parent Talanoa)

One thing that I have seen in my [Year 1 son’s] learning is his reading with the assistance of the PowerUP teacher. We have recognised more interest in reading [from him] especially when the attention is focused on his reading at our PowerUP session and then there is a

follow-up at home. [My son] feels supported to read, and the extra support with someone he knows and trusts has been good for him. (Parent Talanoa)

Both parents and children found the teachers not only skilled but approachable and helpful.

I also find the teachers and mentors very helpful and friendly. Teachers are more approachable here. (Child Talanoa)

Teachers at PowerUP help and explain things in a way I enjoy, so it makes it easier to do my revision, and less boring. (Child Talanoa)

The survey showed that with support from PowerUP, confidence amongst Pacific parents and children to approach teachers at least doubled. Before attending PowerUP, only two out of five Pacific parents and family adults were very confident they knew how to support a child with their learning. After attending PowerUP, nearly nine out of ten Pacific parents and family adults taking part were very confident they knew how to support a child with their learning. Fewer than half the Pacific parents or family adults were very confident to talk with teachers in early learning services and primary schools before attending PowerUP. After PowerUP more than three in every four parents felt very confident to approach a teacher. PowerUP also helped Pacific parents better understand the pathways available to children in further studies and employment. Only a third of parents were very confident they knew of these pathways before attending PowerUP compared with nearly three-quarters afterwards.

Table 2: Shifts in confidence for Pacific parents and family adults after attending PowerUP

Attribute	% Very confident	
	Before	After
Knew how to support a child with their learning	39%	88%
Could talk to the staff at your child's primary school about your child's progress and how they and you could support	42%	84%
Could talk to the staff at an early learning service or school about a child's learning	41%	80%
Understood the pathways available to children i.e. further studies, vocational pathways, employment	33%	73%

Base: All those who gave a rating from Not at all confident to Very confident. Excludes those who did not respond to the survey and those who said this aspect was not applicable to them. The base size ranged from n=160 to n=188 out of n=209 total responses.

These experiences showed parents it was important to be part of their children's learning. Many Pacific parents commented that before PowerUP, they thought education was the school's job. Previously, other commitments seemed more important than attending to their children's learning. After taking part in PowerUP Pacific parents saw they needed to be a part of their children's education too. Parents, children and providers all noted this change in parental attitudes.

Children also reported increased confidence to ask teachers for help after attending PowerUP. Three in five secondary children said that after attending PowerUP, they were very confident to talk with a teacher about their learning, compared with a quarter before. Just over half of Year 5–8 students (54%) reported being very confident to ask teachers at school for help after attending PowerUP.

Good relationships with teachers had the potential to be transformational. Children reported that when they had better relationships with teachers at PowerUP, they could achieve more at school. At PowerUP children recognised the teachers as skilled experts and valued the teachers' care for them and their education. As children better understood their subjects, they became more engaged and reported enjoying learning more.

I learnt a lot about maths at PowerUP. One of the academic mentors was able to help me in this area. I used to hate maths, but when she helped me I learnt to enjoy it more because I can understand. This made attending PowerUP fun. Maths is something that I always find hard when I am at school, but I am learning all the time. I had a writing test and I got a 5B. I only need one more [mark] to get 5A which is the highest mark in writing. This happened because I had that extra support. I was shocked to see how I improved. It made me feel happy that I am on the right track. (Child Talanoa).

I learnt a maths problem at PowerUP [and] was asked the same maths problem at school and no-one in my class knew it but me! So I was very happy with myself. (Child Talanoa)

PowerUP provided quality teaching and learning in a safe environment, making learning possible for parents, children and families.

Power Up provides a safe, fun and warm learning environment for learners of all ages as well as the community (parents). Secondary students are able to receive one-on-one learning time with specialised teachers, and/or in smaller groups or find space to work on their assignments quietly. The atmosphere is always buzzing, with a mixture of highly engaged students to those who are there to 'stress-release' (aka socialize). The light supper provided by PowerUP after every session is a bonus also. (Parent survey)

PowerUP supported peer-to-peer learning in a collective as a normal learning experience. Parents and children appreciated the opportunity to learn as a family and in mixed age groups.

An easy way for a family to learn together and support children in learning/education excellence, and for children to receive amazing support by way of teachers, mentors and support staff. (Parent survey)

Family environment made for good learning for me and my children. (Parent survey)

The evaluators found that before attending PowerUP, only a quarter of all secondary students and Year 5–8 students felt able to approach a teacher at school to talk with them about their learning. This finding suggests that outside PowerUP, many Pacific children may lack effective learning relationships with the teachers in their daily school life.

Extra resources provided to support learning at PowerUP

Providing meals was a meaningful way to encourage participation at PowerUP. It was both culturally apt and sensible – as tired, hungry children and adults are unlikely to learn. Pacific peoples often provide food during community activities as a Pacific value of hospitality and hosting based on respect. It also removed the barrier of families' having to feed families after work for the early night sessions quickly. Both parents and children said that they enjoyed eating with others in a communal setting. PowerUP was an important regular outing for some families.

Food is a powerful way to bring our people together they gather around the table and share food, stories and laughter in an informal environment. (Provider Talanoa)

For some families, access to a meal removed a barrier to attending, enabling mothers to come when they might have otherwise stayed home to prepare dinner. Providers reflected that a free family meal might have also at first enticed some families to attend. Adults and children alike commented that the food was “delicious”, and they liked having a “full belly”.

Many stated, “We don't have to worry about food on Wednesday night”. They were not worried about their children being hungry on Wednesday night, but knew that they were supported in education and also supported in nutrition. (Provider Talanoa)

PowerUP also provided or made available other resources for families who needed them. Some families appreciated that transport was available to attend PowerUP. Both parents and children commented that they valued access to Wi-Fi. Some children needed access to devices to complete their homework. Other parents and children liked having access to resources such as pens, planning diaries, paper and books. At some PowerStations families took home a box of fruit and vegetables. The following comments point to some of the resources that providers made available to families.

Other resources provided included pens, papers, printed worksheets, reading books, craft items for primary to write on and explore imagination. For the ECE department, toys, play dough, puzzles, and blocks, crayons and paper were supplied for learning. (Provider Talanoa)

We provided each child with a workbook to take to class and return when finished. Lessons worksheets, workshop information and tutor's comments were recorded in these books, [and] we encouraged the children to write their own feedback. (Provider Talanoa)

Through PowerUP, parents, children and families also accessed other agencies outside education, such as Pacific health services. Parents liked that PowerUP ran in a “Done as Pacific” (Wehipeihana, 2013) way, where they could ask for and receive support on matters of interest to them.

Key Outcome 3: Auala in, Access

This section considers the extent to which PowerUP provides a fit-for-purpose service for Pacific parents' family and children. This year the evaluation sought to find out the extent to which PowerUP affirms identity, language and culture and addresses issues arising from unconscious bias and racism.

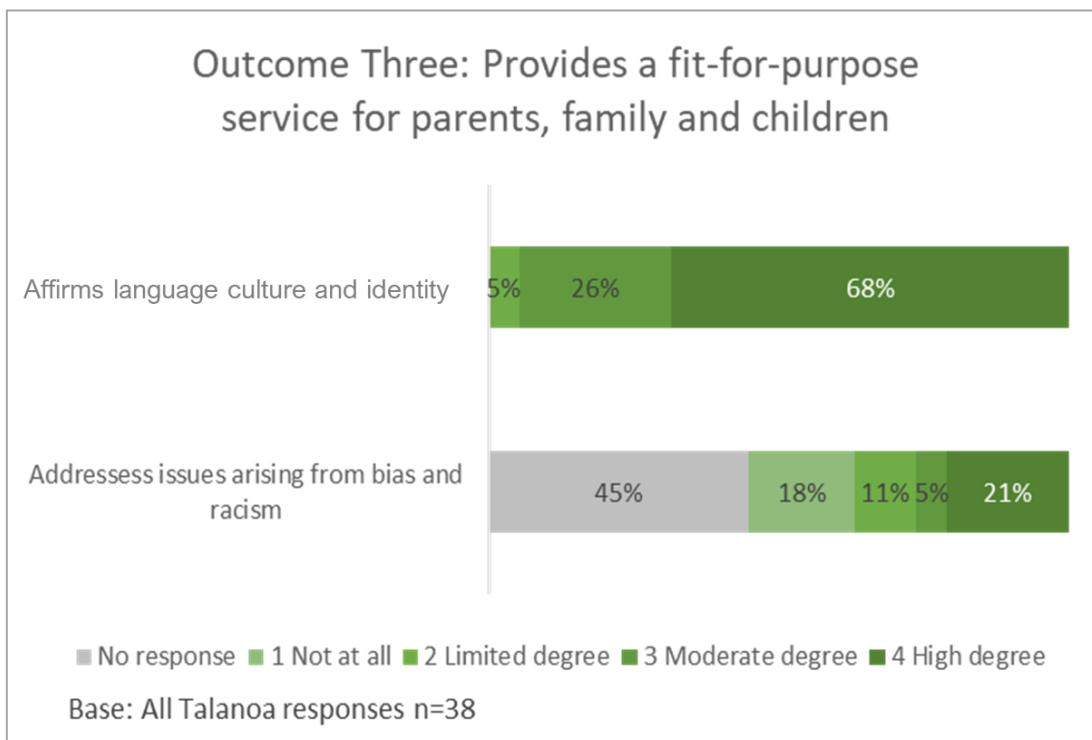
Key findings

PowerUP mostly provides a fit-for purpose service for parents, family and children. PowerUP strongly affirms Pacific culture and identity for both parents and children. PowerUP also addresses unconscious bias and racism, where it occurs, by providing an alternative education norm for Pacific parents and children.

The school norm for Pacific students may be to avoid being visible and asking questions. At school, Pacific students may have low expectations of learning success and may focus on fitting in rather than learning. At PowerUP, both Pacific adults and children quickly learned the power of a good question. With extra knowledge about the school system, Pacific parents and children soon became more confident to ask questions about teaching and learning. The evaluators **rated this aspect very good overall**. This aspect was not rated excellent because parental attendance rates varied across the different PowerStations. (See page 40 in the provider section of this report for more discussion on this topic).

The following graph shows the extent to which families saw value in how PowerUP affirmed Pacific language, identity and culture, as indicated during talanoa. In almost all the talanoa, the family's comments showed that PowerUP affirmed their language, culture and identity to a moderate or high degree. Around a quarter of the talanoa included examples of ways PowerUP addressed unconscious bias or racism that parents or children had experienced in schools.

Figure 3: Extent PowerUP affirms language, culture and identity and addresses bias and racism.



Affirming identity, language and culture

Previous sections have referred indirectly to a “warm Pacific climate or setting”. This section addresses the need to affirm identity, language and culture directly. Pacific parents and their children said they need their identities, languages and cultures to be present in educational settings to achieve educational success.

It's important for my children to know where they come from and who they are to do well in school. Because you would be lost if you didn't know your identity. If they are proud of their identity they will do well in education. (Parent Talanoa)

The evaluators observed that in the talanoa children talked of identity, language and culture in more depth than their parents. One child commented:

*Being a Pasifika of [xx] descent to us is very important. It is our identity; our culture and it is important because it is what we are and what we stand for. We are proud to be Pasifika. We are very confident, and never will we be ashamed of it. Our language, our culture is our life. We will embrace our Pasifika is always in our hearts, and we will always be Pasifika and that is who we are, and we will hold it high and proud...
A person without a culture does not have an identity, hence deserves no place in society. We feel very confident that our identity, language and culture makes a great difference in who we are. It reminds us every day of who we truly are. It reminds us of the hard life our ancestors have lived, therefore encourages us to strive for excellence and to make a difference to our lives and the lives of our future generations. It is all on us. Without identity language and culture, we would be like a vessel in the ocean without a compass to get ashore safely. Our identity, language and culture is the adrenaline that pumps hope and direction to our learning. (Child Talanoa)*

Census data from 2013 identifies a growing number of Pacific parents are second-generation migrants (Sorensen, Jensen, Rigamoto, & Pritchard, 2015). The first generation spoke their Pacific language at home, and many focused on integrating and using English in public. While some of the next generations are fluent speakers, others had no Pacific language or very limited language. The second-generation had greater focus on retaining their Pacific identity, language and culture. The evaluators saw this emerging shift in perceptions about Pacific identity reflected in the talanoa. Rather than trying to integrate and be “Palagi” (like other New Zealanders), some of this next generation wanted their children to be able to be Pacific.

Providers commented during the talanoa that at times they had seen Pacific parents “lose their identity being in New Zealand”. Providers believed that PowerUP valued Pacific identities and made them “more proud of who they are together as Pacific”. Some providers also remarked there was a growing demand in some Pacific families for children to learn Pacific languages and culture.

Some families that contacted the Power Station were looking for somewhere for their children to be immersed in Pasifika culture [and] language. (Provider Talanoa)

Parents and their children strongly believed PowerUP valued all Pacific identities, languages and cultures. Pacific parents and children said PowerUP was helpful because it re-enforced that they have a place as Pacific people in the education setting and that they mattered.

My children have this joy when attending PowerUP. Their level of engagement and participation has been more than what I expected. They behave with excitement; they love the fellowship with other children, but mainly it's that sense of belonging that I really appreciate. (Parent Talanoa)

PowerUP does help us a lot in building our confidence as a people, as Pasifika students. This programme does not only help us through with our school programme, but it does help us to understand who we are and why we are here in New Zealand. It helps us to understand about other cultures and how to blend in to build a stronger Pasifika with a common goal to become successful in the future. It also helps us to understand and to respect our school teachers of non-Pasifika descent. (Child Talanoa)

Children, in the end, felt a strong sense of belonging as this was their place for learning with their friends and family. One student didn't attend school as she was sick but came to PowerUP. (Provider Talanoa)

Through PowerUP, Pacific parents and children said they received support in a culturally affirming way to grow and reach their potential and to take responsibility for their learning.

