



# PRINCIPAL SABBATICAL REPORT

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Salvatore GARGIULO QSO  
PRINCIPAL, Manurewa High School

## TABLE OF CONTENTS

	<u>PAGE</u>
FOCUS:	
The Engagement and Academic Success of Students from Lower Socio-economic Status.....	2
SECTION ONE:	
Summarising the Situation of Poverty for Children in New Zealand.....	3
SECTION TWO:	
How Poverty in New Zealand Impacts on the Educational Engagement and Success of Students .....	4-5
SECTION THREE:	
What has been Actioned at Manurewa High School to Address the Impacts of Socio-economic Status.....	6-14
SECTION FOUR:	
What can be done to Enhance Academic Engagement and Success of Students from a Lower Socio-economic Group at Manurewa High School.....	15-20
CONCLUSION.....	21
BIBLIOGRAPHY .....	22
Appendix A – How Poverty Affects Classroom Engagement – staff meeting feedback.....	23-27
Appendix B – NZCER Report on PB4L .....	28-31
Appendix C – Personal Experiences .....	32-34

# **FOCUS: THE ENGAGEMENT AND ACADEMIC SUCCESS OF STUDENTS FROM LOWER SOCIO-ECONOMIC STATUS**

FOREWORD: In my career, I have been fortunate to have held a deputy then a principal role in schools for nearly 30 years. From 1995 till 2006 I was Principal at Nelson College, a boy's school. In 2006, I was granted a sabbatical and my study focus was the performance of boys.



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After my time at Nelson College, I worked internationally as a principal. Firstly, Dubai in the United Arab Emirates, and then in Dar es Salaam, Tanzania in Africa. On my return to New Zealand, I became the principal of Manurewa High School (MHS) in Auckland. My range of experiences have convinced me about the importance of education in alleviating poverty in society. A major part of this conviction is the crucial role of low-decile, multicultural schools achieving high educational outcomes.

The purpose of this report is to gain some understandings on how to achieve high educational outcomes with students from lower socioeconomic status (SES) backgrounds. The report will be in four sections beginning with a brief summary<sup>1</sup> of the complex and severe situation of child poverty in New Zealand. The second section is about the impact of poverty on a student's engagement and success in school. In the third section there are examples of some successful strategies implemented at Manurewa High School. Finally there is an outline of MHS's future direction; how to best educate our students from low SES to ensure engagement, academic and ultimately societal success.

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<sup>1</sup> This section is purposefully brief. Child poverty is a complex situation in New Zealand. My intent is to not summarise the situation of child poverty, but propose how education can play a role in mitigating the situation.

## SECTION ONE: SUMMARISING THE SITUATION OF POVERTY FOR CHILDREN IN NEW ZEALAND

Developing a definition of poverty is a complex task (Robert Stephens, 1995). This is because a definition requires a clear judgement on a broad concept (Statistics New Zealand, 2012). Most OECD countries define poverty as relative and based on living standards within the society. In New Zealand, the Ministry of Social Development does not define poverty (CCEAP, 2012). However, a common criteria used is households with less than 60% of median income after housing costs (Charles Waldegrave, 2003). The Children's Commissioner, Dr Russell Wills, states that despite the potential income under this definition being \$30,000 annually, if you look at the graph of people by income, the graph is really steep, so \$30,000 is the top of a really steep curve which falls away so of all the people under \$30,000 the median is about \$10,000. (Collins, 2013).

In New Zealand, child poverty is a significant issue. When categorised by age, children comprise the largest group in poverty (Blakeley, 2012). In 2012 285,000 children, aged 0 – 17 years, lived in poverty. This is 27% of New Zealand's children. (CCEAP, 2012; Craig E, 2014). One out of four children in New Zealand are therefore living in poverty. The situation for children is continuing to worsen, despite various policies by government attempting to address it. (Dr M.Claire Dale et al, 2014). It has been argued that without addressing child poverty directly, the other policies to counteract poverty will fail to make a meaningful impact (Boston, 2013). New Zealand has rates of child poverty higher than many OECD countries. New Zealand is ranked 21 out of 30 OECD countries on child poverty rates. Yet despite having such a dire situation with child poverty, New Zealand has yet to develop a nationwide strategy to address it. (CCEAP, 2012; Boston, 2013)

The impact on children living in poverty is extensive<sup>2</sup>. The majority of the impacts affect how a child is able to access education. An example of this is poor diet. Poor diet equates to being hungry and poor nutrition. This affects a child by reducing their ability to concentrate, therefore potentially experiencing a negative interaction with the teacher, or difficulty in information retention. Another example is poor housing. Poor housing is cramped and damp conditions. A child in damp housing conditions is more likely to be unwell, have poor sleep patterns, is fatigued and therefore more likely to miss school, and therefore miss out on educational opportunities and disengage with education. Much of the impact of poverty can be linked to affecting a child's ability to access education. This situation for most children is long term with 3 out of 5 children in poverty, are likely to remain in these conditions (Craig E, 2014).

Therefore approximately a quarter of New Zealand's children live in poverty, and for the most of these children, the situation is permanent.

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<sup>2</sup> For further reading on these impacts, see (CCEAP, 2012) (Dr M.Claire Dale et al, 2014) (Statistics New Zealand, 2012)

## SECTION TWO: HOW POVERTY IN NEW ZEALAND IMPACTS ON THE EDUCATIONAL ENGAGEMENT AND SUCCESS OF STUDENTS

People able to utilise education have greater success in adult life. This is because they have qualifications and skills useful in the workforce. This gives them greater earning potential over their working lives (Boston, 2013). Children living in poverty are less likely to succeed in education. This is evident from early childhood education to tertiary (Thrupp, 2006). There is ample research from New Zealand and internationally detailing this correlation between income and educational achievement. Because such a high proportion of children in New Zealand are from a low SES group, this is an issue that requires addressing.

Children born into economic hardship are immediately disadvantaged. The early years of a child's life are incredibly important influence on adult health, cognitive and non-cognitive skill development (Heckman, 2007). On entering an educational institute, children from a lower SES score lower on basic competencies than their peers (Boston, 2013). This result does not improve significantly past the age of ten; even if the household's economic status improves (Boston, 2013).

There are several reasons why the economic situation of a child influences their academic success (adapted (Thrupp, 2006)

- **Firstly, it impacts on how children are prepared for school.** This applies in a practical sense, related to their ability to wear the school uniform, to have the stationery required for classes, attendance of school trips, to take a healthy sufficient lunch, or transportation. However there are secondary impacts, such as poor health care impacting on attendance levels, and in the lack of books around the house impacting on the literacy, and cramped housing impacting on sleep, stress and understanding of the behavioural expectations of a school environment. Parental stress impacts on how students are prepared for school. Parents under stress are unable to focus and care for children optimally. Therefore the economic status of families impacts on a child's ability to succeed academically at school.
- **Secondly, it impacts on the household's relationship with the school.** Families from lower SES tend to have different relationships with school than the middle class (Thrupp, 2006). Families from a poverty situation, tend to defer to the school as being the authority, rather than a relationship. They also are more likely to accept an average result, rather than view the result as needing improvement. They also are unable to access the resources to improve students' results, either from their own limited education, or from being financially unable to provide tuition.
- **Third; the hidden curriculum and rules** (K.Payne, 2012). Education is developed and implemented by middle class society. Children from a low SES have restrictions and limitations at the beginning of their schooling life. This is because an educated and qualified teacher is less likely to understand the perspective of a child from an impoverished background. This perspective is well documented by Dr Ruby K. Payne. The limitations with children from a poverty background are related to language, behaviour expectations, methods of assessments and the content taught in curriculum <sup>3</sup> (Boston, 2013, K.Payne, 2012).

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<sup>3</sup> These four concepts are explored and explained further in section four.

The economic status impacting on the educational outcome of students is well documented. An example of this is shown in the decile system.

“A school’s decile rating is based on the socio-economic status of the communities where the school’s students live. There are five indicators of socioeconomic status for a community:

- Percentage of households with income in the lowest 20 percent nationally
- Percentage of parents in lowest occupational groups
- Household crowding
- Percentage of parents with no educational qualifications
- Percentage of parents receiving income support benefits

These are equally weighted in the calculations.”

(source:<http://www.minedu.govt.nz/NZEducation/MinistryBulletinSchoolLeaders/Issue11/DecileRatings.aspx>)

