



Pasifika PowerUP Plus 2017

A mid-point evaluation of family and provider perceptions of programme delivery and benefits to participants.

REPORT INFORMATION

Prepared for	Apryll Parata Deputy Secretary Parent Information and Community Intelligence Ministry of Education
Prepared by	Judy Oakden Director Pragmatica Limited
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- the guided *Talanoa* profiles over a number of weeks
- the self-completion evaluation surveys at the end of the PowerUP sessions
- the oral reports completed with providers, teachers and parent facilitators for each PowerStation.

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

Evaluation team

This evaluation was designed and undertaken by an internal team from the Ministry of Education who were closely involved with the PowerUP project – Moe Sa'u, Gabrielle-Sisifo Makisi and Shelley Kennedy. The report was then developed by Judy Oakden of Pragmatica Limited, in consultation with the internal evaluation team, and with external peer review and support from Kellie Spee.

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INTRODUCTION

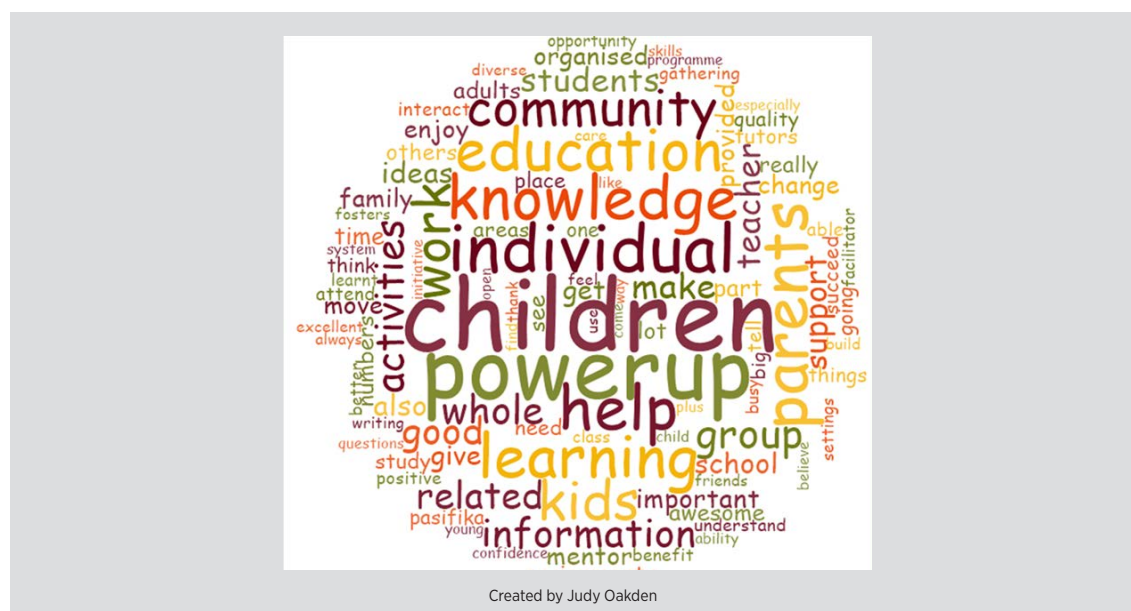
1. Established in 2013, the Pacific PowerUP Plus (PowerUP) programme is a Ministry of Education-developed programme that aims both to accelerate participation in early childhood learning and to lift academic achievement for Pacific primary and secondary students. This occurs through Pacific parents, family adults, community and students becoming more informed, knowledgeable and confident about education. The PowerUP philosophy is that the most powerful way to raise Pacific students' educational success is by taking a whole family approach, supporting families to support their children.
2. PowerUP delivers targeted workshops to Pacific parents, family adults, community, primary and secondary students, and children in early childhood education (ECE). For example, Pacific parents, adults and community members learn about important aspects of the education system such as NCEA qualifications. They also discuss ways to support children's learning.
3. Primary and secondary students receive one-to-one and small-group tuition. For ECE children there are stories, literacy and numeracy games and music activities. All sessions conclude with everyone coming together to share a meal. Participants value talking and spending time together as a community of learners with a shared purpose.
4. Sessions provide Pacific parents, family adults and community an opportunity to observe their own and other children as they learn tasks, do homework and complete other school assignments. Also, Pacific parents, family adults and community can talk to PowerUP teachers and ask them questions. PowerUP is an opportunity for everybody to work together and support each other.
5. In 2017 the PowerUP programme ran for 26 weeks. There were 20 PowerStations throughout the country, in: Auckland (7) Hamilton, Tauranga, Tokoroa, Rotorua, Napier, Flaxmere, Palmerston North, Porirua, Hutt Valley, Wellington and Christchurch (2) and Dunedin. PowerUP personnel included a provider, champions from within the community, parent facilitators, academic mentors and teachers. These teams were highly committed and able to engage effectively with Pacific parents, family adults, community and students.
6. This is the **second evaluation of PowerUP, covering the programme delivery in 2017 and benefits for participants to date**. A key aspect of the evaluation design is the use of a ***Talanoa process***¹ by providers with Pacific parents, family adults and, for the first time this year, children. *Talanoa* were conducted between April and November 2017. The guided *Talanoa* approach was developed by the Ministry of Education's Pacific Education team to capture the parental and family voice on the value of attending a PowerStation. Through a series of between five and 12 discussions over the 26 weeks², two Pacific families attending each PowerStation reflected on their beliefs, values, attitudes towards and expectations of the education system and schools in New Zealand. Through these lived experiences and *Talanoa*, we were able to better explore the shift in how Pacific parents saw their role within education for their children.
7. In 2016 the focus was on those families participating for the first time. The first evaluation in 2016 found that "quite profound changes occurred in the behaviour, beliefs and attitudes of Pacific parents, families and students with regards to education and how they engaged with schools after attending the PowerUP programme" (Oakden J. , 2017). Noticeable changes in Pacific parents, families and students' confidence, in their ability to engage with the school and in the dynamics within families were observed in that earlier evaluation.