In this programme, we have our parents and teachers of non-Pasifika descent working with us. We work together and learn from each other by sharing our views and looking at best ways to understand them in schools. This makes us feel very proud to be more culturally sensitive and respecting others and elders in our schools. We feel the importance of sharing and taking care of one another, and above [all] respecting our teachers no matter where they come from. (Child Talanoa)

Having Pasifika teachers and mentors run the programme as well as non-Pasifika teachers who work directly with our Pasifika students at the respective schools be a part of the program [is helpful]. (Provider Talanoa)

PowerUP supported Pacific parents and children to become more confident to make choices that genuinely reflected who they are or want to be. Parents, children and providers all commented on this.

I found that I was more comfortable with my own people. And PowerUp is somewhere where we can express ourselves through homework and also through coming together every Monday. (Secondary student survey)

College kids commented that being there among other Pasifika students with the same issues made them feel comfortable. (Provider Talanoa)

Pacific parents and children became more able to handle mainstream education settings after attending PowerUP. Where they might not have previously asked questions about education, PowerUP supported them to question deeply in ways that engaged teaching staff in learning conversations.

I find that having the confidence to ask teachers questions is important, because you will never learn if you don't ask and don't have the confidence. (Child Talanoa)

Engagement at PowerUP also encouraged both parents and children to take on leadership roles in education settings.

Students had leadership opportunities from saying prayers, leading singing and enacting "ako" with their peers and other students. (Provider Talanoa)

Through greater involvement with PowerUP, many Pacific parents and children saw broader possibilities that they had not previously thought of – or thought were out of reach, such as their children planning to go to university. In the accompanying case study document, we provide greater detail on the ways that identity, language, and culture are essential for Pacific parents, families and children.

Addressing unconscious bias and racism

There is a growing body of evidence that unconscious bias² and institutional racism³ occurs in New Zealand education settings. This is most recently discussed in *He manu kai mātauranga: He tirohanga Māori: Education Matters to me: Experiences of tamariki and rangatahi Māori* (NZSTA & Children's Commissioner, 2018). The authors of that report observed:

"When tamariki and rangatahi feel undervalued or underrated because of their culture, this has a negative impact on their experiences in education and [on] their identity" (NZSTA & Children's Commissioner, 2018, p.13).

Unconscious bias may occur in several ways. Pacific parents and children identified the following examples of unconscious bias in the talanoa:

- schools' lack of knowledge of Pacific communities – what the communities' value and how they approach things
- a lack of Pacific teachers in schools and a lack of Pacific examples in the curriculum
- communication systems and processes that are ineffective and at times inaccessible to Pacific parents and children
- teachers who do not form good working relationships with Pacific parents and children.

These examples point to either systemic bias or institutional racism. Evidence that PowerUP addresses unconscious bias and racism has built over time. At first, parents and children did not talk about unconscious bias or racism. Over several talanoa, the evaluators have identified ways PowerUP treats Pacific parents and children differently from some school settings. Children who could not access teaching and learning at school, and sometimes had even dropped out of school, could achieve educational success at PowerUP according to parents, providers and the children themselves.

We enjoy school more as a result of attending PowerUP because there is comfortableness in asking for help when stuff is not understood in class – before PowerUP, being shy and not understanding stuff in class resulted into [sic] not learning anything, which leads to bad results. (Child Talanoa)

[PowerUP is] a program where students can just come together and share their troubles/understanding with each other. It's a place where there is no judgement. (Secondary student survey)

The following table outlines some of the differences Pacific parents and children noticed between PowerUP and schools.

² In 2002, in *Literature review on Pacific education issues*, the authors described unconscious bias in the following way:

"Educators must recognise the nature and extent of intra-group diversities; they must take a more pro-active role in becoming aware and informed of these and acknowledge the cultural bias inherent within the structures of New Zealand's education system. Having done so, such educators would creatively consider their own practices in terms of how to bridge the quite complex cultural and social gaps, or mismatches that exist". (Coxon, Anae, Mara, Wendt-Samu, & Finau, 2002, p. 91)

³ Racism is defined as follows:

"institutional racism..., discrimination that act[s] overtly to obstruct Pasifika communities and their students from achieving academic success in schools, ... the conflicting perceptions held by schools and teachers of Pasifika students [which] lead to educational responses ill-designed to improve Pasifika achievement". (Nakhid, 2003, p. 207).

Table 3: Differences between PowerUP and schools

What was present at PowerUP	What the parents and students say is missing at school after attending PowerUP
A Pacific environment based on Pacific identity, culture and language, incorporating parent's spirituality. PowerUP knows the families well. Discussion is in a mix of English and different Pacific languages.	School is an environment where, for Pacific parents and students, a Palagi culture dominates. Pacific identity, culture and language may be present in Pacific cultural groups but, at times, Pacific aspects of identity, language and culture come across as token.
Parents find it transforming when they receive explanations of NCEA and other school systems in ways they can understand. Use of multiple languages is important.	At times sessions at schools are confusing, and communication is not clear. For instance, many Pacific parents comment the way schools explain NCEA is unclear to them.
Pacific parents and children realise they must ask questions to learn. At PowerUP, they can practise asking questions in a culturally safe space. Parents and children quickly become more confident to ask questions at school.	Parents and children feel uncomfortable asking questions; before attending PowerUP, fewer than half the children feel confident to ask a teacher for help at school.
Parents focus on how to have learning conversations with children and teachers.	Initially, parent communication with schools may focus on student behaviour rather than learning. Pacific parents often say the only contact with schools is when their children do something wrong. After attending PowerUP, parents better understand the education system and the nature of conversations changes to be more focused on learning.
Children believe the PowerUP teachers deeply care about them.	At times teachers care and form great relationships, but some teachers do not seem able to engage effectively with Pacific children.
The environment at PowerUP allows children to learn at their own pace, so they understand and become confident to ask questions. Children come to believe they can achieve educational success and want to be at PowerUP. They feel they are in a supportive peer group with others who also want to learn.	The classroom environment may not support Pacific learners. For example, at times students feel confused, left behind and do not really understand what the point of the lessons is. Many Pacific children say they do not feel confident to ask questions in class. They worry about feeling ashamed or other students mocking them.
The PowerUP learning environment supports taking risks in learning and achieving success. Both the parents and children take on leadership roles. Success builds success and leads to Pacific parents and children being more visible and vocal.	At first Pacific parents aim to be polite, and children try not to stand out. As they become successful in their learning strategies at PowerUP, they become more willing to ask questions, be visible and partner with the school.

Pacific parents thought some schools lacked knowledge of Pacific communities. Parents felt that schools did not realise what the Pacific communities valued. They also felt that many schools did know nor understand how to approach Pacific peoples.

I think schools could learn how reciprocal relationships with parents and families help support learning for ESOL students. I think they could learn how to explore Pasifika perspectives on inclusion, beliefs, family expectations, learning and support, and kids with learning disabilities. They could learn how make personal connections to develop understanding and trust. (Parent Talanoa)

Question: *Do you think Pacific children and young people are well catered for within our education system?* Parent answer: *"Not a hundred percent. But I think it's slowly getting there. The support and help from the community like PowerUP makes a huge difference, and it's making changes in our young kids' lives. The thought of learning [while at the same time there is] caring, loving and fun is a great way to encourage kids to embrace education and allows them to do [so]. It is a very positive aspect in their lives. (Parent Talanoa)*

Pacific parents also remarked that often, the curriculum in schools was European-centric. They liked how PowerUP uses Pacific examples in teaching and learning.

I think at the moment the curriculum [and] teachers: it's catered for European thinking. Our [Pacific] kids are really hands-on, and just because they are hands-on doesn't mean they don't know what they're doing. (Parent Talanoa)

And [it would be better if schools are] just being encouraging, being more positive and caring when communicating with parents. 'When you can walk in my world as comfortably as I walk in yours, only then can we be treaty partners.' – Whaea Mata from Parihaka. (Parent Talanoa)

Having Pacific teachers in schools was crucial to Pacific parents and children. If there were no or too few Pacific teachers in schools, Pacific children missed out on Pacific role models and people who understood their cultural perspectives at school.

I think another step would be hiring more Pasifika teachers. Classrooms equipped with more Pasifika resources. (Parent Talanoa)

We think our school should employ more Pasifika teachers who could understand Pasifika students better. We also think non-Pasifika teachers should attend some Pasifika cultural exchange programmes to learn and understand our Pasifika culture and way of life, our patterns of behaviour and how best to deal with them on a Pasifika approach. (Child Talanoa)

Pacific parents and children also said that some of the systems and processes schools used to communicate with them were not easily accessible to them. At times communication from school led to more confusion for parents.

I also think they could relay information better to secondary students and parents on NCEA. I went to Pasifika NCEA night with my eldest daughter at her school and the terminology they used left me [confused]. A Samoan mother next to me left more confused than when she entered. (Parent Talanoa)

Both Pacific parents and children provided examples of variable experiences of engaging with teachers. Some formed excellent working relationships with teachers, but others did not.

With [Child] his attitude was really bad at beginning of the year; halfway through things started to change. I never thought that happened because of school but when I went to the parent interview – which they have changed to talanoa [I realised what a difference a teacher made]. At the talanoa, the child introduces the parent to the teacher, and he tells me what they are working on. One thing that stood out for me, is when [Child] was talking, the teacher was prompting him in a positive way. I spoke to the teacher and she mentioned that he has a place to go to when he is upset. She doesn't ignore him, and it's not about rewarding him but giving a safe place to express himself. It comes down to the teacher who is there for the kids, who is not there for the money, not just to do the job and leave. [Child] said himself that he loves [Teacher]; 'She knows what I need and want to do.' She's a reliever and he's not

looking forward to his main teacher coming back. [Child] said, 'She always growls me, yells at me.' (Parent Talanoa)

Overall if you have a teacher that cares for the child's learning, it shows in the change of attitude, not even in their school marks but in their attitude; in their effort to try. (Parent Talanoa)

Occasionally, Pacific parents and children talked specifically about discrimination and racism.

Although we feel valued as Pasifika students at school as a whole, but we still at times feel discriminated against. We feel that at times teachers don't care to understand our problems as raised from cultural perspective [and this is] leading to clash[es and] verbal disagreement[s and] Pasifika students [are] pointed at for being rude. We fairly think that, as a school, students should be allowed to express freely and teachers [should] be more culturally sensitive in addressing issues that we face. (Child Talanoa)

One of the strengths of PowerUP is that it supports Pacific parents and children to work and succeed in mainstream education settings. Parents and students say PowerUP helps them to achieve irrespective of whether the school and classroom climate is favourable towards them. The evaluators, therefore, concluded that PowerUP makes an important contribution to supporting Pacific parents and children to use the education system and succeed in it.

Key Outcome 4: PowerUP benefits parents, family and children

Key findings

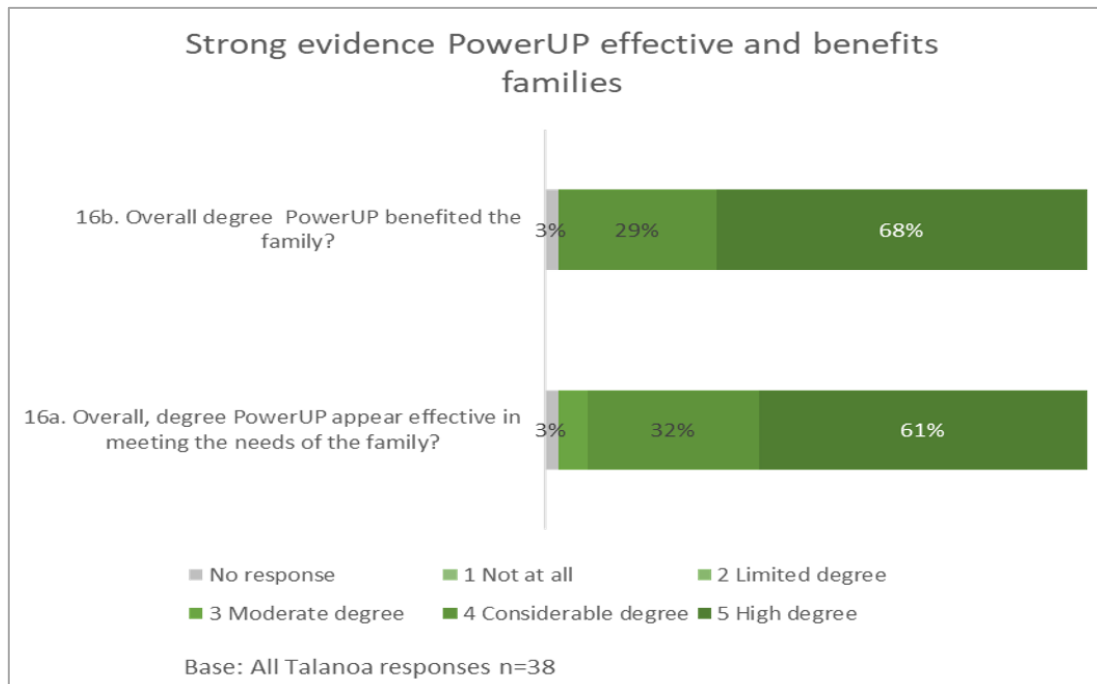
PowerUP provides essential benefits to almost all Pacific parents, family and children. Key benefits included enhanced well-being, empathy and resilience. Parents and children had increased confidence and enjoyed working together as a family. Children appreciated parental support at school.

There were high levels of support for PowerUP, with 95% of adults, 85% of secondary students and 77% of Years 5–8 students surveyed saying they would recommend the programme to a friend. Given this high level of support, as well as the clear benefits realised, the evaluators rated this aspect excellent overall.