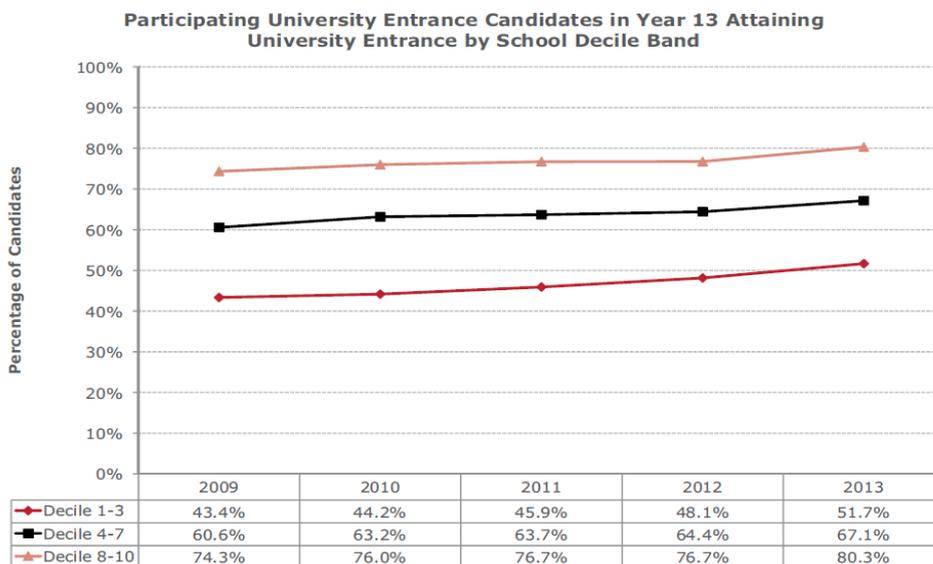
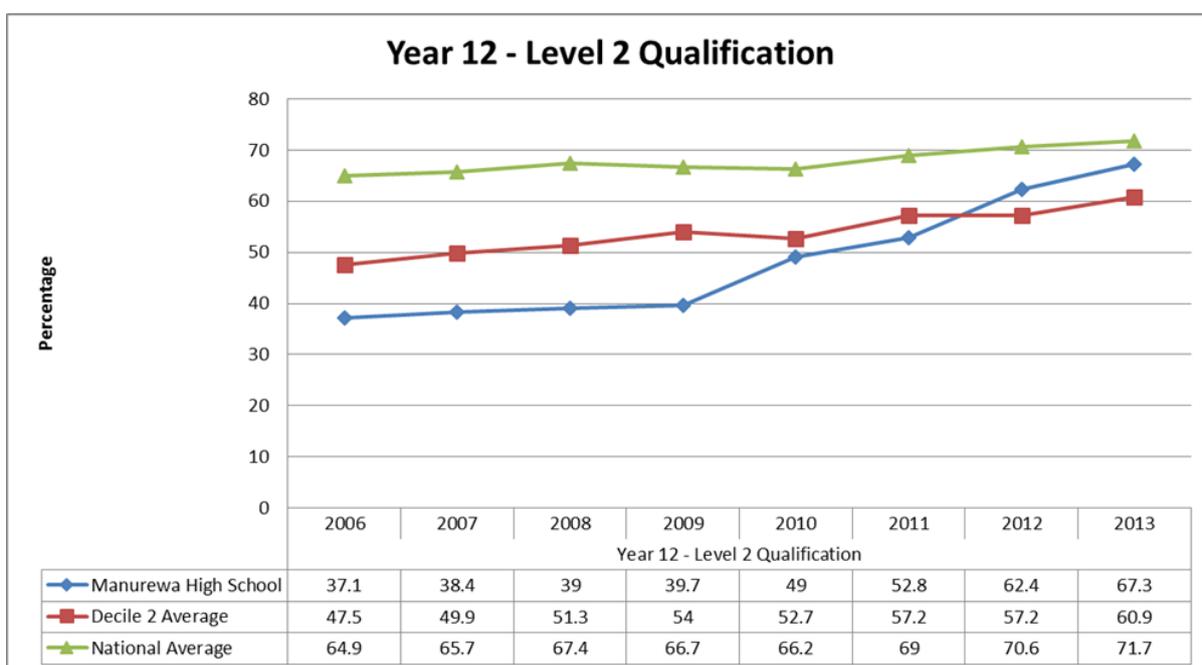
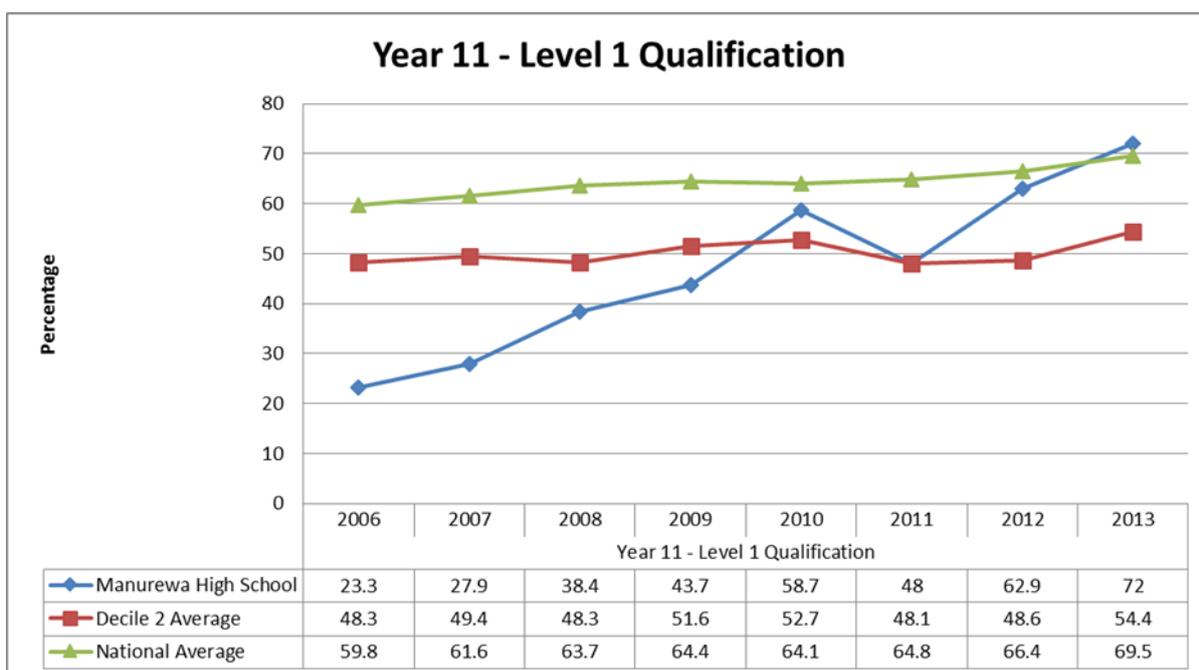


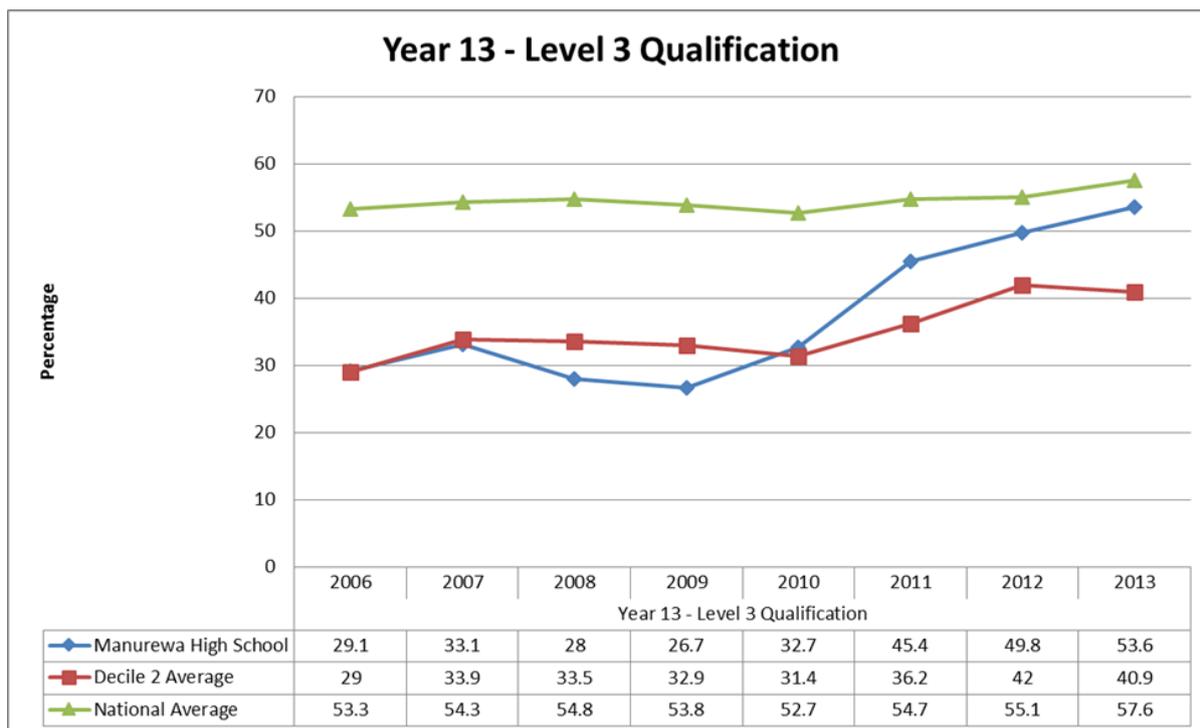
Figure 2 is sourced from New Zealand Qualifications Authority (NZQA) NCEA Annual Report, 2013. This pattern of lower decile schools having a lower percentage of students attain school qualifications is repeated in level 1 NCEA, level 2 NCEA and level 3 NCEA. This directly reflects the impact lower SES has on student academic achievement.

Therefore a student from a lower socio-economic status group is less likely to engage in schools, nor achieve academic success. This is because it impacts on a student’s ability to be prepared for the classroom, the family’s relationship with the school and the hidden curriculum. The impact of this is evident in the NCEA achievements of the lower decile schools in New Zealand.

**SECTION THREE: WHAT HAS BEEN ACTIONED AT MANUREWA HIGH SCHOOL TO ADDRESS THE IMPACTS OF SOCIO-ECONOMIC STATUS**

The students at Manurewa High School (MHS) have improved significantly in their engagement and academic success achievements. In 2013, it gained the reputable status of having an Educational Review Office audit every 4 or 5 years.





*NB: The data in the graphs above is roll-based (not participation based)*

Shown in the previous three graphs, the percentages of students achieving NCEA have increased in Level 1, 2 and 3 over the years 2006 up till 2013. As an example of the progress MHS has made is in Level 1. In 2006, 23.3% of students were achieving level 1 in year 11. This rate was well below the national average of 59.8% and below the decile 2 average of 48.3%, by 2013 this number had risen to 72%. This was above the national average of 69.5% and well above the decile 2 average of 54.4%. This is a massive improvement and was consistent over time. This change is found in Level 2 and Level 3 also.

At the start of 2014 as a staff we worked on what are the effects of poverty and considered what we are currently doing to address these effects. This resulted in a table which is appendix A

Further details on 6 of the strategies that have been newly introduced to the school are:

1. Providing lunches and breakfasts.
2. Student Achievement Conferences
3. Positive Behaviour For Learning
4. Trades Academies
5. Focus literacy programs
6. Foundation for youth development mentoring programs

## 1. PROVIDING LUNCHESES AND BREAKFASTS

*GOAL; TO ENSURE STUDENTS GAIN THE NECESSARY NUTRITION TO CONCENTRATE IN CLASS*

If a student is not receiving enough nutrition during the day, this would impact on their engagement and consequently their achievement. MHS has been providing breakfast for students prior to 2006. It was originally two mornings a week. The numbers of students utilising this were sporadic as supply was intermittent. To cater for this, the breakfast was increased to every weekday morning. Service begins at 8am, and finishes at 8:40am serving porridge, toast, milo and weetbix. Students are self-selected and there is a variety of individuals who utilise this service. From these changes, there are now more students, with consistent numbers through summer and winter receiving breakfast.