¹ This is in effect a longitudinal process where families provide feedback at different points throughout their 26 weeks of participation at PowerUP.

² PowerUP is contracted to run for 26 weeks. It may start between the first week of March and the end of April. The final sessions are run in the last 8 weeks of October or November – before external exams. There is flexibility for how the intervening sessions are run.

8. There were several additions to the 2017 data collection for the evaluation:
- **Changes to *Talanoa*:** the voices of 20 families participating for the first year and 18 families participating for a second year were included to better understand the longer-term changes. For the first time, the experiences of children were included in the *Talanoa* process.
 - **Oral reports** from providers were a further extension of the *Talanoa* from last year.
 - **Self-completion surveys** were completed in October by Pacific parents or family members, and by secondary school students participating in PowerUP. For the first time in 2017 Year 5–8 students also participated in the self-completion surveys.
9. This mid-point evaluation is part of a three-year longitudinal evaluation of the PowerUP programme. This word cloud summarised the benefits of PowerUP from the perspective of Pacific parents, family adults and community who responded to the self-completion survey. The overarching themes are the focus on helping children's learning, being part of a community, gaining knowledge and education.

FIGURE 1: Word cloud of self-completion survey comments from adults about the benefits of PowerUP



EXECUTIVE SUMMARY

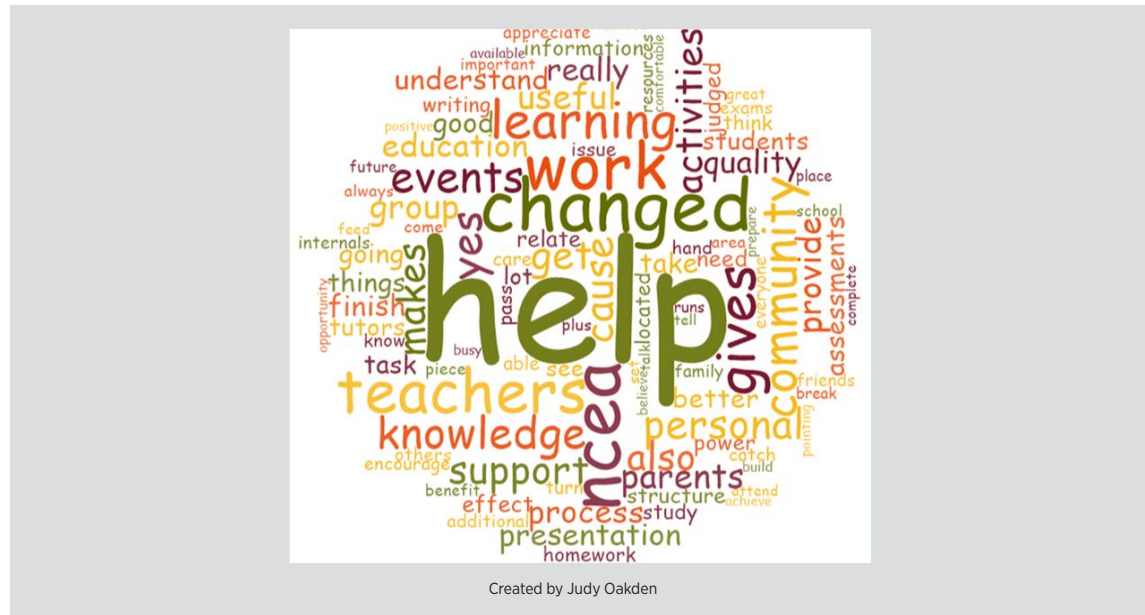
Introduction

10. This evaluation assessed the worth of the PowerUP programme, based on outcomes and changes that occurred for families who attended. It also assessed programme service delivery overall. The evaluation documented learnings that might be taken forward, with a focus on how to deepen and widen the reach of PowerUP. This year's evaluation builds on the findings of Pacific PowerUP Plus: An evaluation of adult and student perceptions (Oakden, J., 2017) which was the first in a series of three evaluations of the programme delivery between 2016 and 2018.

PowerUP is a worthwhile programme

11. This evaluation has found that PowerUP is a **worthwhile** programme that has made an important and valuable contribution to raising student achievement for Pacific parents, families, community and students who attended. A critical aspect of the PowerUP programme was that it offered a welcoming, comfortable environment in which Pacific parents, family, community and students could learn about learning. Participants appreciated PowerUP being set in a Pacific context and drawing on Pacific ways of being. Pacific parents, family, community and students saw the programme as Pacific capable and culturally rich in the way it was run.