We are a more confident family. The awareness has been so beneficial. I am able to organise and support the kids with their homework and to follow up with school on what they haven't done. Our eldest is set on success and we will only help drive this. Ambition is a big thing in our home now. The kids, even the younger kids [at primary school], are starting to talk about what they want to be when they grow up. (Parent Talanoa)

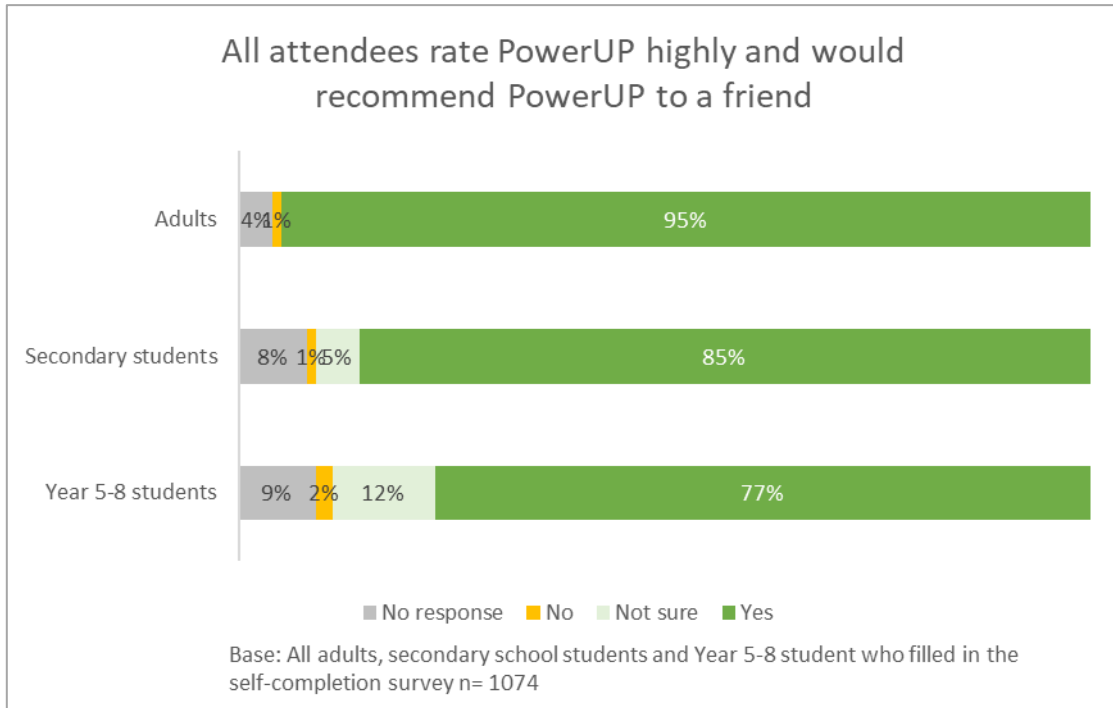
There was strong evidence that PowerUP benefits Pacific parents, family and children, from the talanoa responses, from feedback in the self-completion surveys and the provider talanoa.

Figure 4: PowerUP is effective and benefits families



Overall, most of those who attended PowerUP and completed the self-completion surveys rated PowerUP highly. These findings were consistently positive over the three years these surveys ran. Nearly all adults (95% in 2018, 95% in 2017 and 91% in 2016) would recommend PowerUP to a friend. Around four out of five secondary students would recommend PowerUP to a friend (85% in 2018, 89% in 2017 and 80% in 2016). Year 5–8 students were also very positive about PowerUP with 77% in 2018 and 90% in 2017 saying they would recommend PowerUP to a friend.

Figure 5: Whether attendees at PowerUP would recommend PowerUP to a friend



Examples of comments made by secondary students completing the survey are as follows:

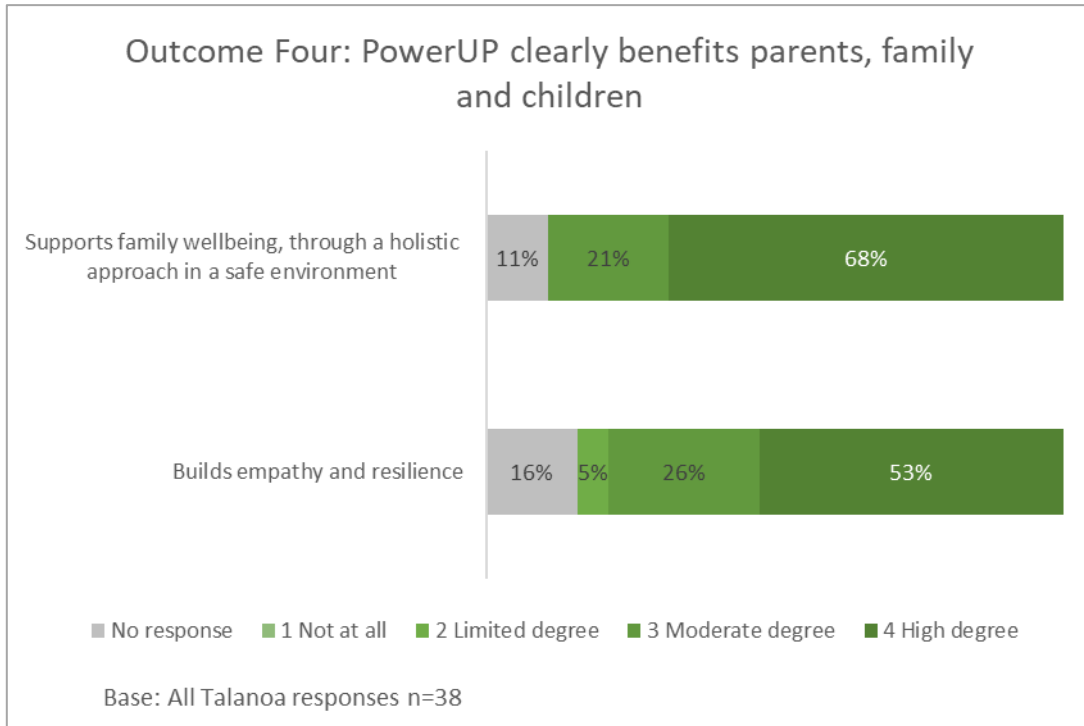
I would highly recommend coming to PowerUP for other students because you can build a better relationship with your friends and family. PowerUP has all the tools provided such as the computers, books, teachers and university students that students can use and utilize to help achieve great results in NCEA. Also, for your hard efforts in study you get free food. (Secondary student survey)

It's a safe environment in which it is family friendly for all students. It's a good quiet space for those who want to concentrate on their studies and can socialise and get tips for subjects. (Secondary student survey)

Talanoa captured the rich context of the family environment. It provided evaluators and providers with a deeper understanding of family and community and insights into how to support Pacific families. Through talanoa, the growth of a stronger and healthier family dynamic in the home was visible. Talanoa provided examples of topics of conversations that occurred around the school, relationships, faith and culture.

There was also strong evidence in the talanoa that PowerUP benefits parents, family and children and supports family well-being by offering a holistic approach to learning in a safe environment. Most of the talanoa contained examples of ways PowerUP helped parents and children build empathy and resilience.

Figure 6: Evidence of benefits to parents, families and children seen in talanoa



Supporting Pacific well-being

“For Pacific peoples, well-being encompasses a holistic approach of reciprocity, respect, belonging, genealogy, and relationships with all entities – *Atua*, the land and environment, ancestors, cultures, languages, family and others, collectivism – elements that protect and strengthen family and individual well-being” (Government Inquiry into Mental Health and Addiction, 2018, p. 22). PowerUP’s support of Pacific well-being was obvious in the way families attending learned as a unit. As families experienced more success in learning, they said they became less stressed, enjoyed learning more and became more confident. Providers saw how children valued their parents coming to PowerUP and how that supported children’s well-being.

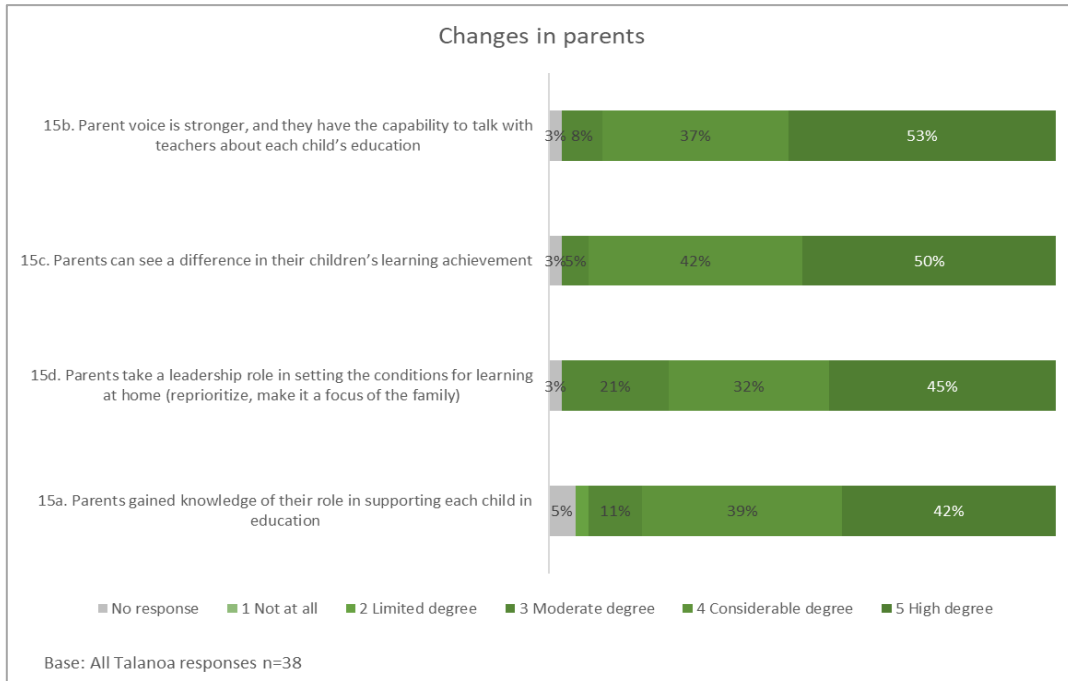
Children are realising the hard work and sacrifices the parents go through in order for them to have a successful future. (Provider Talanoa)

The talanoa⁴ across families attending PowerUP for a second or third year showed to a considerable or high degree that parents:

- could see a difference in their child’s learning achievement (92%)
- had a stronger voice and the capability to talk with teachers about each child’s education (90%)
- had gained knowledge of their role in supporting each child in education (81%)
- could take a leadership role in setting conditions for learning at home – reprioritising learning and making it a focus of the family (77%).

⁴ Much of the next section (pages 36 – 39) also describes changes seen in parents and children at Year 3 of the talanoa that result in increased Pacific well-being.

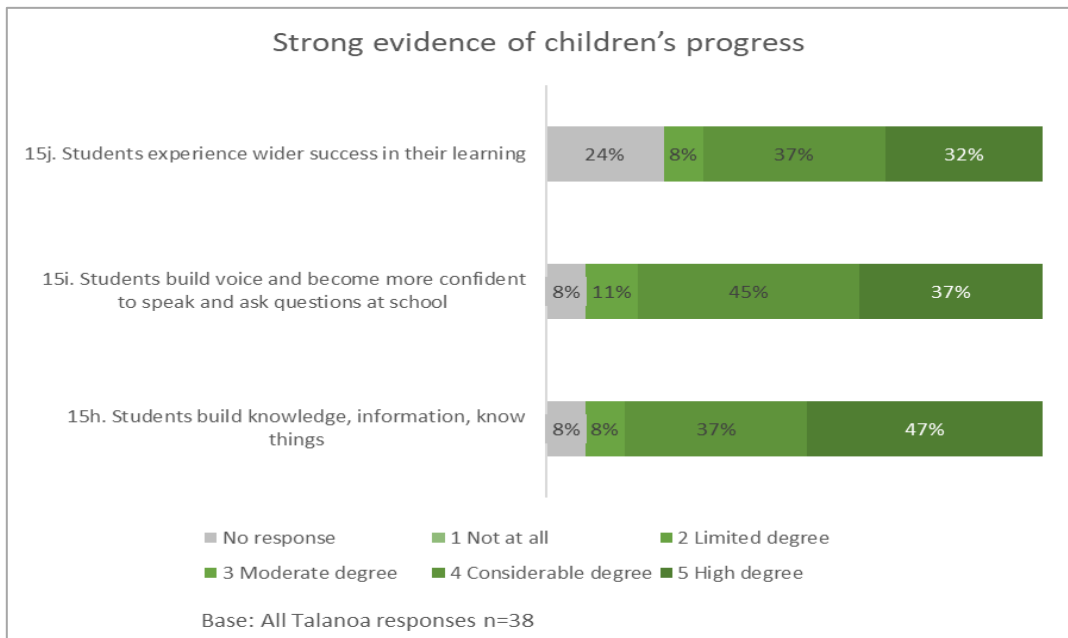
Figure 7: Changes in parents found in the talanoa



Attending PowerUP resulted in several changes for the children. The evaluators found that many children taking part in the talanoa provided evidence to a considerable or high degree through their comments that they:

- built knowledge, information and knew things (84%)
- developed voice and became more confident to speak and ask questions at school (82%)
- experienced wider success in their learning (69%).

Figure 8: Evidence of changes in the children seen in the talanoa



Providers also heard from both parents and children of positive changes happening at home. Teachers at PowerUP saw evidence of increased coping capacity and recognised the importance of parents and children feeling safe at Power Up. Teachers and providers also reflected that while at PowerUP parents and children learned to understand other people's perspectives. Families

said they belonged at PowerUP and going there resulted in better communication between parents and children.

[Through the] Talanoa, the conversations are changing in the homes. Children are more forthcoming sharing to their parents at home about their aspirations, achievements, failures as well and where they need help. Children are wanting to do better in school. They are more comfortable to ask the parents to help contact the school and ask for ways to improve in their learning. (Provider Talanoa)

PowerUP builds increased empathy and resilience

Most of the talanoa with families included examples that showed the evaluators they had increased empathy and resilience from attending PowerUP. We define empathy and resilience, thus:

- Empathy⁵: “The ability to understand and appreciate another person's feelings, experience, etc”. To build this capacity, the evaluators considered it necessary for parents and children to believe others can see them, understand them and can feel what they were feeling.
- Resilience⁶: “The quality or fact of being able to recover quickly or easily from, or resist being affected by, a misfortune, shock, illness, etc.; robustness; adaptability”. Examples of resilience included being more positive, having optimism, being more curious, having increased self-control and tenacity.