During the 2012 winter, Louisa Wall<sup>4</sup> approached MHS with an offer from Salvation Army. The offer was of 200L of soup every Wednesday to be provided to the students at lunch time. The students enthusiastically took up the offer of the free soup. The soup was ample to feed all those wanting some, including those that wanted multiple servings. While completing a routine student survey, there was clear feedback stating how students felt a positive impact on their concentration levels in the afternoon classes from the soup, other students expressed how they learned the value of lunches for their energy levels. The qualitative feedback was supported by the pastoral data.

Kidscan<sup>5</sup> is a New Zealand charity with the vision *“By 2016 our distinctive ability to fund, source and distribute food, clothing and meet basic health care needs, will have improved educational outcomes for all disadvantaged NZ children in decile 1-4 schools.”* In 2013, Kidscan approached MHS to discuss secondary students. The issue that secondary students are also hungry, not just primary students, was raised. Kidscan representative interviewed randomly selected students. The information they found from these interviews reinforced the sentiment that secondary students are also going to school without food. In fact, older students were found to more likely to go without if food, if it was scarce.

Kidscan then approached MHS with an offer. They offered two hundred loaves of bread and baked beans, per week to increase the supply of food from breakfast to include lunch. The part time staff member organising breakfast became full time and started making 300 toasted sandwiches per day. The toasted sandwiches are offered at interval and lunch. Aside from the obvious benefit of food, these lunches have become a social occasion, students have become familiar with other students who they would be unlikely to become friendly with otherwise. When the opportunities arise, there are bagels or barbeques offered alongside of the toasted sandwiches. The lunches offered have also encouraged respect, for fellow students, for the staff and for the school.

The ability to quantify the impact of this is more difficult since it has become a daily occurrence and is now embedded in the nature of the school. There are a core group of students who are dependent on this supply of lunches. MHS providing breakfast, and food during the day has positively impacted the school. This is by enhancing the community feel through sharing food, and importantly providing a source of nutrition.

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<sup>4</sup> <http://www.parliament.nz/en-nz/mpp/mps/current/50MP126991/wall-louisa>

<sup>5</sup> <http://www.kidscan.org.nz>

## 2. STUDENT ACHIEVEMENT CONFERENCES

GOAL; TO INVOLVE FAMILIES INTO THE PROCESSES OF GOAL SETTING AND ACADEMIC ACHIEVEMENT

Starpath <sup>6</sup> is a University of Auckland research focus. It focuses on five key strategies for success with students.

### 1. **Establishing evidential databases**

An evidential database to allow for the systematic storage and management of real-time data within schools by appointed and trained staff to inform decision making.

### 2. **Ongoing target setting by a specially trained Student Achievement Manager within the school**

A specially trained staff member to use longitudinal data to set individual academic targets and aggregate these with other data to set specific group and school targets.

### 3. **Tracking and monitoring of student learning and academic progress**

Real-time student achievement data to monitor student learning and academic progress. A 'traffic light' system to record teachers' expectations of students' achievement in individual subjects as part of monitoring and aligning academic targets and progress and ensure timely interventions with students at risk of not achieving targets.

### 4. **Academic counselling to support students' progress toward set targets**

Academic counselling or coaching to provide the opportunity for students to meet with trained teachers two to three times each year to review their academic progress, goals and plans and the strategies required to achieve them.

### 5. **Enhancing family/whānau engagement**

Enhanced parent-student-teacher conferences to provide schools with the opportunity to discuss students' progress collectively and improve community engagement. Plans and strategies are reviewed with students and their family/whānau using real-time data and other relevant information.

Source: <http://www.education.auckland.ac.nz/en/about/research/starpath-home.html>

Part of enhancing family/whānau engagement was the establishment of Student Achievement Conferences (SAC). A SAC is an organised meeting involving students, parents or caregivers and the form teacher. These meetings occur twice a year. The process of preparation was thorough. The staff were given a program of professional development. This professional development was focused on the concepts behind the interviews, on how to conduct the interview and best methods for contacting home.

Importance was placed on ensuring families were made aware of the interviews. Sending a letter home was the first step, but to ensure there was enough awareness reaching families, several different techniques were used. Techniques such as the placement of an advert in the local paper and requesting ministers to promote the SACs in church. However the letter sent home was viewed to be the most significant step as it included a time for a prearranged appointment. To ensure ease of attendance, childcare was also provided for during the interviews.

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<sup>6</sup> <http://www.education.auckland.ac.nz/en/about/research/starpath-home.html>

The responsibilities of the form teacher has been extended. The role now required the form teacher to liaise with the other teachers. This was to become familiar with the details of the education and feedback for each of the students in their form class. The form teachers also sat down with the students and discussed academic goals and how they viewed their academic progress.

The success of this was immense. The engagement of the traditional, and poorly attended, parent teacher interviews were completely overshadowed by the significant family turnout at the SAC conferences. 87% of families attend these meetings. The family definition was flexible, some students brought siblings, or other peoples parents, or translators to accommodate for language barriers. This was done openly and with difference accepted and the priority being placed on the student's academic achievement and engagement with the learning process. This high percentage of attendance has stayed consistent since implementation. Students have gained a greater sense of ownership of their achievement and academic success. Students have become more engaged in their own learning.

The form teacher retains the same class as they progress from year 9 to year 13. This means the relationship of the student, the home and the form teacher is developed and matured along with the student's career at the college.

The staff response reflected the positively of MHS. They were completely supportive of the transition from parent teacher interviews to SAC conference. Some of the longer term staff were moved to tears because of how amazing they felt the results were. These SAC conferences were viewed as building a bridge between family and school. Parental involvement was formally welcomed, the role of the form teacher was validated and success was discovered and cherished. Therefore SACs have been vital in the increased engagement and therefore academic success of MHS students.

### *3. POSITIVE BEHAVIOUR FOR LEARNING (PB4L)*

#### *GOAL; TO MAKE CLEAR THE EXPECTATIONS AND RULES AT THE SCHOOL*

Positive Behaviour for Learning (PB4L)<sup>7</sup> is a government supported initiative. Part of the PB4L is teaching the expected behaviours of students with positive reinforcement. It is established as a school wide framework with consistent expectations of students' behaviour and engagement in classes and using data accrued to support progress. PB4L has been established in Early Childhood Education centres and primary schools and now is being introduced to secondary schools with aims of having 30%<sup>8</sup> of the schools involved being secondary schools with 178<sup>9</sup> additional schools being included.

In 2012, MHS was one of the first secondary schools to established PB4L. Pete Jones and Nicole McCall, along with several other staff, took responsibility for its development. An early stage of the PB4L process is the development of four key rules and a matrix of the expected behaviours in the different school environments. The development of these aspects required consultation with staff, students, and the school community. Meaningful consultation developed quality and ownership of the results. The four key guidelines which emerged from this consultation were the 'learning values'; Respect, Excellence, Whanaungatanga and Akoranga (ManuREWA)<sup>10</sup>.

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<sup>7</sup> <http://pb4l.tki.org.nz>

<sup>8</sup> <http://pb4l.tki.org.nz/About-PB4L/Statistics>

<sup>9</sup> <http://www.health.govt.nz/system/files/documents/pages/pb4l-school-wide-case-study.pdf>

<sup>10</sup> <http://www.manurewa.school.nz/curriculum/learning-values>

Once these key learning values were established the matrix was developed in how ManuREWA is presented in the different areas in the school.

The second major step in the framework was establishment of a reward based reinforcement scheme. The scheme was again developed in consultation with staff, students and the school community. The PB4L team took the time to ensure students were meaningfully consulted so the rewards were reflective of what the students would like. The results from the consultation was students would like stickers, certificates and formal letters sent to their homes.

The MHS planner books were modified to include two pages for the accumulation of the stickers. The stickers were rewards by teachers to students who were exhibiting the behaviour in their classroom which was consistent with the matrix. Once a student acquired ten stickers in any of the learning values, the students would earn a certificate for that aspect. The student takes their planner to their dean, who then entered the information into our student management system, KAMAR, and provides the certificate to the students form teacher who presents the student with the certificate at form time. This is for the extra element of public acknowledgement of the students' achievement. To further the rewards for the student and to unite the values with the school's house system, students also earn ten house points and have their name put into a raffle which is drawn once a term during a house assembly. The students have a chance of winning one of ten prizes from this draw. The incentive for a student to get all four certificates is they receive a special certificate at a house assembly and are taken on a 'Big Day Out' at the end of a year. This is recorded and shown to other students to encourage attendance and a further public acknowledgement of the student's success.

A report has been written on our PB4L program by NZCER which is appendix B.

This reward system has been integral in rewarding the students for displaying behaviour which is consistent with the learning values. PB4L does not make the assumption students are aware of the expected behaviour in the classroom. This means students are taught the expected behaviour directly, phrased in a positive manner (for example, 'put your hand up', opposed to 'do not call out', then rewarded for displaying it.) This is contrary to the traditional method of only punishing negative learning behaviour. Another important step in PB4L was providing lessons for teachers to use in teaching the learning values. In 2012, staff selected the learning focus for the school and in 2013 the prefects did. The students were responsible for developing the short lessons for the teachers. In 2012, the prefects made videos on the selected focus points and teachers would then reinforce this by providing stickers to the students exhibiting this behaviour.

PB4L and the ManuREWA has unified staff on expected behaviours from students, have provided consistency for students to understand, reinforced student behaviour with rewards and given students opportunities for leadership. This has helped reduce negative behaviour in the classroom, and therefore given more learning opportunities for the students.

