



**Havelock North
Intermediate**

Learning together

Cognition Education Trust Final Report Inspire in Education Report 2018 group

Malachai
Kevin
Daytona
Dion
Briarne
Rikki
Tawhiri
Kahu
Teina
Lukkas
Corey
Cain

This group of 12 boys participated in a 30 week programme of mentored support.

They met with the mentor at the beginning and end of each week to set goals and reflect upon them, and developed understanding of whakapapa, tangata whenuatanga and tikanga. Links were made with community members, marae, business and sports people, examples of Maori succeeding as Maori. The boys were supported through trials and challenges, mentored with behaviour and learning support, and encouraged to participate in kapa haka and sports. The kaupapa of hospitality, aspiration, the process of learning and looking after our planet and people were all explored.

The boys formed a cohesive group, leaders emerged both within this group and at least one of these boys rose to become a leader across the school, achieving the high distinction of an honours badge.

Objectives of the programme:

The objectives of the programme were met in terms of delivery and uptake by the group. The boys very much enjoyed being a part of this group and attended every session without being reminded. Full reports for each member were crafted at the end of the programme and example of two of these are attached to this report.

Section 1:

The Inquiry: is there evidence that the project is achieving its aims for the participants?

It is clear that this programme has huge benefits for the participants. The boys have increased involvement in school life, have shown that they feel supported by their mentor in being a part of the school and in their learning. They feel the mentor will advocate for them to their teachers and others in the school. They have created a strong supportive bond as a group. The boy from the group that achieved an Honours Badge has opened the way for others to try and reach this award at our school. It has become a real possibility for all the Maori boys in the school.

The mentor has formed linked between home and school that have not been present for some families, and increasingly the families of these students are interacting positively and confidently in school life. Several of the parents have helped with kapa haka, attended school trips and been in closer contact with the teachers of these students.

DATA

A mixture of learning assessment data and qualitative data has been gathered.

Achievement Data

Name	Reading mid year	Reading End year	Writing mid year	Writing End year	Maths mid year	Maths End year
Malachai	On track	At level	On track	At level	On track	At level
Kevin	On track	Not yet	Not yet	Not yet	Expected level	Above
Daytona	On track	At level	At level	Not yet	On track	At level
Dion	On track	At level	On track	At level	Not yet	At level
Briarne	On track	AT level	At level	At level	At level	Above level
Rikki	Not yet	Not yet	Not yet	Not yet	On track	Not yet
Tawhiri	Not yet	Not yet	On track	Not yet	On track	Not yet
Kahu	On track	At	Not yet	at	On track	Not yet
Teina	Not yet	Not yet	Not yet	Not yet	Not yet	Not yet
Lukkas	Not yet	Not yet	Not yet	Not yet	On track	At level
Corey	Not yet	Not yet	Not yet	Not yet	Not yet	At level
Cain	Not yet	Not yet	Not yet	Not yet	Not yet	Not yet

The data shows that the majority of boys continued to progress in their learning from mid year assessments to end of year. Many of the boys were tracking below curriculum expectations at mid year. Five boys achieved a higher than expected level by the end of the year in a curriculum area, but four boys achieved at a lower level than had been forecasted at mid year in a curriculum area.

Attendance Data

3 boys had very good attendance (95-100%)

9 boys had satisfactory attendance (85-94%)

None of the boys in this programme had unsatisfactory attendance at school.

Evidence that being involved in the programme contributed to satisfactory attendance at school.

Wellbeing and Inclusiveness: Student voice

Have you enjoyed working with Mr Waitoa this year?

- All of the boys said that they had very much enjoyed being in the programme this year.

What have you enjoyed most about being in Inspire?

- The being in a group together was best, they liked talking about the challenges they had and meeting the guest speakers who had shared their strategies for success.

- Making, giving away and wearing a taonga was particularly memorable and important for the boys.
- They all mentioned that Mr Waitoa would look after them, help them and that they trusted him.
- Most of the boys mentioned that they really liked eating together.

What have you learned from being in Inspire this year?

- 9 of the boys particularly liked improving their knowledge of te reo, creating and learning their pepeha and learning a new haka. Three felt that they were already confident in this area.

Do you feel more confident as a Maori learner?

- All of the boys acknowledged that they felt more confident as a learner, 10 said that they were much more confident than at the start of the year.

Do you feel that you belong at HNI?

- 7 of the boys said that they felt they did belong at HNI. They liked being in the group and this made them more confident around the school.
- 2 boys said that they usually felt they usually belonged.
- 3 boys said that they sometimes felt they belonged but that sometimes teachers did not seem to understand them.

Section 2: Outcomes

1. This is the second year of IIL at HNI. We have moved hugely in understanding the world from a Maori perspective and the focus of all our inquiries is Maori students. We understand that what is good for Maori students is good for everyone. To this end the importance of relationships between the adults and students in our school is our number one focus. We have added a Maori lens to planning: we look for ways to incorporate tikanga and to work within culturally safe and responsive contexts. The facilitator of this programme is well known to our staff and has greatly guided our thinking and responses, however we still have a gap between achievement success for Maori and NZ European/Pakeha that is uncomfortably wide.
2. The IIE work at one of our contributing schools will provide some clues as to whether the goal to help with transition of year 6s to intermediate is more successful.
3. We are seeing this Year 8 group of students off to high school. Some of them have been in this programme for two years, we are keen to follow their progress and hope that the influence of this programme will ensure they stay at school and continue to achieve as learners and good citizens.

Conclusion:

Inspire in Education is a unique way to support Maori boys as they transition from the safety of primary school to intermediate. Learning more about being Maori and learning from others about how to move in a bi-cultural world successfully is very empowering for the students.

Teachers have commented on how the boys mature and develop over the course of the two years, showing more confidence and knowing that they have a group to support them, and a mentor who advocates for them.

HNI is most grateful to Cognition Trust for their support of this programme, that this year has covered about half of the costs. This has enabled us to make a positive difference to the lives of these boys at our school and we believe, beyond that.

Julia Beaumont
Principal