Increased Empathy

During the talanoa, many Pacific parents and children spoke of being seen, noticed, included and cared for, and having their views considered at PowerUP. Pacific parents and children said they appreciated that the values of PowerUP aligned with their family and community values. They spoke of how they felt cared for at PowerUP.

PowerUP is a caring and sincere environment for students. (Parent Talanoa)

Through engagement with the teachers, champions and mentors at PowerUP, both parents and children developed greater confidence that they could be successful in learning. The teachers motivated parents and children, and it was clear they found inspiring the passion and commitment with which the teachers taught.

[From PowerUP we all get] good habits, confidence, keen to study, engaged, enjoyment of learning, [and the] kids feel safe. Teachers are young, able to relate to our children, supportive, good role models, motivated, very Pasifika. (Parent Talanoa)

Children appreciated one-on-one time with the teachers where they needed specific support; but they also valued working in groups. Group work built their confidence to give and receive support from others.

Both parents and children said they enjoyed getting to know others at PowerUP and built strong working relationships and friendships. Parents and children all said they liked working with others to solve problems. Group work allowed parents and children to look at issues from different perspectives and find new possible solutions. At times they learned that others faced similar challenges to them. There was evidence that parents and children engaged in more in-depth critical thinking and creative problem solving to address the issues they faced. In these ways, there was evidence that parents and children attending PowerUP built increased empathy.

⁵ "empathy, n.". OED Online. March 2019. Oxford University Press.

⁶ "resilience, n.". OED Online. March 2019. Oxford University Press.

Increased resilience

Resilience is recovering from setbacks. Examples of increased resilience from taking part in PowerUP included: being more positive, having more optimism, being more curious, and having increased self-control and tenacity. There were many examples in the talanoa that showed both parents and children built increased resilience. Parents and children carried a more positive and optimistic outlook and showed commitment to maintaining this.

It is important that I keep this momentum going in my family. It is an opportunity that is worthwhile, and I have seen great outcomes from attending. (Parent Talanoa)

The talanoa and survey responses from both parents and children also contained examples of the extra work children did to achieve better grades.

My child did well in 2017. She enjoys writing especially, but I know she can always do better. I encourage her to study and focus this year as she is now in Year 8. [I think she did well because of attending PowerUP.] I know the extra work she puts in all helps towards her academic results. This [PowerUP] space allows her to ask questions and get more help outside of school. She has gained more confidence and feels empowered to always aim high. (Parent Talanoa)

My children are slowly starting to build confidence, especially through attending PowerUP. I encourage my children to come and ask questions because the [PowerUP] teachers are able to support them more than I could regarding English and maths. Sometimes my [Year 7] doesn't bring homework to PowerUP, but now I see that he is slowly beginning to bring work and also ask questions. (Parent Talanoa)

SECTION THREE: CHANGES THAT OCCURRED FOR THE FAMILIES WHO ATTENDED POWERUP

This section focuses on the talanoa from the families who attended PowerUP for three years. Many Pacific families had already experienced academic success in 2017 and built on that in 2018. Most parents said their children had a greater focus on learning. Some were doing well academically; others were making good progress. The potential of their children excited parents, and there was substantial evidence of increased well-being.

Since attending PowerUP, our family does things differently. It's making sure we have more time with our kids in the evening and keeping updated with what's going on with school, sports and anything in general. [Taking part in the talanoa for the PowerUP evaluation means] I am able to reflect and work towards goals for our family in our journey with our kids. (Parent Talanoa)

Educational success also made some families more visible in their communities. Parents said they now talked to other parents outside PowerUP about the benefits of the programme. They also shared their knowledge about how the education system works with parents who did not attend PowerUP in settings such as church.

Parents and children said their family had deeper conversations about learning, and about children's goals and how they might achieve them.

Whenever we have an opportunity now, we talk about learning [as a family at home]. But most of the time it's in the evening. We discuss how school is and what's been going on. Even if we are caught up in piano lessons, sport, etc, we do homework in the car or find the closest library to do homework with our girls. (Parent Talanoa)

Now that Pacific families had experienced success, they considered choices they might not have thought about before. Goals previously considered out of reach, such as attending university or other tertiary training, now seemed possible. Understanding vocational pathways provided new choices that were not visible before.

Yes, the more we learn and [are] aware of various career pathways, we talk more about their passions, their dream careers, their challenges at school, their achievements etcetera. It's so exciting that I get to understand more about courses lining up that [are] relevant to their dream careers. So I keep encouraging them to take right pathways. (Parent Talanoa)

Parents said their families were now on a purposeful journey together to achieve educational success.

Family time is so important, my kids and I have weekly conversations, sometimes twice or more a week, especially if they're both struggling with stuff... My 18-year-old is struggling to find the motivation to stay in school [this year] so these family discussions are helping her

gain perspective of her future and what she needs to do to finish off this year and finish off well. (Parent Talanoa)

There was a joy of succeeding on Pacific terms and increased family pride for many parents and children completing the third year talanoa.

I know our [year 1] child [in particular] looks forward to PowerUP every week. We also get to see his performance there first-hand at PowerUP every week... during the sharing time at the end of each session. It helps to make it normal for our children to share [their learning], and we parents have to share too. We enjoy our time at PowerUP. (Parent Talanoa)

Pacific parents knew their role in supporting their children's learning was important. They knew what they could expect from schools and how to navigate the education system and school processes. Parents said they were happy to engage with schools, both for positive and for challenging conversations. At times parents found ways to navigate the school systems when they were not serving their children well.

[PowerUP has given us confidence in] communicating as much as possible with the school – by emailing the teachers or ringing up the office for more information. If we can do our part at home and help out where we can, then we are confident that our girls will be more confident at school and that they know we are working together with them to achieve the goals they need to. (Parent Talanoa)

Parents and children both reported greater family unity. One of the notable changes in the third year of talanoa was how parents prioritised family activities to support learning. Parents reorganised family routines to help make space – providing both the time and resources for children to study.

"[The strengths of PowerUP for me were] coming together as a family. My wife and I see this as a way of strengthening our family with education. We are able to help each other out and support each other with the things that we have taken away from PowerUP. (Parent Talanoa)

We have recently started more family time on Monday's. [We have] prayer time, [then we] we discuss school stuff, [and] what their daily life [is] like. For me one of my sons' attitude [has] changed for the better. It feels there's more peace. (Parent Talanoa)

By the third year, learning was a well-embedded routine and a family priority. Parents and children spoke of how they gave precedence to study at critical times (before exams for instance) ahead of some family and church commitments. The evaluators noted that parents set conditions for success by prioritising and making space for learning in their family.

Children have attended this programme for about 3 years now, and it becomes a habit for them and drives them to be more confident and everything related to the academic and social developments also to achieve with Excellence. I never heard of someone to complain about this year. Comparing to the first year that my son use to be unhappy going to PowerUP because of clash from a sports training [sic]. (Parent Talanoa)

We get to communicate more and understand each other and how to work and help each other. I do not expect them to attend any church or youth programme during the week days or even an extended family occasion at [the] weekend especially when they have to prepare and complete assignments or school works. My children are more confident to talk to me about their school work and let me know if they need not to attend a church fakalavelave. (Parent Talanoa)

Children changed in obvious ways over the three years, according to both the parents and the children. Children's focus, organisational skills and time management improved. Parents remarked that children were more reliably on-task (both for schoolwork and other family tasks). Some parents thought children kept their rooms tidier, were more consistent in doing chores and were more cooperative now.

More happy because my children are more reliable and confident in doing their chores at home, school work and whatever they [are] involve[d] in our church youth society. There's no more complain and laziness in doing their school works, no more calling from school to inform me (dad) about any troubles for my boys! (Parent Talanoa)

[Since attending PowerUP] there has been encouragement [received from] my son's school – [that he is now] very punctual, [and his] school reports have been very encouraging. PowerUP has really had a big influence on my son's learning in the last two years. For me, attending PowerUP gives me the motivation to continue encouraging my son like they do at PowerUP. So it's not just being done at PowerUP but also in our home. I'm also very proud of the progress that my son [is making]... Some changes that have impacted my son are he's more independent, simple things like I no longer have to wake him up each morning for school, he just gets up and gets ready on his own. Changes at school are little improvements in his school report. He's a creative thinker which has been a highlight through his school report. He's very respectful of his teachers and other students. He's doing well and improving in his studies. (Parent Talanoa)

Children believed their parents understood what they were going through at school. Children talked to parents about their challenges and worries at school and said parents could help as they knew the system. Children also valued parental support navigating school when needed.

Parents participating PowerUP over the years sent a clear signal to their children that education was important. Children saw at times parents struggled to attend PowerUP while juggling other commitments, and this made their presence even more valuable to the children. Some children saw their parents attending PowerUP as an expression of parental love, showing the children they were important and mattered in the family.

Having our parents help us with our school work and also having them in PowerUP is really good because we see their love and support for us to do better and the importance of our learning. (Child Talanoa)

"[My children] definitely enjoy me coming with them to PowerUP. They show me their books with their work they did at PowerUP. I often go and sit in the classes just to listen to their mentors help them. It allows me to participate in their studies and know how to help them at home... My children love going to PowerUP... Their learning and outlook on learning has changed. (Parent Talanoa)

Some children said they loved their parents, appreciated their support and felt family members got on better with one another. Children said they had "bond[ed] together" with their parents – and the family now worked as a unified team.

Mum and dad are more happy, and they talk a lot. Mum makes friends with our teachers. She has the phone numbers and they text. (Child Talanoa)

[The key message we would share with our parents to get them to attend PowerUP next year is]: Mum, keep coming. You are learning heaps from PowerUP and you have really tried your best to help us with homework even though you didn't study here in New Zealand. We love that you are learning with us and we thank you for caring about our future. (Child Talanoa)

By the third year, families told stories of trying new experiences together. Within the home, one child talked of cooking with their parents rather than the parent doing it alone. Families also started doing new activities as a family. Examples given included visiting the library, and one family had visited art galleries and museums. The evaluators saw these examples as an important shift in the family dynamic.

SECTION FOUR: POWERUP PROVISION IN 2018

Key findings

For a third year, there is strong support for PowerUP among Pacific parents and children who attend. As already noted, on page 29, 95% of adults, 85% of secondary students and 77% of Years 5–8 students surveyed said they would recommend PowerUP to a friend. At some PowerStations, parents had greater awareness in 2018 that PowerUP was for them – not just their children.

Parent participation in the programme continued to be variable across PowerStations, as in previous years. In 2018 the Ministry set up a more systematic way for providers to record parent and student attendance. Providers regularly sent attendance data to the Ministry throughout the year.

Many providers found it hard to attract the required numbers of families. Some providers could attract both parents and children, while other providers attracted children but found it much more challenging to attract parents.

The design of PowerUP relies on parental involvement to shift children’s learning behaviours in education, and parent attendance is essential. During 2018 the Ministry sought to understand better the issues providers were facing.

The talanoa between providers and the Ministry team helped the Ministry team develop some alternative delivery approaches. This section documents key findings from the provider talanoa.

In 2019 PowerUP will offer a new FlexiPlus model from Whangarei to Invercargill and an Au Lotu model in Auckland and Wellington. A request for proposal (RFP) process identified new providers for FlexiPlus, and Pacific churches contracted for the Au Lotu model. The regional providers re-contracted in 2019 will deliver FlexiPlus.

Based on these major changes in the delivery of PowerUP, the evaluators rated provision in 2018 as **very good**. While the Ministry identified issues during the year, they took steps to address many of them in consultation with the providers. Also, expanding a new tranche of providers located through an RFP process and churches has deepened the provider pool for service provision amongst Pacific communities.

Who attends PowerUP?

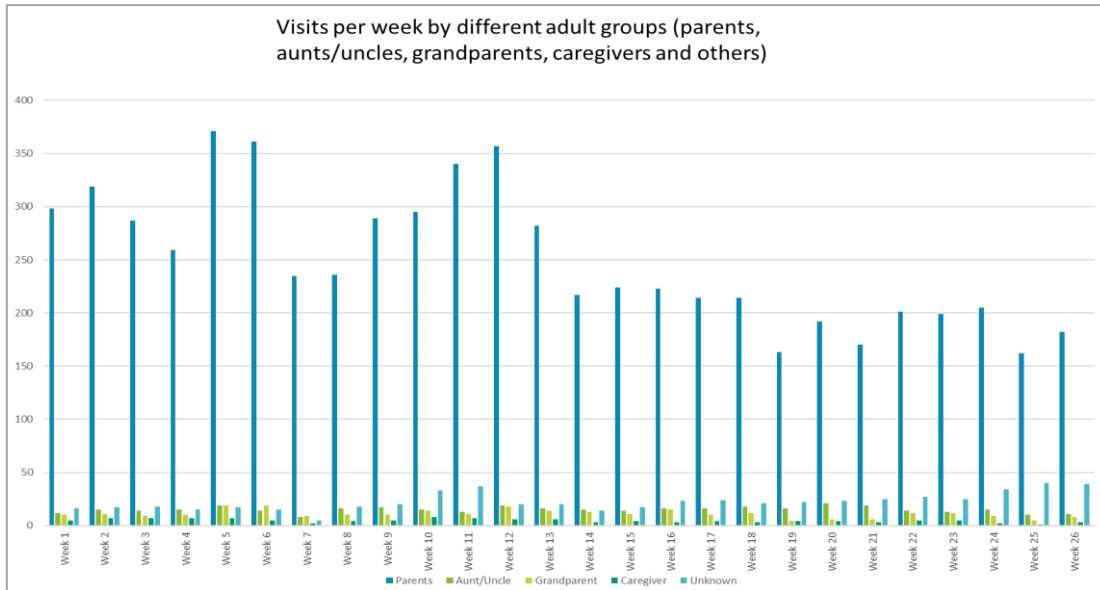
In 2018 the attendance data collecting process became more systematic. As a result, more detailed attendance data is available. Overall, 945 adults and 3458 children attended PowerUP over the 20 locations. On average, 303 adults and 1041 children attended each week.