#### *4. TRADES ACADEMIES<sup>11</sup>*

*GOAL; TO PROVIDE VOCATIONAL PATHWAYS LINKED WITH AUTHENTIC LEARNING*

The New Zealand assessment program allows MHS to deliver a full range of courses for students. This is from university bound courses such as chemistry, Physics, Classical Studies to Trades bound courses such as hospitality and construction. Recently the government has introduced the Trades Academy packages. These packages provide funding which gives the opportunity to expand the provision of these courses to make them

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<sup>11</sup> <http://www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/Initiatives/TradesAcademies/TradesAcademies.aspx>

more authentic. The focus of Trades Academies is to provide senior students, who are interested in a career in trades or technologies, the ability to be able to combine study at a Trades Academy, with their traditional achievements of NCEA and a nationally transferable tertiary qualification at Level 1, 2 or 3.

In 2014 MHS has 150 students enrolled in the Trades Academy. The students are enrolled in either hospitality and catering, building and construction or engineering. The focus of the Trades Academy is to ensure these courses are more than a school based course and that students are aware that the course has a vocational pathway.

At the moment schools are being allowed to develop the program to make maximum use of the resources that they have at their disposal. For example all three of MHS courses have a connection with a tertiary institution. Engineering spends one day a week at MIT the other two courses undertake block courses. MHS also developed mentoring connections with local businesses which results in work placement opportunities. Therefore, MHS establishing a Trades Academy has increased students engagement by making the learning more relevant for those enthusiastic to enter the workforce.

The results for MHS students entering in Trades Academy are above the national totals in both obtainment of NCEA Level 2, and attendance. This is shown in the table below, which is sourced from the Ministry of Educations document provided to MHS '2013 Performance Outcomes for the Manurewa HS Trades Academy'.

	All Student Summary				
STPs	Total Students Enrolled <sup>2</sup>	Total NCEA L2+ (All)	NCEA L2+ All %	80% + Attendance Rate (All)	Attendance ALL %
<b>Manurewa High School Trades Academy</b>	<b>125</b>	<b>118</b>	<b>94.4%</b>	<b>120</b>	<b>96.0%</b>
<b>National Totals</b>	<b>4040</b>	<b>2543</b>	<b>62.9%</b>	<b>2897</b>	<b>71.7%</b>

12

## 5. FOCUS LITERACY PROGRAMS

*GOAL; TO GIVE STUDENTS THE TOOLS TO ACCESS THE CURRICULUM*

MHS is aware that without literacy, students are not able to access the curriculum. This obviously impacts on students' engagements and academic success. Students who are from a lower SES are more likely to have literacy issues. MHS addresses these issues by providing focussed literacy support. This is by several different ways; a school wide approach of banding classes, specialised literacy focus for those lower bands, assessment based learning by e-asTTle results, mentorship and tutoring and the 'Accelerating Literacy Learning' programme.

A school wide approach is all English students are banded into four layers; top, middle, low and Hiranga<sup>13</sup>. The Hiranga students have a single teacher for Mathematics, English and Social Studies. This is because it assists students in developing a positive relationship with their teacher. It also provides the teacher with more time to develop the students' ability. It also provides the opportunities to focus on literacy very heavily in all three subjects. The low band students are the students who are difficult to retain at secondary school. These classes

<sup>12</sup> Report for Manurewa High School Trades Academy (Lead Provider – MHS) Ministry of Education 2013

<sup>13</sup> Hiranga students are identified as working at level 2 or lower on National Standards

are a focus for our literacy programs. Therefore banding is a technique MHS uses to focus literacy at an appropriate level school wide.

Another school wide technique is all student have e-asTTle reading assessments. This occurs at least twice a year. From these results, the level of each student's reading skills, their strengths and areas to improve are identified. This information is then provided to all the teachers. It is used by teachers in targeting their students learning, form teachers for the SACs, and it provided to parents to encourage home support.

Focussed tutoring and mentorship by year 11 and 12 students, using the Keda Cowling "Toe by Toe"<sup>14</sup> reading manual are another part of the literacy programs at MHS. Junior students who are identified as exhibiting signs of dyslexia are selected. These students are provided tutoring four times per week on phonics based literacy instruction. The junior students have made considerable progress, and the mentor students have enjoyed and benefited from the responsibility of their roles.

Accelerating Literacy Learning<sup>15</sup> (ALL) is an intensive programme aimed at increasing students' literacy at a greater rate than their peers in order to reduce the literacy gap. MHS is one of five schools nationwide involved in the ALL pilot programme in New Zealand. ALL introduces a new form of reading assessment also. At the moment this is in the beginning stages so with data based analysis, MHS will introduce the programme to the wider school.

Therefore MHS is exploring traditional and new methods of increasing the literacy levels in our student who require it the most.

## *6. FOUNDATION FOR YOUTH DEVELOPMENT MENTORING PROGRAMS*

### *GOAL; TO PROVIDE EXTERNAL MENTORING TRAINING FOR SENIOR STUDENTS*

Foundation for Youth Development<sup>16</sup> (FYD) organises several different programmes for aiding New Zealand's youth. These are Kiwican, STARS, Project K, Career Navigator and MYND<sup>17</sup>. FYD has made considerable contributions to the youth of South Auckland through the STARS and Kiwican programs. Graham Dingle hosted a workshop with local employees. During this workshop local employees discussed the youths they had experienced at their workplace. They outlined a lack of confidence in these youths.

Once this was further analysed, it was found the majority of youths these workplaces were hosting, were sent from schools for "work experience" opportunities. Schools often use these as a desperate step to get students who are not engaged in school to be placed in a business. This is with the hope the students will see the value of education and come back to school ready to be engaged. This rarely happens and the impact is that the businesses get a very poor impression of youth from our schools.

Therefore MHS and FYD developed the Career Navigator scheme. The scheme includes all year 11 and 12 students being involved with a careers day, and a mentorship programme in a workplace with selected students. This is to provide examples to students of potential career pathways, an influence they may not receive otherwise.

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<sup>14</sup> <http://www.toe-by-toe.co.uk>

<sup>15</sup> [http://visioneducation.co.nz/welcome/?page\\_id=400](http://visioneducation.co.nz/welcome/?page_id=400)

<sup>16</sup> <http://www.fyd.org.nz>

<sup>17</sup> [http://www.fyd.org.nz/media/uploads/brochure\\_a5.pdf](http://www.fyd.org.nz/media/uploads/brochure_a5.pdf)

Leighton, a contracting firm, has been the most significant employer to offer assistance. Six mentors spend an hour a week with fourteen year 13 students. The students are part of the engineering course at MHS and during this time, the students do workshops on various topics applicable to the industry. Topics such as workplace attitude and ethics, problem-solving, and the first 90 days in a job. The mentors have also visited the school to assist the students in an engineering project.

It has helped the students understand the relationship between school and the work place, and having role models in the mentors and the apprentices have shown students of the reality of the work placement. Most significantly is the placement of a past student in an apprenticeship role, proving the link to the students.

The FYD mentorship programme has provided students with the awareness of career opportunities and has provided real work purpose to their success at MHS, helping students engage and achieve academic success.

## SECTION FOUR: WHAT CAN BE DONE TO ENHANCE ACADEMIC ENGAGEMENT AND SUCCESS OF STUDENTS FROM A LOWER SOCIO-ECONOMIC GROUP AT MANUREWA HIGH SCHOOL

Manurewa High School has made significant progress in the last several years. This progress has transitioned the school from once achieving below the national average for a decile two school, to achieving at around the average nation-wide. This has been achieved by supporting established successful initiatives and introducing new programs. This success is exciting, however there is still further improvements to be made. From my research I have investigated a program developed in the United States of America called “aha! Process”. Dr Ruby K Payne has developed this resource over 30 years in education. I have talked with her directly and consider the concepts and principles of her “aha! Process”<sup>18</sup> to be translatable to New Zealand and vital in taking further progress.

The program also is used in Australia. A provider of the Australian program has delivered workshops in New Zealand and has outlined how the program would be suited to New Zealand.

Firstly, staff require

- 1) Professional development in order to understand the perspective and world view of our students from a lower SES.
- 2) We need to ensure students have access to all the resources they need to achieve.
- 3) Introduction of a three part support strategy; this is the building of relationships, teaching students the hidden rules of a society, and further enhancement of the relationship with the home.

### *1) A BETTER UNDERSTANDING OF WHAT IT IS TO BE LIVING IN POVERTY*

The majority of secondary school teachers are from a middle class background. This affects how they view the world. The perspectives of different SES are significant. They affect attitudes and resources available. If teachers understand the different perspectives, we can support these students more comprehensively. This is a summary of the concepts staff will need to comprehend in order to best support our students from lower SES.

This chart below is from “aha! Process”. It establishes how the SES of an individual influences their perspective on common issues. For example, food. Lower SES groups focus on quantity, middle on variety and the wealthy on access to restaurants.

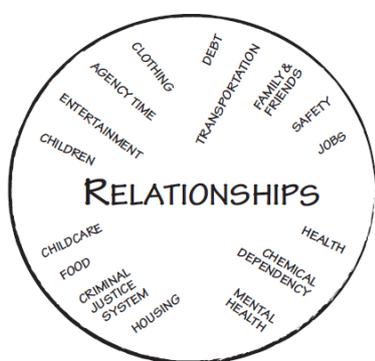
<b>Poverty</b>	<b>Middle class</b>	<b>Wealth</b>
Having a job Hourly wage	Challenging job Salary and benefits	Growth of assets Quality of workforce
Safety of schools	Quality of schools	Higher education
A place to rent Affordable housing	Property values Quality of schools	Corporate investment potential
Welfare benefits	taxes	Balance of trade Percentage of taxes
Fairness of law enforcement Gangs	Safety Crime rates	Risk management Bond ratings
Access to emergency rooms	Quality and expertise of medical profession	Cost of medical benefits Workers compensation
Public transportation	Network of freeways Traffic congestion	Maintenance of infrastructure
Have enough food	Variety of food available	Access to high quality restaurants

*Sourced from Ruby K. Payne and aha! Process 1*

<sup>18</sup> <http://www.ahaprocess.com/>

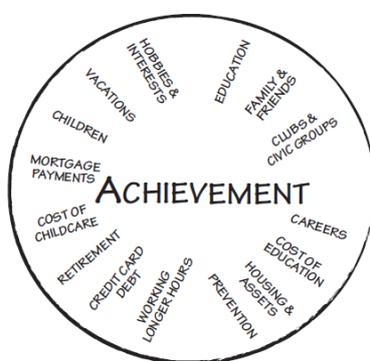
Further to this is the concept of a mental model. The mental model is a person's perspective within the worldview. This is another aspect middle class teachers require reflection on. According to P. DeVol and Payne, lower SES groups' highest valued social status is relationships. Middle class value the status of achievement the most, and upper class is connections. The 'mental models' diagram extends this further to include other valuable assets. The valuing of relationships as the most important factor, influences our students greatly. To understand this concept, is to understand that a student from a lower SES is going to place greater importance on the teacher-student relationship, than they are going to on their schooling achievements. To further extend this also assists teachers in the understanding that if a student has to choose between supporting a friend and achieving in class, they will choose to support their friend. This is an example of why understanding the perspective or mental model of the lower SES students, will aide a teacher in supporting those students engage and achieve in their classrooms.