12. As in 2016, an important aspect of the PowerUP model of engagement was that it encouraged Pacific parents, family and the community to take ownership of the programme. On a continuum of engagement, the programme operated in a “done as Pacific” space (Oakden J. , 2017, p. 2), and there was evidence of this deepening in 2017. A “done as Pacific” space is where “[Pacific] people lead and are in control and [Pacific] values, principles, approaches and methods prevail. It does not exclude other... methods but only as far as they are seen to be useful” (Wehipeihana, 2013).
13. For Pacific parents, family, community and students, an important aspect of PowerUP was that their identity language and culture were affirmed. Pacific parents, family, community members also valued having the chance to see their children learn. The opportunity to connect with other Pacific adults on areas of mutual interest and form a community of learning was also highly valued by many Pacific parents, family, and community members.
14. At PowerUP, students reported that they had a chance to explore their own aspirations, set relevant goals and then focus on achieving them with support from their parents. Students also said that PowerUP offered them a chance to learn at a pace that was right for them. It appeared that the teaching approaches at PowerUP were different from what was experienced at some schools. Students believed the teachers really wanted them to learn. They liked it when teachers taught through conversational dialogue (talking with them) rather than what seemed to them to be monologues (talking to them).
15. The following word could summarises some of the benefits to secondary school students from attending PowerUP. Overall, the overarching theme is one of receiving help.
16. There was also clear evidence of students' purposeful participation at PowerUP. Students valued the one-on-one time they got from the teachers. Students said they felt they could ask all their questions and they got enough information to then ask questions at school. Students also liked having more time to work on activities than they received at school. A chance to work in groups in a Pacific way – where they appreciated being able to discuss ideas was seen as purposeful. These changes in teaching approach encouraged a love of learning that some students had not experienced before.
17. Another important aspect of participating in PowerUP for students was the chance to see their parents learning. Students also said that their parents or family attending signalled to them that PowerUP was important and valued. All participants appreciated the opportunity to have a meal together as family with the PowerUP community.

FIGURE 2: Self-completion survey comments from secondary students about the benefits of PowerUP



PowerUP helps realise a range of key outcomes

18. The evaluators rated PowerUP as **very good at realising key outcomes**. The following dashboard shows the aspects PowerUP was rated on and its performance on each of those aspects.