Parent attendance

The following chart (Figure 9) shows the average visits per week by different adult groups. Amongst the adults attending PowerUP in 2018, the majority were parents. Parent participation peaked in weeks 5,6 and 12 and dropped off after that. Therefore, the Ministry in discussion with

providers decided during the year to shorten the 2019 adult programme to 8–15 weeks and allow providers to vary the delivery time based on what works best for their community.

Figure 9: Adult attendance at PowerUP in 2018



In 2018 there was a strong focus to raise awareness that PowerUP was for parents as well as for their children. The data shows this focus did result in better attendance of parents compared with other adults in 2018. One parent completing the parent survey confirmed this when they said:

Before I thought Power Up is just for students; not involving the parents. (Parent survey)

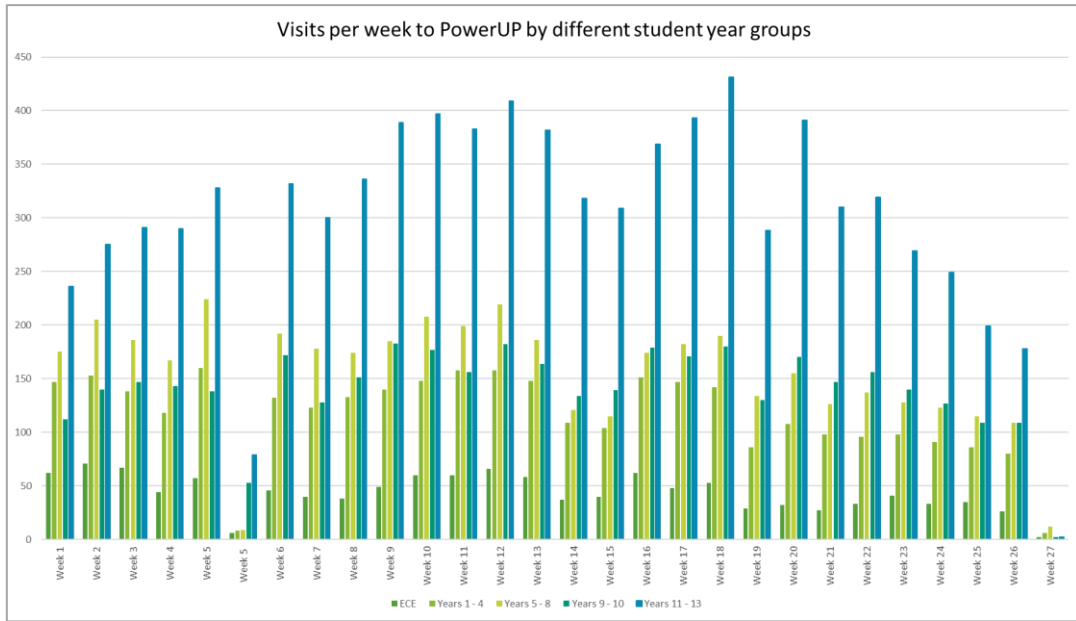
This attendance pattern is a shift from previous years. Previously parents came for the first couple of sessions and then other people in the family (such as older siblings) took over. The evaluators believe this showed that some parents were more aware of and committed to PowerUP in 2018.

About half the providers had an average attendance of 10 or more parents or other adults at PowerUP each week. Some providers talked of “some core families” who attended most weeks. Providers appreciated the support from these parents who were highly involved in the programme and helped run PowerUP.

Attendance by different student groups

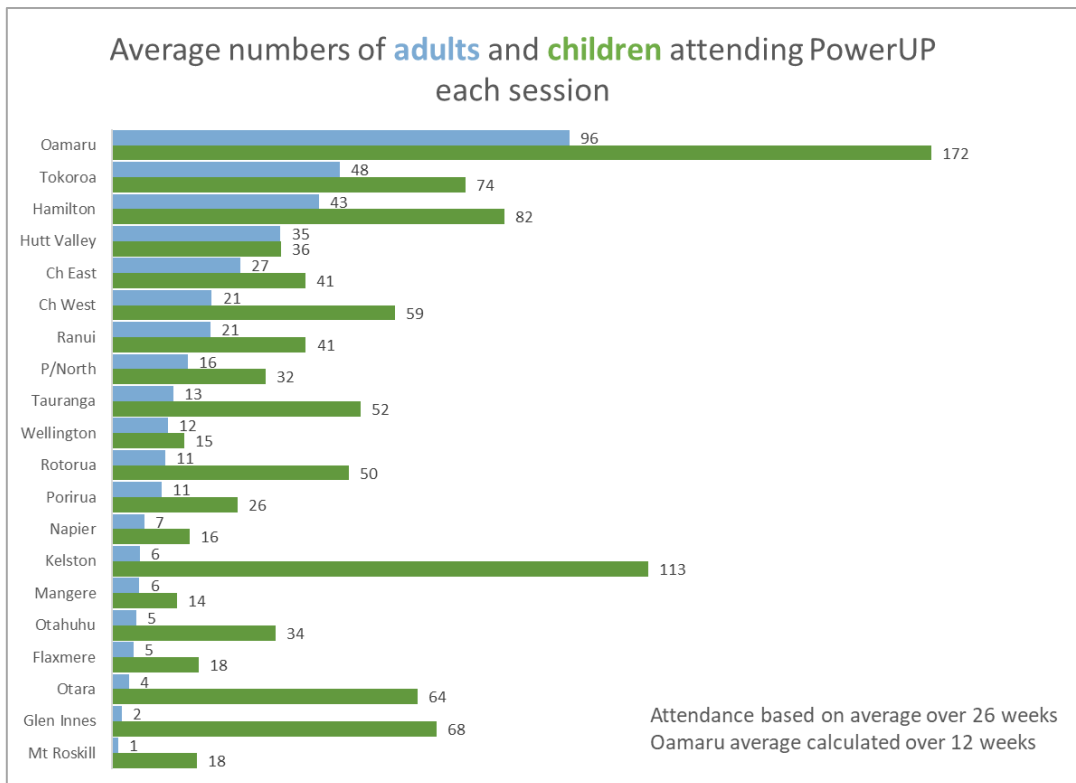
The following chart (Figure 10) shows the average visits per week by different student year groups. Among children attending PowerUP, the largest group attending was secondary students in Years 11–13. The evaluators thought these attendance levels showed there is demand for the extra support provided by PowerUP. Secondary students who regularly attended prioritised PowerUP over other commitments such as sport and church. Attendance was consistent for younger students and varied over the year more for the Year 11–13 students. Overall, turnout was markedly lower in Weeks 6 and 14 and 15 and 19, suggesting it might be useful not to run sessions these weeks.

Figure 10: Attendance by different student groups at PowerUP in 2018



There were substantial differences between the PowerStations in the ratio of adults and children attending on average, as shown in Figure 8. PowerStations with on average 10 or more adults attending each week tended to be in the regions, while many of the urban PowerStations struggled to achieve enough adult participants.

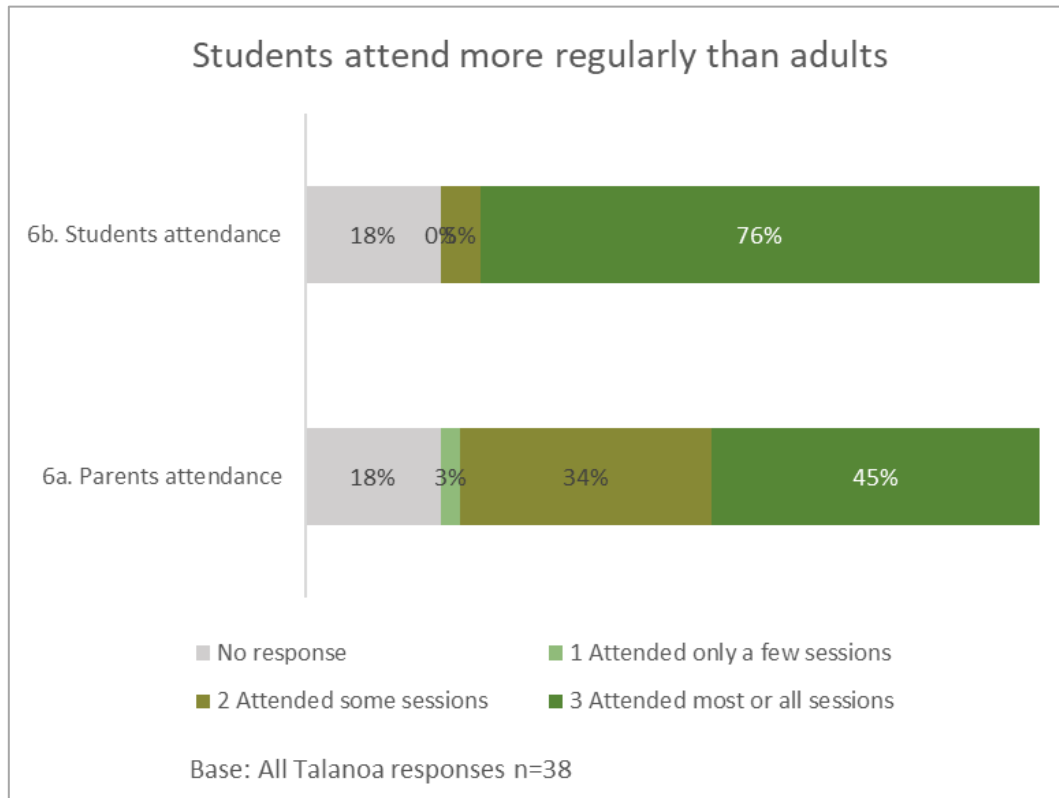
Figure 11: Average numbers of adults and children attending PowerUP at each session



Adult attendance addressed this year

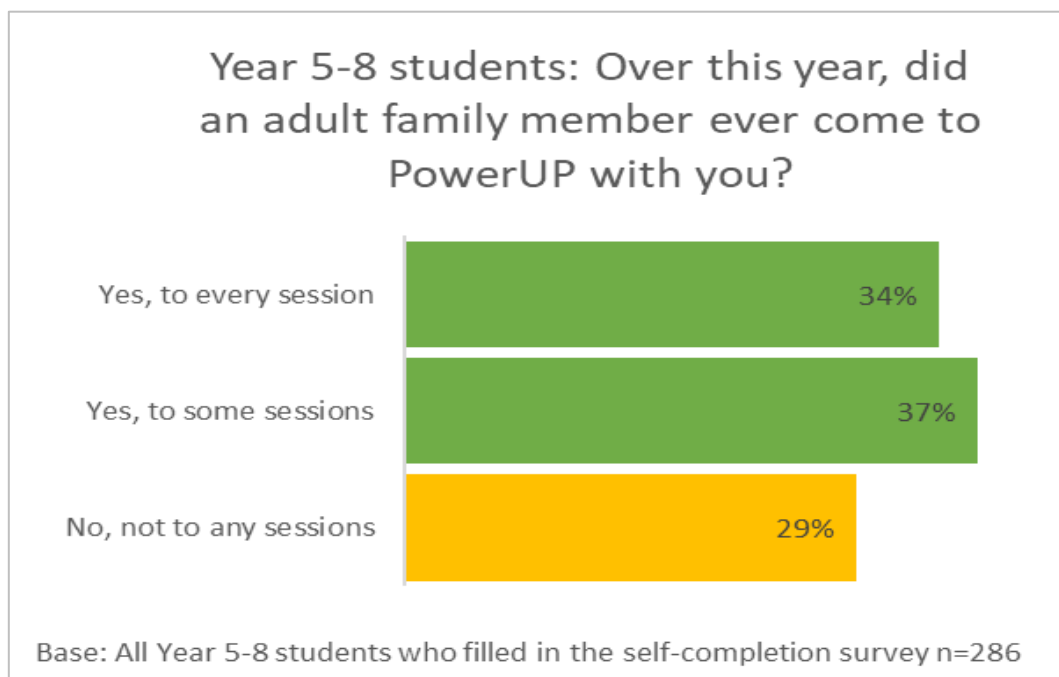
Family attendance data in the talanoa showed nearly half the parents attended most or all the sessions at PowerUP and around three-quarters of children attended most or all sessions.

Figure 12: Frequency of adult and child attendance at PowerUP within talanoa families



Some children who attended PowerUP came without their families. Among the Year 5–8 students completing the self-completion survey, nearly a third attended PowerUP without an adult family member.

Figure 13: Whether family adults attended PowerUP with Year 5-8 students



Contracts with providers clearly state the programme is **mainly for parents** and their children, and there must be a responsible adult attending with children of intermediate age or lower. While the proportion of parents attending appears higher than in previous years, at times an aunt, uncle, grandparent or older sibling attended with children.

Participants' perspectives on the delivery of the programme

The teaching and learning section of this report includes comments from participants about the delivery of the programme on page 20.

Providers' perspectives on the delivery of the programme

Overall, the providers were very positive about the programme and believed it was helpful in Pacific communities. This section firstly covers communicating about PowerUP within the community. It next covers the processes and procedures required to run PowerUP from the providers' perspectives. The final section includes some of the administrative issues with the programme. This section draws information from the Ministry team and providers' talanoa.

Communication with the community

The Ministry team identified providers with high credibility to mobilise Pacific communities through PowerUP. In general, the providers and champions also thought they had the standing with communities in Pacific settings.