**Mental Model for Poverty**



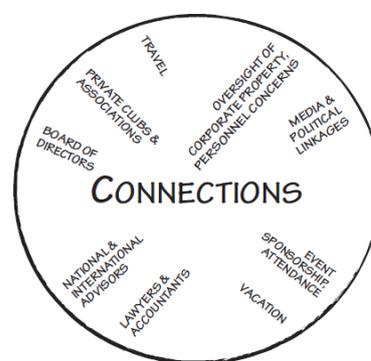
Developed by P. DeVol, 2006

**Mental Model for Middle Class**



Developed by R. Payne, 2005

**Mental Model for Wealth**



Mental Models<sup>19</sup>

## 2) WHAT ARE THE RESOURCES STUDENTS NEED TO ACHIEVE

Often it is thought that it is simply financial. It is a lot more than that, as identified by Ruby K Payne

Financial	Having enough money to purchase goods and services
Emotional	Being able to choose and control emotional responses, particularly to negative situations, without engaging in self-destructive behaviour. This is an internal resource and shows itself through stamina, perseverance and choices
Physical	Having physical health and mobility
Support systems	Having friends, family and backup resources to access in times of need. These are external resources
Role models	Having frequent access to individuals who are appropriate and are nurturing
Knowledge of the hidden rules	Knowing the unspoken cues and habits of different groups
Language register	Being able to competently use the vocabulary and sentence structure of work and school
Coping strategies	Having a positive mind-set and being able to engage on procedural and positive self-talk

Sourced from R. Payne<sup>20</sup>

<sup>19</sup> <https://www.ahaprocess.com/wp-content/uploads/2014/07/12-Thinking-Tools-for-Bridges-Initiatives-2.pdf>

<sup>20</sup> <http://www.ahaprocess.com/wp-content/uploads/2013/08/Improving-Outcomes-Using-Hidden-Rules-Class-DeVol.pdf>

Therefore the needs of students is greater and deeper than just economic. Educators have a tremendous opportunity to influence some of the non-financial resources that make a difference in students' lives. For example being an appropriate role model. To best cater for the students who are lacking these resources, we require analysis of what resources they are lacking.

A potential method could be an analysis completed by form teachers, or a single curriculum subject (for example Social Studies) at the start of the year. The teacher could lead by example, possibly showing pictures of themselves and their lives, such as homes or families. The teacher could then describe why they became a teacher and their aspirations for the year. Hopefully this would ease students from a lower SES and start the formation of the student teacher relationship. Students would then have the opportunity to reply in the written form. Answering questions about themselves, and their relationship with education in the past. Students who have difficulty with this would immediately identify themselves as lacking in the language register resource.

### 3) THE DEVELOPMENT OF A THREE PART SUPPORT STRATEGY

- a) Building relationships
- b) Teaching students the hidden rules
- c) Enhance the relationship with parents

#### a) Building relationships

Relationships are based on mutual respect. Fortunately MHS has many valuable teachers who have meaningful relationships with students. Nonetheless, it is important to acknowledge the importance of these relationships and encourage their development.

Relationships are built by;

- Supporting of students with best teaching practices.
- Construction of a curriculum which identifies the specific needs of the students such as financial literacy, form filing and goal setting.
- Teachers have high expectations with the approach which says "I know you can do it". These expectations should celebrate the successes of students even when they could traditionally be considered minor.

To focus on relationship development at MHS will encourage the engagement and therefore academic success with students from a lower SES group. Part of this relationship building is being aware of how relationships can deteriorate. For example;

<b>Deposits made to individual in poverty</b>	<b>Withdraws made from individual in poverty</b>
Appreciation for humour and entertainment provided by the individual	Put-downs or sarcasm about the humour or individual
Acceptance of what the individual cannot say about a situation	Insistence and demands for full explanations
Respect for the demands and priorities of relationships	Insistence of the middle class view of relationships
Using adult voice	Using parent voice
Assisting in goal setting	Telling the individual their goals
Identifying options related to available resources	Making judgments based on the value and availability of resources
Understanding the importance of personal freedom, speech and individual personality	Assigning character traits to the individual

Teaching Expectations and Student Achievement (TESA) is a programme which outlines how the expectations of teachers directly influences the achievement of the student. The underlying theme is to treat all students as you would those that are high achievers. This relates to fair treatment of our students, careful and strategic questioning, and providing clear, specific and individualised positive feedback. The interactions outlined in TESA is part of best teaching practise, and focussing on these interactions is important to ensure teachers are meeting these criterion.

Interactions that teachers should use with students (TESA)		
<ul style="list-style-type: none"> <li>• <i>Treats all students in the room equally</i></li> <li>• <i>Provides individual help</i></li> <li>• <i>Gives wait time allowing enough time to answer</i></li> <li>• <i>Asks questions that require more thought</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Gives specific praise</i></li> <li>• <i>Gives reason for praise</i></li> <li>• <i>Listens</i></li> <li>• <i>Accepts feelings of the students</i></li> <li>• <i>Gets within an arm's reach of each student each day</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Is courteous to students</i></li> <li>• <i>Show personal interest and gives compliments</i></li> <li>• <i>Touches students (appropriately)</i></li> <li>• <i>Does not call attention to every negative behaviour</i></li> </ul>

Part of this best practise of teaching is to remember the language we use, and to role model the use of an adult voice. An adult voice<sup>21</sup> is described in aha!process by Rita Pierson. Pierson describes the different voices or tones teachers have available, and the two most commonly used in the teachers' role is the parent voice and the adult voice.

#### Difference between adult voice and parent voice

<b>Parent</b>	<b>Adult</b>
<i>Authoritative, directive, judgmental, evaluative, demanding, punitive, sometimes threatening</i>	<i>Non-judgmental. Free of negative non-verbal, factual, often in question format, attitude win-win</i>
<i>You shouldn't do that</i>	<i>What ways can this be resolved</i>
<i>It's wrong, do...</i>	<i>I recommend</i>
<i>That's stupid, immature</i>	<i>What choices do you have</i>
<i>Life's not fair, get busy</i>	<i>Options that can be considered are</i>
<i>You do as I say</i>	<i>These are the consequences of that action</i>
<i>Why can't you be like ...</i>	<i>For me to be comfortable, I need...</i>

Payne, R. K., DeVol, P. E., & Smith, T. D. (2006). *Bridges out of poverty: Strategies for professionals and communities. Aha! Process.*

As the relationship between teacher and student develops, it is easy to become familiar with the students and slip into the use of parent terms. However with the use of adult voices there are better outcomes for students.

<sup>21</sup> <http://www.ahaprocess.com/blog/child-voice-parent-voice-encourage-planning-with-the-adult-voice/>

**b) Teaching the hidden rules<sup>22</sup>**

The hidden rules are another concept covered by Ruby Payne. The hidden rules are to the social norms within the different classes.

**Hidden Rules**

<b>Generational Poverty</b>	<b>Middle Class</b>	<b>Wealth</b>
The driving forces for decision making are survival, relationships, and entertainment.	The driving forces for decision making are work and achievement.	The driving forces for decision making are social, financial, and political connections.
People are possessions. It is worse to steal someone's girlfriend than a thing. A relationship is valued over achievement. That is why you must defend your child no matter what he or she has done. Too much education is feared because the individual might leave.	Things are possessions. If material security is threatened, often the relationship is broken.	Legacies, one-of-a-kind objects, and pedigrees are possessions.
The "world" is defined in local terms.	The "world" is defined in national terms. The national news is watched; travel tends to be in the nation.	The "world" is defined in international terms.
Physical fighting is how conflict is resolved. If you only know casual register, you do not have the words to negotiate a resolution. Respect is accorded to those who can physically defend themselves.	Fighting is done verbally. Physical fighting is viewed with distaste.	Fighting is done through social inclusion or exclusion and through lawyers.
Food is valued for its quantity.	Food is valued for its quality.	Food is valued for its presentation.

*Note: Material on this page is from the work of Ruby Payne and others. All items are generalizations, based on large populations. As such, we should remember that individuals within each group may have different experiences and values.*

The hidden rules are closely aligned to the world view, they are the social rules or norms associated to the different economic group perspective. The hidden rules are relevant as to better understand our students from lower SES, and to also realise the rules within a classroom or a school are based in a middle class rule set. The implication of this, is that in order to support the students from a lower SES group, schools need to teach the hidden rules directly to students.

This is because students from poverty do not respond the way a teacher expects or considers appropriate. This is because the student's hidden rules conflict with the teacher's hidden rules. An understanding of the cultures and values of poverty will lessen the anger and frustrations that teachers feel when dealing with these students and parents. Another benefit will be increased achievement. This is because assumptions are made about an individual's intelligence and approaches to the school; and this may relate to their understanding of the hidden rules rather than a lack of ability.

PB4L at MHS is well established and is a straightforward forum to have these hidden rules outlined for all students. This will also ensure a teacher's workloads are manageable.