TABLE 1: Overall ratings for key outcomes of PowerUP

Key outcomes of PowerUP	Insufficient	Poor	Adequate	Good	Very good	Excellent
Overall performance rating					<div></div>	
Builds knowledge, capability and voice of parents, family and students						<div></div>
Provides a quality teaching experience to students					<div></div>	
Provides a fit-for-purpose service for parents, family and students				<div></div>		
Benefits the parents, family and students in ways that are real and meaningful						<div></div>

19. There was strong evidence that PowerUP helps build the knowledge, capability and voice of Pacific parents, family, community and students to engage more confidently and effectively with the education system, and the evaluators rated this aspect **excellent**.
20. The programme also provided a quality teaching experience for students, which in turn encouraged engagement in learning, a love of learning and a desire to excel. This aspect was rated **very good** by the evaluators, because although there was very strong performance by teachers, in some regions it was challenging to find enough suitable teachers.
21. PowerUP operated as a fit-for-purpose service that built a safe and responsive community of learning for the Pacific parents, family adults, community and students who attended. Most participants (95% of adults, 89% of secondary students and 90% of Year 5–8 students) said they would recommend PowerUP to a friend. However, it was challenging to get sufficient numbers of parents to participate in some PowerStations, resulting in variability of parental attendance and so this aspect was rated **good** overall by the evaluators.
22. There was also extensive and consistent evidence that PowerUP benefits Pacific parents, family, community and students in ways that are real, meaningful and life-changing and so the evaluators rated this aspect **excellent**.
23. Although service provision was rated excellent there are some aspects that require further fine-tuning. These are dealt with in the next section of this summary.

“[PowerUP] helps parents understand how important it is for our kids to succeed in school and what us parents need to do to support our kids. Attending PowerUP helped me to understand how important NCEA credits are and how they can be used.”
(Parent Talanoa)

“She has worked hard to get back into mainstream education where she has now completed her Level 3 and is the recipient of an award at the end of the year. Had it not been for PowerUP and the continuous support and encouragement from the teachers and other students, she wouldn’t be where she is today.” (Parent Talanoa)

Programme provision is good with some variability

24. As in 2016, in 2017 there was variable provision of the PowerUP programme services. There was much about the programme provision that was highly effective for Pacific parents, family adults, community and students, but there were also some challenges. On balance, the evaluators rated the provision of the PowerUP programme **good** overall.
25. PowerUP made education accessible for Pacific parents, family adults, community and students. Participants of PowerUP felt that the programme was well-run and helpful from a Pacific perspective. The programme ran in a manner that built learning confidence and enthusiasm amongst those who attended.
26. There was general agreement that the programme was inclusive and accommodating. Many Pacific parents and family adults commented that PowerUP providers shared ownership of the programme with the local communities. Parent facilitators thought that there was flexibility built into the programme design. Alongside the core PowerUP curriculum there was room for addressing topics of interest to the community. Providers also believed they were responsive to local community requests and interests.

27. Providers reported that some aspects of delivery of the programme were easier in 2017 and other aspects were harder compared with 2016. Areas of strength reported by providers were: more familiarity with the programme content; clearer roles and responsibilities and contractual requirements; that providers had established systems and processes to run the programme; and returning participants helped induct new attendees into the programme. Providers saw continued change in the dynamics of families and increased confidence to engage in PowerUP.
28. Aspects of provision that providers found harder in 2017 included having more children attend in 2017. While this was positive, around two-thirds of students (68%) attended without a parent or a related adult ever attending (up from 54% in 2016). Overall, Pacific parents or family adults were more likely to attend with students in Year 8 or younger. There were also issues around resourcing – some providers found it challenging to locate an appropriate venue or sufficient suitable teachers. Providers were also mindful to continue to meet the needs of returning families, and at times found this challenging. For instance, once parents or adult family members understood about how NCEA worked they were ready to have more advanced discussions about how to support their children at school.

Learnings that might be taken forward, with a focus on how to deepen and widen PowerUP's reach

29. Pacific parents, family, community and students responding to the surveys believe PowerUP is an exciting programme that has the potential to make a real difference in their community. The evaluation clearly shows the importance of Pacific parents or other adult family members attending PowerUP. When they understand how to engage with the education system this has a huge positive impact on the family. But in 2017 two-thirds of children were attending PowerUP without parents or family members. This raises the question – are there ways more parents might be attracted to attend, or what other ways might they be reached?
30. Prior to attending PowerUP it was noticeable how few Pacific parents, family or community felt very confident to approach teachers, and it was clear that both adults and students did not feel particularly comfortable in schools. There was an underlying anxiety expressed. However, in the PowerUP community many attendees quickly became more confident to engage with schools about student learning.
31. PowerUP reduced isolation for both parents and students and provided a new community where participants could puzzle through issues – working together. PowerUP helped Pacific parents, family, community and students work more effectively together on achieving goals for success. They also learned to work more effectively with educators and the education system at all levels of the curriculum. **The evaluators believe PowerUP has the potential to bring about a positive intergenerational change in the way Pacific communities engage with the education system and schools.**
32. At this stage it appears that some providers have struggled to mobilise participation of Pacific parent, family and community members. It is recommended that the 2018 evaluation focus on whether the PowerUP approach suits some parts of the community better than others. Where parent involvement is low, further exploration of how to raise their participation needs to be undertaken in that community. For instance, PowerUP may better suit smaller communities in the regions where they appear to get greater adult participation. It may be that other models of delivery are better suited to the large urban centres.