Other Pacific communities have welcomed how we deliver this program and have shown support by bringing their families. (Provider Talanoa)

The credibility of PowerUP amongst the Pacific community built over time. Pacific community leaders support PowerUP and promote it to their community. One provider commented that the Pacific community saw "real development in families who had been with PowerUP from the beginning". Some providers felt that champions need to attract more parents – with one provider suggesting that "champions need to do more engagement to bring parents to PowerUP".

Providers also reached out to schools and at times got excellent support from them. Sometimes, schools offered their facilities as a meeting place. Some schools also helped promote PowerUP and encouraged Pacific families to attend.

We are now in conversations with schools and other community leader. [We want] to create a way forward for our students from the lessons learnt through Power UP. (Provider Talanoa)

At times tension occurred between schools and providers. Providers commented that some schools felt they had enough skill to run PowerUP sessions themselves. However, the Ministry team believes the Pacific community should run PowerUP for their community, rather than schools.

Processes and procedures

Finding a suitable day, and time of day for sessions

There were diverse views from providers on the most appropriate day of the week, times of day and numbers of sessions for PowerUP. It appears there is no single best fit. Some providers suggested Monday as "most extracurricular activities after school happened after Monday". Other

providers thought that “whatever day we chose, there would be a clash with someone”. In some cases, the day chosen related to when the venue was available.

Some providers ran sessions from 5 pm to 7 pm; others from 6 pm to 8 pm. Those running them in the later slot commented that “any activities after school will be done before then”. Other providers chose a later time to allow parents and children to come together after school and work.

Providers mostly felt the sessions worked well and that a two-hour session was the right length. They said having a familiar routine for the evening worked well. Providers thought that parents also enjoyed sessions run by visitors such as Careers NZ, the Qualifications Authority (NZQA) or the Brainwave Trust.

At some PowerStations participants ate first and then attended learning sessions. Other PowerStations ran learning sessions first and then had a meal. In choosing the order providers considered who attended, the time of the sessions and the catering logistics.

Choice of venues

Providers said the venue locations and suitability were important, and most of them had appropriate sites this year. Venues were often well-known in Pacific communities or were, at times, in schools. Where providers used schools, some providers changed the place they used each year to broaden their reach within communities.

A suitable venue was found to be one with flexible teaching spaces with carpet or good acoustics and facilities for the meal. An appropriate site also had Wi-Fi, whiteboards, and a library or other quiet area. Good transport connections or enough parking or a drop-off and pick-up zone were valued. Providers also sought environments that were safe and that they could supervise adequately.

Parents can see who enters and leaves the venue. This discourages any random person entering, and anyone leaving is also noted. The doors are automatically locked when doors close, so young ones are unable to sneak out unnoticed. (Provider Talanoa)

Links with other programmes

Providers appreciated that at times through PowerUP, they could engage with families they had not worked with before. This access added value to the providers’ other programmes of work.

PowerUP also linked with other programmes. However, most were regional initiatives rather than other national initiatives. The one national initiative mentioned by several providers was Reading Together. PowerUP offered two different versions of Reading Together in 2018: Early Reading Together and Reading Together for Schools.

We had between 12–15 parents for the Early Reading Together (ERT) programme. But during the Reading Together (RT) programme some parents were saying that they didn’t turn up because they thought it was too similar. In the future, we would just do the Reading Together and not the ERT. (Provider Talanoa)

According to providers, at times other agencies viewed PowerUP positively and wanted to collaborate with them. Providers said opportunities occurred for educators to join forces with others in new and exciting ways.

Commitment of staff

Providers said they had built their capability and appreciated the professional development opportunities that occurred through regular contact with Pacific families at PowerUP. PowerUP supported exchange and reciprocity between cultures. Teachers valued getting to know families

better and learning of Pacific cultures. At times Pacific teachers learned more about their own Pacific culture. Pacific parents and children also appreciated learning about other cultures and engaging with them in a safe place.

Teachers enjoy spending time with the children and parents. They enjoy helping the students. Some teachers are learning more about the parents as they interact during sessions. They get to understand parents and the [Pacific] culture. [Pacific] teachers are learning more about their language and are more engaged with the community. (Provider Talanoa)

It also helps us to understand and to respect our school teachers of non-Pasifika descent. (Child Talanoa)

As well as benefiting families, the evaluators found that PowerUP helped teachers – even those skilled in working with Pacific people. They saw the families together and how parents wanted educational success for their children. Teachers saw the role parents could have in supporting their children in education. Teachers also valued seeing how Pacific communities work and seeing their Pacific students in their Pacific community. At PowerUP teachers said they learned various ways to be more effective in teaching Pacific students. Some exciting examples of teaching and learning reciprocity occurred between Pacific and non-Pacific teachers and teacher trainees. Providers believed PowerUP promoted co-operation, support and respect between teachers and the community.

PowerUP is a great way for me to learn the things I have not learned at school about how to engage with the Pacific community. At PowerUP I get to meet the Pacific community. (Provider Talanoa)

Non-Pasifika staff could work with Pasifika students in a different environment. They could see Pasifika customs and practices, not necessarily witnessed at their own school. (Use of Pasifika Language, Prayer etc). (Provider Talanoa)

[PowerUP] increased their ability to teach/communicate in a culturally safe environment for them and for the students. (Provider Talanoa)

Teacher trainees were able to observe inclusive teaching and learning strategies that can be used in the classroom to create a more effective learning environment for Pasifika students. (Provider Talanoa)

Staff from different schools experienced working with the Pasifika community. The retention of staff supporters was a reflection on the positive work environment they experienced with PowerUP. (Provider Talanoa)

Providers said there was a high commitment from the champions, teachers and mentors to continue to support PowerUP. For example, one provider commented that “all our staff this year have offered their services for next year”. The shortage of teachers mentioned in 2017 was not apparent in 2018. Some providers said they were consistently able to source enough teachers and mentors. The evaluators considered this good news for the future sustainability of the programme.

The availability of teachers was sufficient in numbers each week, if not more. Not only our lead teachers but many supporting teachers in various disciplines, including mentors all passionate to make a difference. (Provider Talanoa)

Providers considered the staff rates of pay were reasonable, and they appreciated “being able to remunerate all staff appropriately”. Providers said there were also sound payment systems so they could pay staff regularly and quickly.

Mixed response to registration and attendance system

The paperless registration and attendance system were relatively successful for some providers.

The reporting system was an improvement compared with previous years. The registration and attendance spreadsheets were easy to populate. (Provider Talanoa)

[The Ministry] recording processes need to be more user-friendly, i.e. weekly report-back from what we have entered together with a better database (Provider Talanoa)

One provider wanted to capture attendance automatically, rather than having to do it manually. This provider suggested the current approach was time-consuming.

Support from the Ministry

Provider response to the Ministry team support was patchy. Some providers appreciated the support they received from the Ministry in 2018. Some providers praised the “effective and regular communication” of the Ministry team working with them. These comments made by providers show the variation in views about engagement with the Ministry during 2018.

I've really enjoyed correspondence with the Ministry this year very engaging, professional and “Pasifika” way. It was very pleasant. Thank you. (Provider Talanoa)

Support from MOE was inconsistent – due to changes in staffing that only became stable towards the end of this contract. (Provider Talanoa)

Some providers wanted more support from the Ministry to promote PowerUP to the community. They requested more website support, marketing within communities and promotional material. Some providers said their organisation needed formal acknowledgement that PowerUP was a Ministry initiative.

[We need] endorsed marketing within communities. [We need to] show we are providing the service on behalf of the Ministry of Education. People would constantly ask who we were and what this was about. Sometimes [they] wouldn't believe that we were providing this service for the Ministry of Education. [Provider Talanoa]

Providers sought a funding review to consider allowing adjustments for more participants if the numbers grew during the year. Providers also mentioned that at times, they provided essential resources to families such as stationery, craft items or books. They would appreciate extra funding for these items where needed. Providers engaged with good faith and appreciated the Ministry team taking time to listen and consider their input.

[It's] good to hear our collective feedback from providers had been acknowledged by Ministry. [I can see it] ended up being reflected in the design of the 2019 programme and service specifications. (Provider Talanoa)

The evaluators understand the Kelston PowerUP aims to continue running the existing model because it has such benefits to their college children. Due to low parent attendance, the programme is not delivering to its PowerUP aims and has sought alternative funding for 2019.

Changes to PowerUP from Ministry and provider talanoa to address parent attendance

The Ministry at first selected providers with high credibility to mobilise families within Pacific communities. The Ministry expected that these providers could encourage their communities to attend PowerUP. However, despite their skill, nearly all the providers did not recruit 75 families to the PowerUP. Nor did they achieve 80% parent and children attendance rates over 26 weeks. Many providers thought 26 weeks was too long. Providers told the Ministry during the talanoa that despite a concerted effort, they could not achieve these targets. One provider commented:

It's a great programme with benefits to all groups, [including both] intended and unintended outcomes. I strongly recommend continue funding this model. But[we] have [to have] a realistic expectation of parent attendance to about 10–15 weeks.

During the year, the Ministry engaged with providers to discuss parental attendance. Ministry staff remarked that over the year, the conversations they had with providers changed. The Ministry sent a strong signal that the programme was for parents and their children, not students alone. Discussions became more exploratory as the Ministry and providers sought to agree together on service delivery options and realistic numbers of parents and children attending PowerUP for 2019.

One of the most significant issues for providers was securing parental attendance and involvement. Providers suggested that attracting 75 families to each PowerStation was challenging. Many providers could not meet the target, particularly in Auckland and Wellington. Providers reflected they “lacked consistent families attending” and some suggested that parents “were getting busier”. Some providers remarked that “parent numbers were very difficult to grow”. Providers observed that the topics offered could increase parent attendance.

Our biggest turnout was when we had NZQA address the students and parents. We had parents who turned out to pick up their kids and [they] came into listen but didn't get registered. There were around 18–20 parents. But this was just a one-off. (Provider Talanoa)

One provider believed it was worth continuing to aim for “around 20–30 parents”. Providers thought this number of parents provided the critical mass for parent engagement. Providers said this number made PowerUP welcoming, and when parents attended, they could take leadership roles in organising and supporting the sessions.

[Pacific parents] help with the organisation of the evening from the beginning to the end. (Provider Talanoa)

However, providers also suggested that as some parents learned more from PowerUP, they possibly attended less because they knew what to do.

They [now] know now how to support their children. So the sense of urgency to attend and participate decreased. (Provider Talanoa)

Evidence from the 2016 and 2017 evaluation reports (parent, family, community and their children's voice) and provider discussion informed the new models, FlexiPlus and Au Lotu, which will be tested in 2019. Table 4 summarises the issues and outcomes of conversations.

Table 4: Issues and outcomes that informed the new PowerUP models

Issue	Outcome
<ul style="list-style-type: none"> • That 26 consecutive weeks was too long a commitment for parents • Parents showed the highest attendance around 12–15 weeks 	<ul style="list-style-type: none"> • Flexi Plus is for 8 to 15 weeks rather than 26 weeks with the community provider choosing what is best for their community. • Deliver the modes in blocks rather than consecutively. • The Au Lotu model is 10 weeks
<ul style="list-style-type: none"> • The strength and place of the church • Pacific strongly associate with churches either as members, past members or as families who have a family connection 	<ul style="list-style-type: none"> • The development of the Au Lotu or church model.
<ul style="list-style-type: none"> • Parent numbers in Auckland and Wellington are consistently low 	<ul style="list-style-type: none"> • The Au Lotu is for parents only and in Auckland and Wellington only • Au Lotu is for 30 parents
<ul style="list-style-type: none"> • Providers suggested that attracting 75 families to each PowerStation was challenging. Many did not meet this target 	<ul style="list-style-type: none"> • In 2019 the Ministry contracted providers to attract 30 families rather than 75 families. This means 30 parents and their children would attend and that in 2019, fewer families will attend each PowerStation, but parent numbers should increase.

Description of new service delivery planned for 2019

The Au Lotu, church-based model will operate in Auckland and Wellington in 2019. This model will run for 10 weeks and involve parents only in Pacific ethnic churches and surrounding communities. There will be a total of 18 Au Loto PowerStations in 2019. Eleven of them will run in the Samoan EFKS church, with eight across Auckland and three in Wellington. Five of the Au Loto PowerStations are Tongan: three Tongan Wesleyan in Auckland, a Tongan Catholic in Auckland and the Toakaikolo church in Wellington. There is also a Cook Island church and a Tokelauan church in Wellington running Au Loto PowerStations.

Ethnic-specific FlexiPlus models will run in Auckland and Wellington in response to a desire for them from specific communities. The Tuvaluan community in Ranui Auckland, Tongan in Otara Auckland, Niuean in Mangere Auckland and a Fijian community in Wellington will all run the FlexiPlus model.

The evaluators recognise that locating and encouraging churches to be involved in providing PowerUP expands the pool of providers who can engage with Pacific communities. The church's involvement is an important new initiative in education that has the potential to expand into other areas of service provision for the Pacific community. The use of Pacific churches was a Pacific response to meeting specific needs of the Pacific community in New Zealand. It is recognised that often the Pacific church here can act as a proxy for the village.

The development of the two models for testing in 2019 was informed by the parents, families, community and children's voice from the findings from the evaluations in 2016 and 2017 and the Guided Talanoa Series.

SECTION FIVE:

CONCLUSION

This section summarises key conclusions from the evaluation.

Supporting Pacific success

Pacific success is accelerated in education when Pacific parents attend PowerUP. There are many examples of Pacific success in the survey responses and talanoa of Pacific parents and families.

Providing improved opportunities to use education services

PowerUP provides active support, which improves Pacific parents and children's opportunities to use education services from ECE to secondary school. For many, this is the first time they have understood the education system and their role as parents in supporting their children to succeed. With a clearer idea about how education contributes to later success in employment, parents and students become more informed about their options and career pathways. Even relatively young children have career aspirations, and these aspirations help fuel their passion for learning and tenacity to keep trying even at times when subjects are hard.