<sup>22</sup> <http://homepages.wmich.edu/~ljohnson/Payne.pdf>

### ***c) Enhance the relationship with parents***

The development of the student achievement conferences with our parents has resulted in over 85% of the parents attending the 3 way conferences twice a year. This is a significant link with our parents. We can build on this through;

- *Inviting the parents to awards assemblies*; this is with invitations sent home. This will help build expectations of parents, a familiarity with the school and the staff and encourage students' achievements.
- *Produce videos for parents*; on topics like how to talk to a teenager, what is happening at school, what is NCEA. This could be done by students, it will be an easy way to transfer knowledge to homes without having to be concerned with literacy abilities. It will also encourage the parents to view the school as a resource to be utilised.
- *Improve the newsletters*; currently the newsletters are quite literacy dominate. If MHS reduces this, and attempts to cater for the less literate, or those with language issues, potentially the content would reach a wider audience.
- *Establishment of community based projects*; there are plenty of options for this. The establishment of a community garden is a common idea in different areas. Using this concept may be beneficial by providing a forum for relationships to develop, for food for student to take home, and upskilling students to grow their own food.
- *Home visits*; visiting a person in their home is an easy way to strengthen and deepen a relationship. This will require upskilling staff as it will be outside of the normal teacher role. The value of face to face contact is immense.
- *Ensuring parent access*; divide the parents up between all staff (non-teaching included) as a support person "contact me if you cannot get an answer". This will help parents see the school as accessible, and therefore not unobtainable.
- *Further Education*; Offer classes that would benefit parents. For example, understanding loan systems, filling in forms, baking and cooking, computer skills and dealing with teenagers. This will provide parents with knowledge to pass on to their children and potentially benefit socially also.

These different ideas are all able to increase the relationship between teachers and home. The underlying aim is to make the school more accessible to parents by them becoming more comfortable with the grounds, able to contact staff members easily and deepening the relationship with common goals. All of these ideas require staff buy in and further work load. This could be remunerated by funding a form teacher to become a significant adult in the students' lives.

## CONCLUSION

My sabbatical was in term 2 of 2014. It is now the end of term 3 and there has been significant learning from the sabbatical. I have included examples in appendix C.

The most significant aspect I have learnt from the chance to reflect on sabbatical has been the understanding of the different viewpoint of a student coming from poverty. It has affected me in many ways. My understanding of the students has deepened. I have changed the way I speak. I can communicate with them more directly now. I have altered the teachings in my classroom. I have risen my expectations to reflect my new realisations. All of these changes have meant a more meaningful teacher student relationship has developed me into a better leader.

This understanding has also enlightened me to the decisions, choices and actions students make. Understanding this means we can organise things such as subject selection to be directed in a way in which students decisions are supported, rather than expected.

By better understanding our students, Manurewa High School can continue to improve the engagement and academic success of all our students, including those from lower socio-economic groups.

Salvatore Gargiulo

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## Appendix A

Manurewa High School staff meeting Feb 2014

### How Poverty Affects Classroom Engagement

Difference	What we do	What further can we do to overcome the affect
<p><b>Health &amp; Nutrition</b></p> <ul style="list-style-type: none"> <li>• Effects reading ability/behaviour</li> <li>• Lower SES – less likely to eat properly, get diagnosis etc.</li> <li>• Less likely to realise the reasons for doing things</li> <li>• Poor nutrition affects cognition nutrition and raises absenteeism</li> <li>• More likely to be exposed to toxins</li> </ul>	<ul style="list-style-type: none"> <li>• Breakfast Club accessible to all</li> <li>• lunches</li> <li>• Address issues in mentoring, Health/PE department</li> <li>• Tournaments (kai available)</li> <li>• Health week</li> <li>• Access to sexual health nurses, physio</li> <li>• Health in curriculum</li> <li>• Health expo</li> <li>• VO2 weight loss challenge</li> <li>• Open the weights room at lunch break</li> <li>• Push play</li> <li>• Ventilate/heat rooms</li> <li>• Physical events, i.e.: for whanau</li> <li>• Extracurricular sports</li> <li>• GP's come in as well as dentists and full time nurse</li> <li>• Minimise junk food in canteen</li> <li>• BMI assessments on all Year 9</li> <li>• HEADS Assessments Year 9</li> <li>• Better, healthier foods available</li> <li>• Knowledge of good nutrition and good choices of food</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Breakfast club more visible/ involvement</i></li> <li>• <i>Yoga- e.g. type activities</i></li> <li>• <i>Water available in class</i></li> <li>• <i>Tuck shop food to be improved</i></li> <li>• <i>Morning fitness challenges to address obesity</i></li> <li>• <i>Educate parents</i></li> <li>• <i>Implement basic movements/stretches in classes</i></li> <li>• <i>Introduce a scale of poverty students where they get first free food/token (entrance)</i></li> <li>• <i>Introduce free fruit daily</i></li> <li>• <i>Try and get more funding for food</i></li> <li>• <i>Every tutor class has a breakfast together,</i></li> <li>• <i>Improve how the 'kids can food' is distributed</i></li> <li>• <i>Provide parent education on good nutrition and budgeting for their child</i></li> <li>• <i>Hand sanitizer</i></li> <li>• <i>Discount healthier food choices</i></li> <li>• <i>Food vouchers for students available via staff at their discretion</i></li> <li>• <i>Fitness groups for high BMI students</i></li> <li>• <i>Make staff aware of what services are available throughout our school, e.g. food support/ uniform/ stationery etc.</i></li> <li>• <i>Be aware of 'cultural needs' e.g.: Ramadan</i></li> <li>• <i>Community gardens – DLC, K Block?</i></li> </ul>

		<ul style="list-style-type: none"> <li>• <i>Morning event, social event in school where breakfast is consumed.</i></li> <li>• <i>Doctor on site</i></li> <li>• <i>More time to buy, eat, especially at interval, which is late for kids</i></li> <li>• <i>Different lunch times</i></li> </ul>
<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Smaller vocab</li> <li>• Less likely to understand teachers language</li> <li>• Cannot express themselves due to not understanding words.</li> <li>• Don't participate because they think they are inadequate.</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy push / initiatives group</li> <li>• Word banks</li> <li>• Every lesson in every curriculum area – vocab building</li> <li>• Subject specific literacy as well as general subjects</li> <li>• Word lists in social studies</li> <li>• Word definition</li> <li>• Literacy with tutor classes</li> <li>• Vocab boards in classes</li> <li>• Teach vocab in subjects</li> <li>• Literacy tools – how to use them</li> <li>• Personal reading for pleasure in English classes, DLC</li> <li>• Staff correcting incorrect English e.g. – “see use later”</li> <li>• Reading together</li> <li>• Build new words / sentences in class daily</li> <li>• Core words with description/meaning</li> <li>• Begin lesson with initial vocal (SML) activity</li> <li>• Introduce new words</li> <li>• NCEA involves more than English for literacy</li> <li>• Reading programme involves whanau</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Awareness of need to SIMPLIFY vocab</i></li> <li>• <i>Word of the day – form class to choose a word with teacher</i></li> <li>• <i>Reading to our form class with students following in the reading</i></li> <li>• <i>Correcting students</i></li> <li>• <i>Cross curricular</i></li> <li>• <i>Bring back SSR</i></li> <li>• <i>Dictionaries – integrate language in curriculum areas, e.g. – maths</i></li> <li>• <i>Add more time for literacy in Tutor time</i></li> <li>• <i>Create a night school for parents to come In to learn to read</i></li> <li>• <i>Shared vocab list/electronic/curriculum mapping</i></li> <li>• <i>Standardised methodology, i.e.: for teaching essays</i></li> <li>• <i>Department vocab/cross curricular vocab lists as some subjects use same words which have different meanings</i></li> <li>• <i>PD teachers to teach vocab in Specialist areas</i></li> <li>• <i>Exposure to more words</i></li> <li>• <i>Peer pressure barriers broken by more modelling by adults</i></li> <li>• <i>Have more informative conversations with our students</i></li> <li>• <i>Ask for more descriptive answer</i></li> <li>• <i>Making English subject resources more readily available</i></li> <li>• <i>Make more use of the Library, (English classes)</i></li> <li>• <i>Vocabulary testing and tracking</i></li> <li>• <i>More bi-lingual</i></li> <li>• <i>Enunciate words clearly; explain meaning</i></li> <li>• <i>Incorporate vocabulary building activities and vocab practice into daily rituals.</i></li> <li>• <i>School focus on vocab</i></li> <li>• <i>Reading / book club</i></li> </ul>

