

30<sup>th</sup> July 2013

This is a snapshot from 2012 to the start of 2013, of how the Manaiakalani innovation is meeting four goals. The evaluation is associated with other research projects, which together will provide detailed feedback and contribute to the further development of the innovation. We have interviewed teachers and students, observed in classrooms and analysed achievement evidence.

#### **Implementation:**

- There is near universal implementation in classrooms, more so than in other reported programmes. All students in classes were able to access their learning digitally, either through their own device, or via a class computer or other device. Similarly, all teachers described high fidelity to the goals of Manaiakalani, most often mentioning digital access, student independence and engagement as goals.

#### **Student engagement:**

- The classrooms have very high levels of **behavioural engagement** (participation in class activities), across all schools, and higher than in other reported programmes. Various indicators show that **affective engagement** (identification with Manaiakalani goals and enjoyment) is high too. Many students, both primary and secondary, are **actively pursuing** academic related activities outside of school. However, there is more variability in **cognitive engagement** (working on complex and challenging tasks). For example, some independent activities are challenging and extending, and some are more formulaic. The overall high engagement is an important accomplishment, and a solid basis for higher achievement, given cognitively challenging activities.

#### **Student achievement:**

- **Students leaving Year 8 (2012)** had an average reading achievement at curriculum level 3A. While this is two sub levels below the national average (and so one to two years behind), an important success is that 55% were at the level expected (Level 4). Maths achievement was a further sub level below, and writing two sub levels below. Those students that went on to Tamaki College in 2013 had higher levels of achievement than those that went elsewhere.
- **Students entering Year 9 (2013) (into Tamaki College)** from the Manaiakalani schools had higher average achievement levels than those from elsewhere, supporting evidence that the primary schools are having some success in achievement levels, compared with students from schools in like circumstances. The two thirds of students who came from outside the cluster were two sub levels below the others in reading (3B). This meant the total cohort entering Year 9 had widely spread achievement levels. The patterns for maths and writing were similar but at lower levels.
- **NCEA Pass rates (2012)** showed a marked positive change at Level 2, rising to less than 20% different from the national pass rates (Pasifika students were only about 10% lower than national pass rates). A noticeable upward shift also occurred with Māori students in UE pass

rates (from about 35% lower in 2011 to around 20% lower in 2012). However, there was an opposite trend for NCEA Level 1 in 2012.

- **Pilot class pass rates.** In 2011 a group of Year 10 students in Tamaki College had Netbooks as a 'pilot class'. These students' pass rates in 2012 (Level 1) were almost four times others, which is a very promising finding.
- **Rates of progress 2012-2013.** Considered across all the schools and year levels up to Year 10, students increased their achievement in reading, writing and maths on par with all students nationally (beginning from 2012 to the beginning of 2013). This general effectiveness needs increasing because *acceleration* is needed; the levels of achievement remain below nationally expected levels (generally reading across year levels is two sub levels below the national average). Despite this, students in some classes made very impressive gains from the beginning to end of 2012; for example between 4 and 6 classes in reading and maths made accelerated achievement (statistically greater than national average gains), in writing eight classes were close to or above national levels at the end of the year. We need to better understand these *pockets of very promising practices* and spread their practices across schools.
- **Summer** poses a substantial brake on gains, which for reading meant a significant 'drop' relative to expected gains, up to one half of the expected gains. These drops are pronounced at Year 6 to Year 7 and Year 7 to Year 8. The patterns in maths and writing are more positive.

#### **Pedagogy:**

- **General.** An emerging model of an effective classroom is one in classrooms in which the 1-1 devices afford a streamlined, efficient delivery of curriculum via google sites and docs. The reduced need for organisation and management of students provides the teacher with opportunities to engage students in extended discussions and feedback about their learning; and extensive access to online curriculum resources. The devices also provide opportunities for students to practice and apply their learning in independent activities.
- **Digital literacies.** There was little evidence for explicit discussion about or instruction for information literacy (locating, evaluating, and using needed information effectively) or critical literacy (understanding how ideas and values are made and created by different texts and language usages). These are areas to develop in order to achieve high achievement.

**Summary:** Implementation of Manaia Kalani and fidelity to goals were universal and there was evidence of high engagement. With students being largely on-task and enjoying their learning there is a platform for deepening the cognitive engagement necessary to accelerate rates of progress to achieve the valued equity outcomes. Acceleration and gaining high achievement levels are occurring in some classrooms – which, when the important elements are fully known, will provide a means for promoting and gaining consistent effectiveness across teachers and schools.



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