Affirming identity, language and culture

When Pacific parents and children see their identity language and culture incorporated into learning settings and activities, they thrive. When teachers affirm their Pacific identity, language and culture, the learning setting becomes inviting and exciting for Pacific learners. There are calls for more Pacific teachers in schools and for non-Pacific teachers to build their Pacific capability and understanding of Pacific parents, children and families.

Addressing unconscious bias and racism

The absence of bias and racism provides a setting in which Pacific parents and children are effective in learning. PowerUP offers such an environment. By comparison, when unconscious bias and institutional racism are present, this hampers Pacific parents and children's ability to engage in learning and learn – and may contribute to them dropping out of the school system altogether.

Supporting Pacific well-being

Pacific well-being is enhanced when Pacific parents and children can learn as a family in a stress-free and enjoyable learning environment. There are many examples of increased empathy and resilience to achieve educational success.

Appendix 1: Detailed methodology

Framing this evaluation

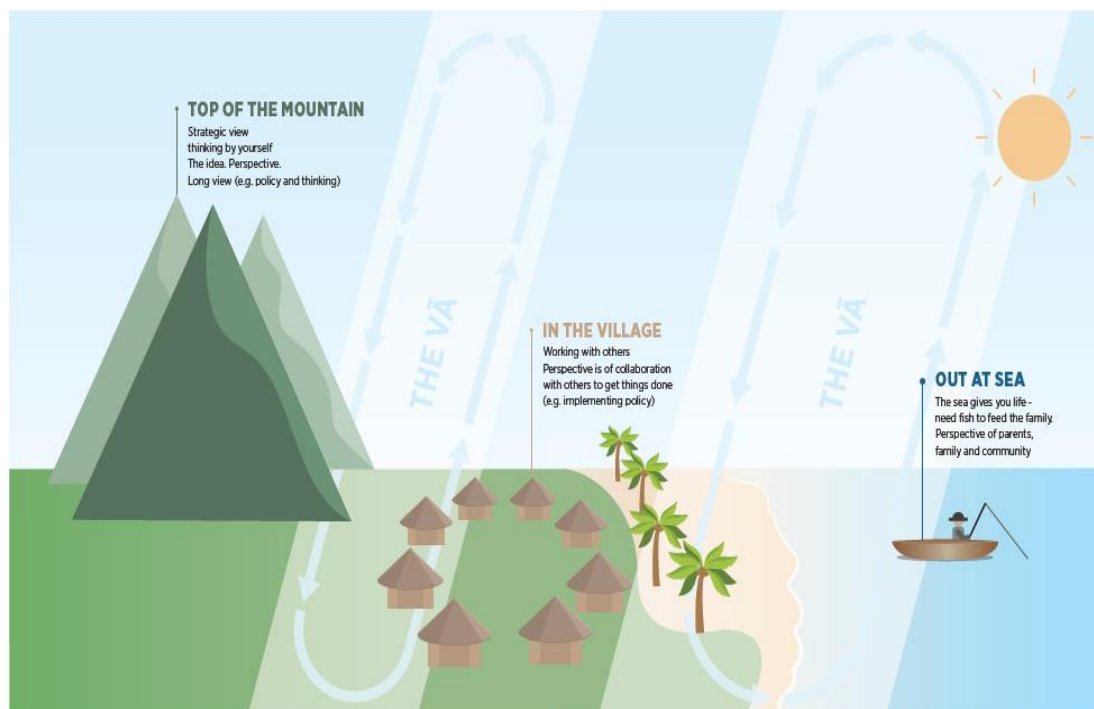
The PowerUP model incorporates the following ways of thinking and working:

- a whole-system approach, based on the Fa’afaletui model
- a community-driven rather than school-based model, with a focus on parent engagement
- aims for a “Done as Pacific” model of engagement (refer to the diagram on page 52)
- inspiring reflective practice as a way of understanding and learning as a community
- encouraging cycles of adaptive action to support positive and ongoing changes for parents that benefit the whole family and community.

Fa’afaletui

This is a systemic approach drawn from Fa’afaletui (Tuiatua Tupua Tamasese)⁷. The Ministry adapted the notion of Fa’afaletui to provide a frame to facilitate, gather, analyse and validate the knowledge through a Pacific lens. For our purposes, Fa’afaletui sorts and links the different parts of the work of PowerUP to include all levels of thinking and activity in its planning and delivery. Talanoa is the mechanism for discussion and consultation; and Tausi Le Va looking after the Va (space) – is the mechanism for looking after the relationships between all three spheres, people and work.

Figure 14: Fa’afaletui framework



⁷ Fa’afaletui – developed by Tuiatua Tupua Tamasese – Samoan academic and royal title holder Pacific epistemology of a three-perspective view of thinking and processes.

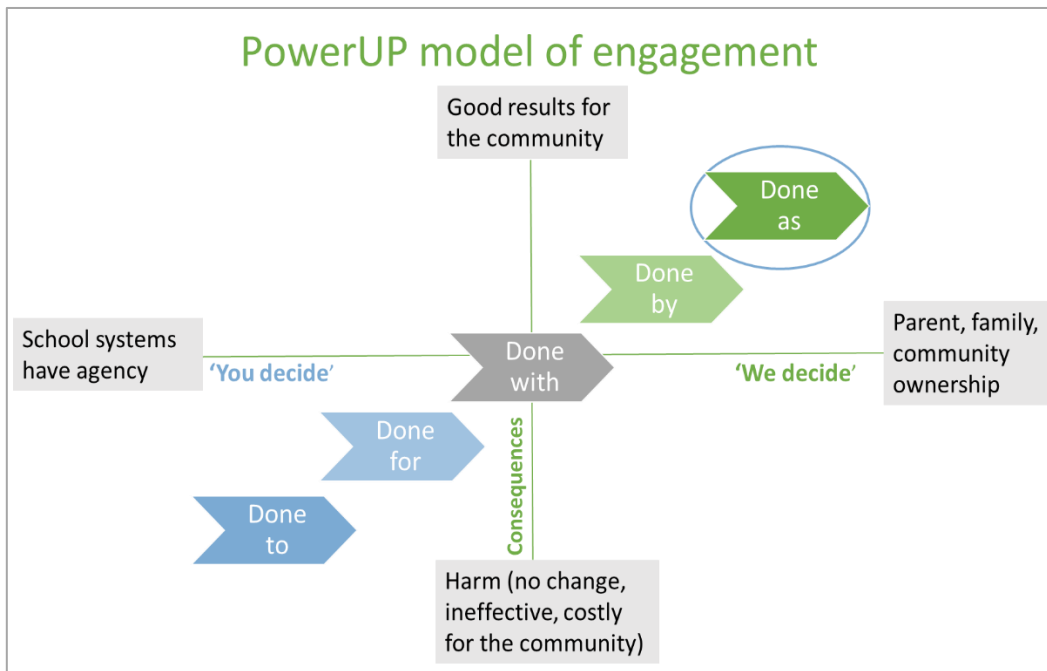
The PowerUP programme developed *Fa'afaletui* around three levels:

- policy and research – into Pacific parents, family and community ways of knowing
- implementation – within families and communities and schools
- evaluation – of crucial parts of the work plan to inform the next steps.

Community-driven

The PowerUP model of engagement encourages parents, families and communities to take ownership of the programme. On the engagement continuum, the programme runs in a “Done as Pacific” space.

Figure 15: PowerUP model of engagement



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

A “Done as Pacific” space is where:

[Pacific] people lead and are in control and [Pacific] 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 specific to the needs of Pacific parents, families and communities. Parents come with knowledge of their families, and PowerUP provides:

- skills and tools to engage with both their families and schools about their children’s education and use the information delivered
- an opportunity for parents to contribute ideas and learn from one another to support their children’s education journey.

Through PowerUP, parents receive affirmation that they have an essential and rightful role in their children’s education. They build their knowledge so they can work in partnership with their children’s schools to ensure their children reach their potential. Parents become more powerful as they learn ways to join in, engage and form partnerships with the school. Parents come to see themselves as part of the solution.

Reflective practice

Several reflective practices are built into the PowerUP programme. Sessions with parents and children encourage reflection and discussion.

Great interaction, with teachers one-to-one also parent sharing time. Fantastic to have a space weekly to discuss and receive clarity with issues that are not accessible at school. (Parent survey)

The talanoa supports some parents and children to reflect on the PowerUP journey and make sense of what they learn. Parents report the Guided Talanoa Series has also helped them embed what they learn at home.

[Taking part in the Talanoa for the PowerUP evaluation means] I am able to reflect and work towards goals for our family in our journey with our kids. (Parent Talanoa)

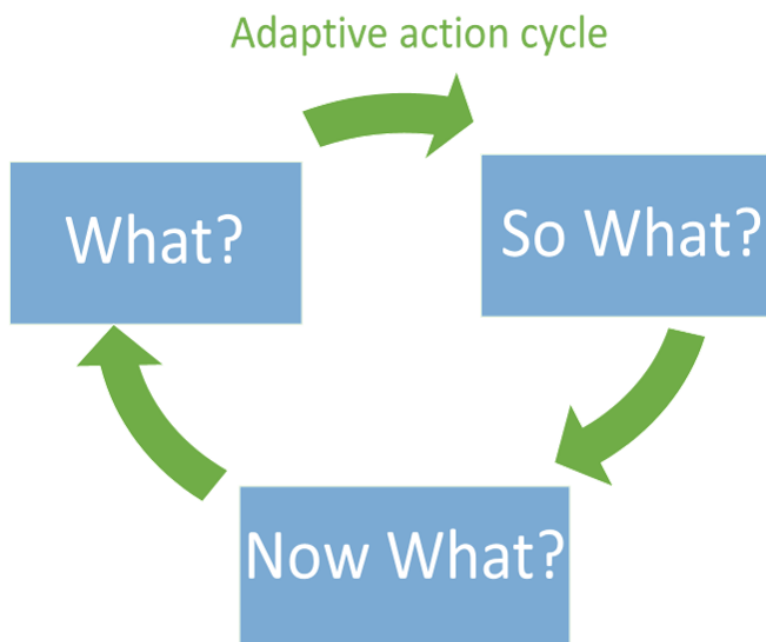
Talanoa also provides important feedback to the Ministry team, which helps guide policy and operational decisions. The talanoa between the Ministry and providers in 2018 allowed providers to suggest ways to improve the operationalisation of PowerUP. That feedback resulted in the Ministry making several adaptations to the programme and plans to test them in 2019. The two models to be tested are FlexiPlus and Au Lotu.

Each cycle of evaluation uses pattern spotting to make sense of the findings arising from the research. It allows the evaluation team to note contradictions and surprises and to identify outliers, which may be indicators of change. The pattern spotting process supported Ministry staff to develop a shared understanding of the strengths of PowerUP. It also identified where to make adjustments in the operation of the programme. Pattern spotting sessions were held on 28 October 2018 and 9 January 2019, as the data from the 2018 evaluation was analysed. The findings of those sessions formed the basis of this evaluation report.

Adaptive action

An adaptive action cycle in the programme itself supports PowerUP participants to move through the processes of sensing, transforming and acting. At the 'What' part of the cycle, participants consider new ways of thinking about learning or further information about the education system. At the 'So What' part of the cycle, participants consider possible changes and courses of action. At the 'Now What' stage of the cycle, participants experiment with different ways of doing things and choose possible pathways to the future.

Figure 16: Adaptive action cycle



Early writing on *What, So What, Now What* (Borton, 1970, p. 86) suggested the process is useful from both a parent and child perspective. It helps them “learn *how* to develop alternative [ways] for handling themselves, other people and their environment so they can increase the personal options open to them” (Borton, 1970, p. 86). The process is also useful in teaching and learning from a teacher’s perspective to “find out *what* particular content reaches students and then teach so as to expand their understanding” (Borton, 1970, p. 86).

Used in complex settings (Eoyang & Holladay, 2013) and evaluation (Eoyang & Oakden, 2016) the *What, So What, Now What* process is described there as an Adaptive Action Cycle. The evaluation team saw that PowerUP used many Adaptive Action Cycles at multiple levels of implementation of the programme to benefit all involved.

It appears that in PowerUP a reflective approach using Adaptive Action Cycles helped shift parents’ and children’s behaviours and attitudes. Parents gained a greater understanding of how to support their children’s learning and children better understand the importance of learning as well as learning how to learn. Also, using Adaptive Action Cycles helped the Ministry and providers grapple with delivery challenges. The approach has also been used to synthesise and report the evaluation.

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). This project applied an **evaluation-specific methodology** to provide robust information about *how good* the evaluation subject is, whether it is *good enough* and *how it can be improved* (Davidson, 2005).

For **accountability purposes**, the evaluation determined the extent to which the PowerUP programme met its intended objectives and whether it was fit for purpose; and how effective the programme was at realising key outcomes. For **learning purposes**, the evaluation asked what change (if any) occurred over time and what this change looked like for the participants during the time they have attended the programme. The evaluation also considered how these insights might deepen or widen PowerUP’s reach.

The Key Evaluation Questions were:

KEQ1: Overall, how worthwhile was the programme?

KEQ 2: How effective was the programme at realising key outcomes?

KEQ 3: What changes occurred for the families who attended?

KEQ 4: How well was the Pacific PowerUP programme delivered in 2018?

KEQ 5: What did we learn that is useful going forward, focusing on deepening or widening the reach of PowerUP?

The evaluators framed the 2018 evaluation reporting around the same criteria used in the 2016 and 2017 evaluations. However, the evaluation team adjusted the dimensions of each criterion to reflect the findings from earlier years and they included input from the 2018 Pacific Fono. Table 5 below details the differences in these dimensions between earlier years and 2018.