<p><b>Effort</b></p> <ul style="list-style-type: none"> <li>Lack of hope and optimism</li> </ul>	<ul style="list-style-type: none"> <li>Academic counselling</li> <li>Whanau competitions, mentoring programme</li> <li>Reward stickers – house challenges (whanau) x 4</li> <li>Competition</li> <li>Teacher/student relationships generally well connected</li> <li>Positive reinforcement – PB4L, Starpath, set high goals</li> <li>Modelling good practice – REWA</li> <li>Strengthen relationships</li> <li>Share of yourself</li> <li>Identifying student effort</li> <li>Acknowledge student effort rather than getting to the ‘right answer’</li> <li>Reveal a little bit about ourselves</li> <li>Make yourself approachable</li> <li>Relationship building, school wide focus</li> <li>Kids will work harder in class where they feel ‘seen’ and nurtured.</li> <li>Academic counselling with families involved, positive reinforcement</li> <li>Using real life situation in teaching</li> <li>Summer school</li> <li>Tutorials</li> <li>Use programmes to ‘fit’ our students</li> <li>Opportunities outside the classroom</li> </ul>	<ul style="list-style-type: none"> <li><i>Reality – effort needs to be developed if not intrinsic.</i></li> <li><i>What other ways can they be inspired to research/ask questions for themselves?</i></li> <li><i>Empowering students</i></li> <li><i>Student feedback</i></li> <li><i>High expectations throughout the school and all departments continually reinforcing good effort</i></li> <li><i>Teaching methods more toward M/E</i></li> <li><i>Buy in strategies e.g. – mystery box.</i></li> <li><i>Build ‘curiosity’ in our lessons</i></li> <li><i>Make learning more of a student’s idea, ‘differentiation’ lesson by offering a choice</i></li> <li><i>Making connections to the real world</i></li> <li><i>Show students that their brains can ‘grow’ and increase their IQ’s</i></li> <li><i>More positive comments to students than negative</i></li> <li><i>Get to know students better so we can help guide them in the right direction.</i></li> <li><i>Involve the students more in decision making.</i></li> <li><i>Spend time to make connection with student calmly</i></li> <li><i>More positive feedback and feed forward</i></li> <li><i>More exciting, interesting, relevant learning</i></li> <li><i>See more real world success that is relatable</i></li> <li><i>Tap into passions of students</i></li> <li><i>Structured tutor time but rewarded in terms of being recognised as ‘teaching time</i></li> <li><i>Generate course curiosity in the lesson by buy-in strategies</i></li> <li><i>High goals and real world examples of success</i></li> <li><i>Put more emphasis on effort rather than just the natural ability</i></li> </ul>
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<p><b>Hope and the Growth Mind-Set</b></p> <ul style="list-style-type: none"> <li>• Low expectation</li> <li>• View future negativity</li> <li>• Don't think they are smart enough</li> </ul>	<ul style="list-style-type: none"> <li>• Academic counselling</li> <li>• Positive affirmations</li> <li>• Feedback through SAC's</li> <li>• Increasing pass rates for NCEA</li> <li>• Goal setting for pass rates, continual reinforcement of positives</li> <li>• Teach students can change and can develop and grow brain.</li> <li>• Affirm and reinforce effort</li> <li>• Guide students making smarter strategy choices and positive attitude</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Track positive feedback</i></li> <li>• <i>Motivational speakers, (ex-students)</i></li> <li>• <i>Hope and growth mind set for staff</i></li> <li>• <i>Guide students in making smarter strategy choices and cultivating a positive attitude</i></li> <li>• <i>Put more emphasis on hope in terms of continuing improvement through hard work/efforts</i></li> <li>• <i>Provide quality of feedback.</i></li> </ul>
<p><b>Cognition</b></p> <ul style="list-style-type: none"> <li>• Poor problem solvers</li> <li>• Little development of higher level thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>• Higher learning skills – blooms taxonomy. WALTS</li> <li>• SCT's – designated area of focus</li> <li>• Differentiate courses</li> <li>• Ties in with vocabulary</li> <li>• Focus on literacy strategies</li> <li>• Use of asTTle</li> <li>• Problem solving</li> <li>• Acknowledge all students have a good brain</li> <li>• Incorporate physical education / learning to increase oxygen intake and better learning</li> <li>• Real world projects, more intellectually challenging and relevant</li> <li>• Focus on the core academic skills that students need the most. Teach problem solving, processing and working memory skills</li> <li>• Take study notes</li> <li>• Remember key ideas</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Structured programme on how to learn and study provided to tutor teachers to deliver during tutor group.</i></li> <li>• <i>Teach for M/E to improve the number achieving M/E in NCEA</i></li> <li>• <i>Teach study skills / thinking skills cross curricular</i></li> <li>• <i>School wide focus on thinking tools e.g. – SOLO taxonomy</i></li> <li>• <i>Use tutor time to teach thinking skills</i></li> <li>• <i>Create awareness that cognitive capacity is teachable</i></li> <li>• <i>Focus core academic skills : organise, take notes, prioritise, key ideas</i></li> <li>• <i>Warmly challenge students</i></li> <li>• <i>De-stress students by providing a positive constructive environment</i></li> <li>• <i>Reflection on learning and review is an important daily exercise for all students.</i></li> <li>• <i>Teacher feedback specific as action not generalised</i></li> <li>• <i>Empower them to think beyond the limits they see, i.e.: only can achieve so far.</i></li> <li>• <i>Provide better quality feedback</i></li> <li>• <i>Don't feel bad that you didn't finish</i></li> </ul>

<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Little stability</li> <li>• Too much negativity</li> <li>• Violent punishment</li> <li>• Few good role models</li> <li>• Few connections with careers</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor teacher moving through with students</li> <li>• Building relationships with parents and students</li> <li>• ILC classes with strong teacher / student relationship and contact with 12 periods / lessons</li> <li>• More passion, caring, strong positive relationship</li> <li>• The more care the greater the intervention</li> <li>• Refrain from <i>telling</i> instead <i>teach</i> them</li> <li>• Starpath, (tutor group) and</li> <li>• Student Support Services</li> <li>• One significant adult (tutor teacher)</li> <li>• SAC's</li> <li>• Whanau system</li> <li>• Group work</li> <li>• Students responsible for roles and learning</li> <li>• Positive role models</li> <li>• Youth workers and Nurses</li> <li>• Learning every students name, family and background to create better relationships</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Have a parent/student day – BBQ, pool etc.</i></li> <li>• <i>Make lessons more trusting</i></li> <li>• <i>Development of existing systems e.g. – PB4L stage 2</i></li> <li>• <i>Connecting with community</i></li> <li>• <i>Whare at front of school</i></li> <li>• <i>Strong, positive, caring adults</i></li> <li>• <i>Stop telling students what to do, start teaching how to do it.</i></li> <li>• <i>Reflect on your own practice. Be honest</i></li> <li>• <i>Don't embarrass students</i></li> <li>• <i>Work together</i></li> <li>• <i>Bring these relationships into the classroom</i></li> <li>• <i>Guest speakers, motivational for parents</i></li> <li>• <i>Parenting courses at school</i></li> <li>• <i>Professional development teaching relationships</i></li> <li>• <i>Teen parenting unit</i></li> </ul>
<p><b>Distress</b></p> <ul style="list-style-type: none"> <li>• The stress of having little money creates distress</li> <li>• The stress for staff working with students having outside stresses</li> </ul>	<ul style="list-style-type: none"> <li>• Easily accessible Student Support Services</li> <li>• Tutor teacher</li> <li>• Student Support Services including teachers</li> <li>• Building stronger relationships – whanau groups, peer mentoring</li> <li>• Teachers identify in class and refer to appropriate staff – counsellors/social workers</li> <li>• Whanau days</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Stress support for teachers and students</i></li> <li>• <i>Teach ongoing coping skills</i></li> <li>• <i>Quiet non-threatening area to go for safe time out.</i></li> <li>• <i>More variety in classrooms – projector / group work etc.</i></li> <li>• <i>Leadership / roles in class/groups – co-operative learning.</i></li> <li>• <i>Engagement</i></li> <li>• <i>Introduce yoga to the PE curriculum</i></li> </ul>

## Appendix B

### NZCER REPORT ON PB4L

Table 1 **Introducing the case study schools**

**Manurewa High School** is a large multi-cultural secondary school located in South Auckland. The school is decile 2 and has a roll of over 1900 students of whom around half identify as Pasifika, 22% as Māori, 16% as Asian, and 14% as NZ European.

The school joined SW in 2010. School leaders saw the initiative as an opportunity to build on approaches developed through Starpath. They wanted to dig deeper into what it means to support students to succeed academically by addressing behavioural issues through building positive relationships. The school has a focus on creating both tikanga Māori and bicultural spaces for students.

*(See school stories 7, 16, 25)*



\* Some of this information is from the Ministry of Education 2014 March roll return data. Some of the photos and images come from school websites and documents.



### Story 7: “We’re going to our Treaty foundations and we’re living them”

*At Manurewa High School, local pūrākau<sup>23</sup> are being used to re-claim a positive school identity by emphasising the importance of who the students are, and where they are.*

Prior to 2010, students used the term “REWA” to describe the local Manurewa area and the school in a negative way. Leadership and staff saw PB4L-SW as an opportunity to **rebrand the school and reinvigorate positive behaviour approaches**. Making a strong connection to place was an integral part of how the school rebranded itself and developed its core values.

Although there is a high Māori population at the school, staff felt students had little knowledge of the cultural history of the area. A collective of Māori and non-Māori staff worked hard to “make things Māori more normalised in the school.” Whānau, families, staff and students were consulted about the school-wide values. Agreement was reached that a local pūrākau<sup>24</sup>, Te Manu Rewa o Tamapahore<sup>25</sup>, would form the foundation of the school-wide values. **Through this pūrākau the school values are strongly linked to the local cultural geography.**

The four school values are made up of the acronym REWA and connect to the kite in the pūrākau that can “soar and aim high”. This reclaiming of the term REWA is enabling students and staff to be proud of their unique place: *We can all share these values together, as New Zealanders. We’re going to our Treaty foundations and we’re living them.” (PB4L Team member).*

The consultation process raised **critical questions** for the team. Developing school-wide values in a multi-ethnic and cultural setting raised a concern about promoting “only one cultural truth”, which might not represent the cultural diversity of Manurewa. Presently the PB4L team is thinking about different ways REWA can connect with Pasifika students and communities. One team member explained that *“we’re sorting our bicultural foundations first; then we can look school-wide, [at how we connect with] Pasifika through the learning programmes.”* This includes thinking about how the pūrākau could be used to *“include different characters from different cultures. Then we are showing how different cultures can also behave, and embrace diversity... This is the ideal.”*

*“By using REWA [Respect; Excellence; Whanaungatanga; Ākoranga] as an acronym for our values it rebranded the name in a positive light. The students now use the word REWA as a positive form of their identity. There’s much less negative connotation to it. Two of the values are European, and two are Māori. There’s a balance. It’s visible. It breaks down the stereotypes.” (Teacher/PB4L Team Members)*

*“How do we step into different cultures to promote young people to flourish? It’s not about creating a learning programme based on one cultural truth. It’s about promoting different truths. Success looks different in our different communities... It’s not about the redesigning of individuals; it’s about the redesign of the whole learning environment.” (School leader/PB4L Team Member)*

<sup>23</sup> Used in this context to mean story or narrative.

<sup>24</sup> Narratives about place and/or events.

<sup>25</sup> See <http://www.manurewamarae.co.nz/local-history--korero-o-nehera.html>

## Story 16: Whānau tutors use school values to discuss student wellbeing

*Using a whānau tutor as a consistent and supportive conduit between students, their families and staff, Manurewa High School is embedding their core values.*

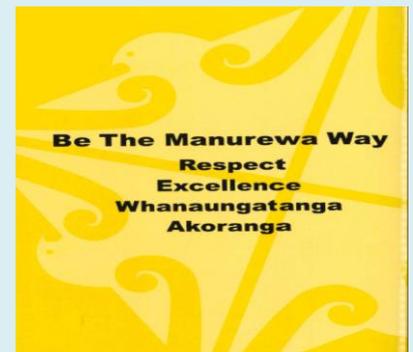
Building from some of the processes successfully developed through Starpath<sup>26</sup>, Manurewa High School is using a whānau structure to promote and explore their four values. A **whānau tutor** is a teacher who is responsible for a group of students, and works with them individually. Whānau tutors **accompany each student throughout Years 9-13, and are part of the school whānau system**. Their role is to work with the young person to ensure they are meeting their goals academically, socially and culturally. At the same time, the whānau tutor is a key contact person for whānau and parents too.

While Starpath emphasises the academic potential of students, PB4L-SW values have added a wellbeing focus. The values have become the **framework to discuss student wellbeing at school**. The values are described in student term planners (see image below) and **help frame student-led discussions about goals with whānau tutors and their parents**.

Prior to introducing the whānau tutor approach, there was only a 20% attendance of whānau and families at parent-teacher interviews. Now there is a **sustained 80%+ attendance at three way student-led conferences**. As one of the PB4L team members explained *"It's about connections. The whānau tutor sees the kids every day. They build the relationships with the kids. The family know that there's one point of contact."* By using a whānau structure to facilitate student wellbeing and progress, the school has **enhanced the whanaungatanga** (a core school value) between the school, students, and local families.

*"I was able to form good relationships with whānau – they could text me. It's a triangulated approach between whānau, student and teacher. Some of our parents aren't comfortable to come into the school and ask probing questions. This is the role the whānau tutor will take [in advocating for the student]... This has created a vehicle for seeking views from whānau. We can also organise translators when English is a second language." (PB4L Team member)*

*"The whānau tutors know the families so well. They are also with the students and are advocates for the students as well. They see the students in a different way through their relationships. They have all the information (NCEA, e-asTTle, attendance etc), which is handed out, but this is alongside the students' learning goals." (PB4L Team member)*



<sup>26</sup> Starpath is an evidence-based school-wide intervention aimed at improving the educational outcomes for students who are currently not meeting the criteria required to progress into degree-level study and, as a result are under-represented in tertiary education. For more information see: <http://www.education.auckland.ac.nz/en/about/research/starpath-home/about-us.html#ec8f24354b60804b493ec9e12b2f6734>

## OUTCOMES STORY: (ABOUT MĀORI STUDENTS FEELING MORE CONFIDENT)

Be proud of your whakapapa and share with others

Be willing to get to know and celebrate others

Be willing to work with others

# Whanaungatanga



Be The Manurewa Way

### Story 25: “Be the ManuREWA way”

**Manurewa High School’s bicultural values have supported Māori students to feel more confident in their identity.**

Prior to PB4L-SW stand-downs, suspensions and exclusions amongst Māori students were high. Māori students’ experience of the school was that there were cliques with ethnic and age divisions. Māori stuck with Māori, Tongan with Tongan, and Samoan with Samoan. Younger students (Years 9-10) felt intimidated by the seniors.

Staff wanted to create an environment that promoted Māori wellbeing. A group of Māori and non-Māori staff got together to form ‘Kāhui Kaiako Māori’. As a collective they work to raise the positive profile of local Māori, and encourage Māori student success at Manurewa High, and support staff to feel comfortable engaging with things Māori. The group saw that the school’s **confirmation of bicultural PB4L-SW values supported their purpose: to create a more inclusive and positive schooling experience for Māori students and whānau (see stories 7 and 16).**

A strong values foundation that emphasises both whanaungatanga and Māori success is one way the school has created a more connected culture. Relationship building initiatives such as whānau tutors and a student mentoring programme, run by the Foundation for Youth Development,<sup>27</sup> have also supported change in the culture of the school.

The different initiatives the school has put in place have resulted in positive outcomes for students and whānau. Over the last three years the school has reported a drop in Māori student stand-downs, suspensions and exclusions. At the same time Māori whānau involvement has increased, and there are fewer barriers between ethnicities and age groups. Māori students feel more comfortable about who they are and where they are. They are aware of the opportunities available to them and are proud to show, as one student said, “REWA Respect!”

*“Now there’s more respect and acceptance of the Māori culture. To be honest, in the past it felt embarrassing to be Māori. Our school has put things Māori into a good light, like building a new whareniui. It’s promoting things Māori. Now everyone wants to be Māori!” (Māori student, Year 13)*

*“Whanaungatanga brings everyone together, like a community. We respect each others’ ways. It reflects back on our identity, and respecting the diversity of this school. Respect is a big factor in a Māori whānau. You have to know where you stand. It’s about Tuakana and Teina.” (Māori student, Year 13)*

*“Even though there are cultural cliques, students mix more now. Dance, opportunities, sport, extra curricular activities... We’re aware of different opportunities across the school. Everyone knows each other... People are respecting each other... When we were juniors, seniors would never come up and speak to us. Now it has changed: we interact with juniors more, it’s pretty cool” (Māori students, Year 13).*

<sup>27</sup> See <http://www.fyd.org.nz/projectk/mentoring>

## Appendix C

### PERSONAL EXPERIENCES

Since finishing the sabbatical leave and returning back to Manurewa High School I have used the refreshed and more sharpened focus to see the issues of my students through a new lens. I have also become a lot more aware of articles that are written. For example

[http://www.nzherald.co.nz/nz/news/article.cfm?c\\_id=1&objectid=11291345](http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=11291345)  
<http://tvnz.co.nz/nigel-latta/s1-ep4-video-6025283>

I have rewritten a lot of my units of work.

A few examples of this:

- 1) When working with seniors on different career options, a student asked me what a teacher gets paid, when told around \$70,000 at the top of the scale, he said "*How do they spend that much*"

The Payne resource talks of people in poverty use money to purchase, with no thought of investing for the future.

- 2) Teaching a year 10 mathematics class, I used my water bill to look at the use of data, tables, graphs and averages.  
The homework was to investigate their home water bill and write a report. One girl wrote a very good report, noting that their family used close to 300 litres a day, well above the national average of 180. She then found 3 leaky taps and measured how many litres an hour was being wasted by these leaks. I asked her why not fix up the leaks, she said her parents could not afford the plumber. I told her since they were renting, it was the landlord's responsibility. She said her parents were too scared to ask the landlord.

The Payne resource talks about people in poverty being taken advantage of.

- 3) The year 9 classes were asked to undertake an enquiry into an issue in their community. A group undertook a project on Poverty in New Zealand and as part of their project 4 students interviewed me. They stated their research indicated 27% of youth in New Zealand were in poverty and what was my view on this.  
I responded by asking if they were in poverty and the interview continued;  
"*no we are sweet*".  
"*how many in their home?*"  
"*8*"  
"*how many bedrooms?*"  
"*3*"  
"*how does that work?*"  
"*Aunty and Uncle in one room Grandma in the lounge, the boys in one room and I have the other.*"  
"*What about mum and dad?*"  
"*oh I was adopted by my grandmother when I was born and have never seen my mother or father*"  
"*there is plenty of food?*"  
"*oh yes- well at the start of the week*"

The Payne recourse says that people in poverty have no idea they are in poverty.

- 4) I am teaching mathematics to a trade's hospitality class. They are a group of students who are aiming to take careers or further education in catering and hospitality. The first topic I did was a 03 achievement standard in critical path analysis. All but one of the students achieved a pass grade with one excellence and five merits. I then did a financial literacy topic starting with taxation. I was horrified at how little they knew about tax rates, interest rates and other financially related topics. Concepts which I thought would have been embedded in all year 13 students. Because of this, I have rewritten the course to focus on the basics of financial management. There has been some interesting insights from this program:
- When calculating how much tax a person should pay, one student who was working part-time for 10 hours a week found he was paying close to 50% in tax. He had not filled in the form for getting a tax code. I collected a class set of the forms. They are absurdly difficult with flow charts and terms commonly used. An example of this is to identify if you are a New Zealand citizen you must answer if you have an *enduring* relationship with New Zealand.
  - We investigated if you needed to borrow \$500 for an urgent need such as a car needing to be fixed or a medical bill what is your best option. One student found the community services fund which is perfect. <http://www.salvationarmy.org.nz/need-assistance/welfare/community-finance-low-income-loans>. I have asked our social worker at school, who has never heard of the scheme. It seems perfect but it is not well promoted. Another student claimed his parents were in urgent need of money and is paying 10% which seemed fair until it was found 10% per week meaning \$50 a week.
  - The research into loans also found a lot of possible resources that the families of our students are eligible. The exercise of applying is not easy and made difficult by the people who manage them. The class I am working with all have level 2 and are well on track to achieving level 3. They are classified in our education system as being "well educated". Students tell me of problems they have when applying for Student Allowance. An example of the type of interactions I have are in this email:

*On 3 Oct 2014, at 9:32 pm,*

*Hi daddy!!*

*I'm having trouble with studylink :(*

*On 3/10/2014 9:33 PM, "GARGIULO, Salvatore" <[GO@manurewa.school.nz](mailto:GO@manurewa.school.nz)> wrote:*

What trouble

**Sent:** Friday, 3 October 2014 9:39 p.m.

**To:** GARGIULO, Salvatore

**Subject:** Re:

*I sent my application in and sent off my papers but they said I need to fill in student forms as well but I done that already, and I'm completely confused with it. Should I give up on it?*

- The same class found when researching for possible jobs, that there was a desperate need for a drivers licence. We therefore departed from the mathematics course and focussed on getting a licence. This seemingly simple task is proving harder to achieve than level 3. For a start there is \$100 needed to sit the learners licence test. The test is demanding including a question on which car has right of way situations with only written clues and no diagram. Since many of our students have had courses with mainly unit standards, they had no idea of how to prepare properly for the test and of the first 7 who took the test only 3 passed.

The results have been better since due to the lesson on how to properly prepare has been established. Six months later students have the next stage of a driving test so you can get a restricted licence. The best way to do this is by having 5 or 6 one hour lessons. These cost \$60 each. Then pay for the test which is \$140. The failure rate of this test is high, one student was failed it because he did not cross an intersection when the assessor thought he could have. There is a further step to get a full licence. The total cost is well beyond the means of families who are only just surviving with their current costs.

I relate this to the Payne resources with the reference with Hidden Rules. The filling in of forms developed by middle class who are adopt at completing forms and making applications. It has been very enlightening to find concepts and processes that I would thought were basic are only basic because they are skills that were handed down from family.