Table 5: Evaluation criteria

Key criteria	Dimensions 2016 and 2017	Dimensions 2018
Builds knowledge, capability and voice of parents, 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 	<ul style="list-style-type: none"> Creates Pacific success through strong role models and relationships Improved opportunities to use education services
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 	<ul style="list-style-type: none"> Provides quality teaching and learning for Pacific success to parents and students Builds lifelong learning capability
Provides a fit-for-purpose service for parents, family and students. (Important)	<ul style="list-style-type: none"> The programme is fit for the purpose in that it is: <ul style="list-style-type: none"> culturally appropriate inclusive effective meets local needs meets the needs of parents, families and children 	<ul style="list-style-type: none"> Affirms identity, language and culture to support Pacific success. Addresses issues arising from bias and racism to support Pacific well-being
Benefits the parents, family and students in ways that are real and meaningful. (Important)	<ul style="list-style-type: none"> Tangible evidence that the programme specifically benefits: <ul style="list-style-type: none"> parents students families. 	<ul style="list-style-type: none"> Supports family well-being – through providing a safe environment, and taking a holistic approach Builds empathy and resilience to support Pacific success

Levels of performance

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

Table 6: Performance levels

Rating	A generic example of performance levels
Excellent: (always) 	A clear example of exemplary performance or best practice in this domain; no weaknesses.
Very good: (almost always) 	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) 	Reasonably good performance overall; might have a few slight weaknesses, but nothing serious.
Adequate: (sometimes, with quite a few exceptions) 	Fair performance; some serious, but non-fatal weaknesses on a few aspects.
Poor: (never, or occasionally, with clear weaknesses evident) 	Clear evidence of unsatisfactory functioning; or serious weaknesses across the board on crucial aspects.
Insufficient evidence 	Evidence unavailable or of insufficient quality to determine performance.

Pacific data collection methodology used to gather Pacific voice

The providers collected data from Pacific parents and children attending the PowerStations as well as community providers leading them. This internal data collection informed the basis for the evaluation. Data collection was undertaken in two ways:

- a Guided Talanoa Series with parents and their children and community providers from April to November 2018
- three versions of self-completion evaluation surveys with: parents and families, secondary students and Year 5–8 students attending PowerUp in October 2018.

Guided Talanoa Series

A unique aspect of this evaluation series is the use of a Pacific research method – *Talanoa*. The evaluation used a Guided Talanoa Series to interview and converse with the families. Talanoa is made up of “tala” – “talk” and “noa” – “normal”. Talanoa means to reach an outcome through talk, decision through discussion or to discuss a topic. Talanoa is used throughout the Pacific, it is also a formal, recognised research methodology (Vaiolleti, 2006). Talanoa is used mainly in Pacific research to talk naturally through a topic or phenomena to explore the thoughts, feelings, views and perceptions of the people talking. The evaluation team considered Talanoa the most useful and genuine way to engage with the parents and families attending PowerUP.

The Ministry of Education Pacific PowerUP team developed the Guide Talanoa Series for this evaluation. Based on a set of questions, the talanoa guided the parents and families through their experiences of the programme. The purpose of the Guided Talanoa Series was to provide parental and family voice on the value of attending a PowerStation. The Guided Talanoa Series was valuable in showing Pacific parental beliefs, values, attitudes towards and expectations of the education system and schools in New Zealand. These lived experiences shape how Pacific parents see their role in education for their children. The Guided Talanoa Series also provided a valuable window into 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 Guided Talanoa Series also helped explain effective ways schools can engage with Pacific families to support their children.

During the Guided Talanoa Series providers questioned children on three occasions. Including the children’s voice strengthened the adults’ voice in these case studies and allowed triangulation of adult and children’s comments. Many of the observations or comments made by parents during the talanoa aligned with remarks made by children in separate talanoa sessions.

The Guided Talanoa Series questions focused around seven thematic areas identified by the Ministry of Education:

- Pacific demography – including where born, how many in the family, languages spoken
- Early learning and primary education – where, their experiences, what decisions they made for their children, how they supported their children, the home–school relationship, their educational knowledge, beliefs and assumptions about education.
- Secondary school education – parental choice, expectations, involvement with their children’s learning and ambitions for their future.
- What they learned at PowerUP about the education system and how they supported their children
- What actions they took from having this information or knowledge and how this altered their beliefs and perceptions about education
- The outcome of their new knowledge – the action they took on their children’s education and their attitudes towards education; their messages for schools and other parents and families; and what made the difference for them
- For children, the value of PowerUP, how they felt and why they felt this way.

Providers collected talanoa over 26 weeks in 12 Talanoa sessions. Thirty-eight families attending the PowerUP PowerStations took part in the talanoa. Each PowerStation collected two talanoa. This included both a family attending each PowerStation in 2017 for the second year and another attending for a third year. Talanoa with Year 2 families triangulated the assumptions developed from the Year 2 families in 2017. The talanoa included a third-year family to identify new progress. This data collection was part of a broader plan to collate longitudinal data over three years. The talanoa documented family changes both in terms of knowledge and outcomes they have noticed from attending PowerUP.

Table 7: Longitudinal approach to sample selection for Talanoa in each PowerStation

Family sample from each PowerUP PowerStation	
2016	2 Year 1 (Pacific parents or adult family members only)
2017	1 Year 1, 1 Year 2 family – Pacific parents or adult family members and their children
2018	1 Year 2, 1 Year 3 family – Pacific parents or adult family members and their children

The Guided Talanoa Series included discussions with children on three occasions. This strengthened the children’s voice in this evaluation and allowed triangulation of adult and children’s comments. The evaluators noted that many of the talanoa observations or comments made by parents, the children made also.

PowerUP Evaluation Surveys

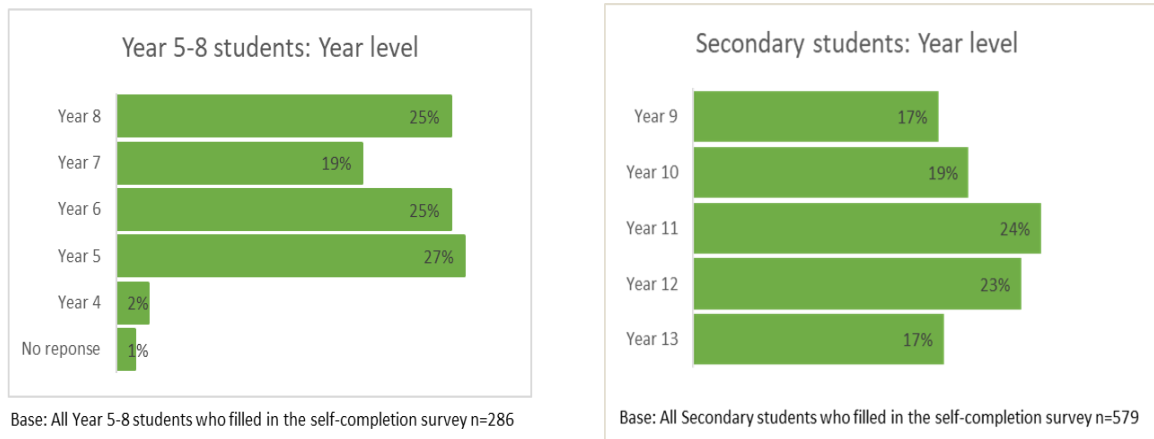
The Ministry of Education’s Pacific Education team developed three versions of a short self-completion survey. The Ministry sent them out to the providers to give to adults and secondary school students and Years 5–8 students attending PowerUP. Survey responses provide a review of what attendees learnt and what they saw as strengths and weaknesses of the PowerUP programme.

Each provider received 100 copies of each version of the survey in late October 2018 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, 11 questions for secondary students and 14 questions for Years 5–8. Providers returned the completed surveys to the Ministry for data processing and analysis. In 2018 there were:

- 209 responses from parents and other adults (compared with 329 in 2017 and 126 in 2016)
- 579 responses from secondary students (compared with 753 in 2017 and 344 in 2016)
- 286 responses from Years 5–8 students (similar to the 272 responses in 2017). Note data for this age group was not collected in 2016.

The following graphs show the proportion of secondary students and Year 5–8 students who responded to the surveys. Overall, there was reasonably even distribution across the age groups within the student responses.

Figure 17: Distribution of Year 5-8 students and secondary students completing the self-completion survey



Calculating response rates

Each PowerStation received 100 paper surveys for students and 100 for parents (200 in total). Thus, the most questionnaires expected back was 200 responses from each provider. Overall, excluding the regions in red (below), the response rate for the adult survey, based on attendance data was 21%. Note: The response rate in 2018 is not comparable with past years as in previous years response rates were not generated based on attendance data.

Table 8: Response data from each of the regions for adults

Region	All visits by adults	Average per session	Total adults on role	Total survey responses	Response based attendance rate on
Christchurch East	702	27	80	0	0%
Christchurch West	546	21	43	20	47%
Flaxmere	120	5	70	18	26%
Glen Innes	55	2	4	5	125%
Hamilton	1130	43	103	21	20%
Hutt Valley	921	35	118	10	8%
Kelston	152	6	18	5	28%
Mangere	150	6	15	15	100%
Mt Roskill	34	1	5	13	260%
Napier	177	7	46	75	163%
Oamaru	1243	96	138	17	12%
Otago	134	5	14	16	114%
Otara	94	4	11	7	64%
P/North	415	16	56	9	16%
Porirua	274	11	40	5	13%
Ranui	539	21	60	10	17%
Rotorua	294	11	51	8	16%
Tauranga	338	13	26	11	42%
Tokoroa	1246	48	164	27	16%
Wellington	309	12	27	22	81%
Total *	8542	377	968	209	21%

Note the total excludes Flaxmere, Mt Roskill and Napier, as these surveys were removed from the dataset.

Notes about Table 8

There are several observations.

- There is no data for Christchurch East. The provider supplied adult and student surveys, which the Ministry misplaced.
- In Flaxmere and Napier, the provider consolidated the adult surveys for two PowerStations and sent them to the Ministry. The Ministry asked for them to be separated. The provider then surveyed adults by phone and sent the surveys to the Ministry – to provide separate responses for the PowerStations. However, the Ministry evaluation team decided to remove these surveys to keep a consistent survey method across the sample.
- In Mt Roskill, more adults filled in the survey than were on the attendance register, so the Ministry evaluation team decided also to remove these surveys from the data set.

The following Table 9 shows the response data for the students. Overall the response rate achieved was 25% based on all students who attended PowerUP.

Table 9: Response data from each of the regions for students

Region	Count of all student visits at each location	Average number per session	Total students on role	% students attend each week	Year 5-8 survey	Secondary survey	Total survey response	Survey response rate*
Christchurch East	1057	41	163	25%	0	0	0	0%
Christchurch West	1543	59	100	59%	18	28	46	46%
Flaxmere	475	18	108	17%	5	12	17	16%
Glen Innes	1774	68	211	32%	8	0	8	4%
Hamilton	2142	82	309	27%	4	35	39	13%
Hutt Valley	925	36	124	29%	3	51	54	44%
Kelston	2927	113	453	25%	21	88	109	24%
Mangere	354	14	60	23%	10	22	32	53%
Mt Roskill	463	18	53	34%	15	16	31	58%
Napier	423	16	103	16%	37	34	71	69%
Oamaru	2242	187	196	95%	28	26	54	28%
Otago	894	34	110	31%	25	65	90	82%
Otago	1669	64	286	22%	6	42	48	17%
P/North	839	32	85	38%	0	7	7	8%
Porirua	688	26	120	22%	5	10	15	13%
Ranui	1059	41	183	22%	32	25	57	31%
Rotorua	1292	50	357	14%	12	20	32	9%
Tauranga	1357	52	109	48%	11	17	28	26%
Tokoroa	1932	74	286	26%	41	72	113	40%
Wellington	397	15	42	36%	5	9	14	33%
Total	24452	1041	3458	30%	286	579	865	25%

The evaluators noted the survey responders were often the more regular attendees at PowerUP.

Analysis, synthesis and reporting

The Ministry team undertook data entry and entered all survey responses into excel spreadsheets. The Ministry evaluation team read all the talanoa responses and assessed the extent to which they showed evidence of change on several aspects which they then coded onto a coding sheet. These coding sheets were also data entered for further analysis.

On completion of data entry, Pragmatica Limited undertook analysis of the data using pivot tables. A summary of key data was prepared using descriptive statistics and shared with the rest of the evaluation team.

The evaluation team discussed the findings emerging from the data on two occasions using a sensemaking process facilitated by the external evaluator. These sessions enabled the PowerUp team members and the internal evaluator to uncover the most important findings. The external evaluator then wrote this evaluation report based on the data and the other team members' interpretation of findings at those sessions.

The sensemaking method used for this project originates from the work of Phil Capper and Bob Williams. Published initially as CHAT – Cultural-historical Activity Theory (Capper & Williams, 2004), it is a powerful tool for making sense in complex and challenging situations. This method is part of the Human Systems Dynamics (HSD) method, described there as “Pattern Spotting” (Eoyang & Holladay, 2013). The technique involved five stages (Eoyang & Oakden, 2016):

- Stage One: We took a broad review looking at the data overall – before getting into the detail. We asked, in general what is this data telling us? Then we identified the key generalisations. For instance, we noted that in general parents were attending the PowerUP sessions, and some of them had attended many sessions.
- Stage Two: We asked, what exceptions can we see? We also looked to see if there are any outliers – either excellent or poor ratings which we should consider. For example, we identified a sizeable group of children who attended sessions without a parent or family adult.
- Stage Three: Then we looked for the contradictions – aspects that might provide insights. For example, we saw that students said they talked about PowerUP with their parents even if they didn’t attend. However, children said that they would have come more often if their parents did attend.
- Stage Four: We considered findings that were surprising – either because they were present or because they are missing. Also, we thought about what we might learn from these observations. For example, we noticed through the Talanoa that the many parents who attended PowerUP sessions experienced noticeable changes in understanding how to support their children in just a matter of weeks.
- Stage Five: Finally, we considered what still puzzled us, 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 participate.

Once the evaluation team completed the stages of sensemaking, we reached judgements of performance for each of the evaluation criteria. We checked whether there was enough evidence warrant the judgements being credible and reasonable. This process provided clear direction to Pragmatica Limited to write this report, incorporating a Pacific perspective.

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