SECTION ONE: BACKGROUND AND METHODOLOGY

Context

33. The *Pacific Education Plan 2013–2017 (PEP)* clearly articulated the importance of improving education outcomes for Pacific children and young people, and that working with their parents, families and communities would achieve this. Although improvements in achievement have been made, participation and achievement rates for Pacific learners continue to lag behind their non-Pacific peers.
34. The Ministry of Education believes the education system needs to enable every learner to achieve in education and to gain the skills necessary to succeed in life and the workforce. The system needs to be agile and adaptive to respond to the needs of Pacific learners in Pacific-capable ways, so they are participating, engaging, enjoying and achieving in education, and secure in their diverse identities, languages and cultures. The education system also needs to be capable of early identification and intervention to support the disproportionate number of Pacific learners at risk of not achieving.

The PowerUP programme

35. Established in 2013, the PowerUP programme is a Ministry of Education-developed programme that aims to accelerate participation in early learning, and to lift academic achievement for Pacific primary and secondary students. This occurs through families becoming more informed, knowledgeable and confident about education. The philosophy of PowerUP is that the most powerful way to raise Pacific students' educational success is by taking a whole family approach, so families can support their children.
36. PowerUP was designed to accelerate participation in early learning and to lift achievement for Pacific primary and secondary students by:
 - building the capability, knowledge and voice of Pacific parents, families and communities to drive and accelerate Pacific educational success
 - providing access to quality registered teachers at every level to ensure the right information is available at the right time
 - ensuring fit-for-purpose, culturally appropriate, inclusive and effective approaches to best meet the local needs of Pacific parents, students and families
 - achieving real results in real time.

37. PowerUP actively supports Pacific parents, family and communities to champion their children's learning. In 2017 the Pacific parents and family workshops covered a range of topics about the education system, programmes and opportunities. For example, they presented material on why attending an early childhood centre is important and why it is important for children to do well in reading, mathematics and writing. Families also learned about NCEA and career pathways, and how they can support their secondary school children to achieve their goals by succeeding in NCEA. The workshops also responded to what parents and families wanted or needed to know about. PowerUP also provided academic support for secondary and primary students. The programme was delivered at centres called "PowerStations".
38. In 2017 the PowerUP programme ran for 26 weeks. There were 20 PowerStations throughout the country in: Auckland (7) Hamilton, Tauranga, Tokoroa, Rotorua, Napier, Flaxmere, Palmerston North, Porirua, Hutt Valley, Wellington and Christchurch (2) and Dunedin. (Dunedin continued until the end of the year but did no reporting.)
39. Based on roll numbers, it is estimated that PowerUP reached up to 1489 Pacific parents, family and community and 131 of their children 5 years and under; as well as 2085 Pacific students of which 813 are primary school aged children, 433 are Year 9 and 10 students, 347 are Year 11 students and 491 are NCEA level 2 or above..

Evaluation approach

40. This section covers how the evaluation was undertaken and the data collection approaches used. The Key Evaluation Questions (KEQ) for the evaluation were:
 - KEQ 1: Overall how worthwhile was the programme?
 - KEQ 2: How effective was the programme at realising key outcomes?
 - KEQ 3: What changes occurred for the families who attended?
 - KEQ 4: How well was the Pacific PowerUP programme delivered in 2017?
 - KEQ 5: What did we learn that is useful going forward, focusing on deepening or widening the reach of PowerUP?
41. The evaluation reporting was framed around the same criteria that were developed in 2017 for the evaluation of the 2016 programme. These are detailed on pages 45 and 46.

Pacific data collection methodology used to gather Pacific voice

42. The providers collected data from Pacific parents, family, community and students attending the PowerUP PowerStations, and this internal data collection formed the basis for the evaluation. Data collection was undertaken in three ways:
 - a guided *Talanoa* process with parents and students from April to November 2017
 - three versions of self-completion evaluation surveys with: parents and families, secondary students and Year 5–8 students attending in October 2017
 - oral reports completed by Ministry staff with providers, teachers and parent facilitators for each PowerStation over the year.

Guided Talanoa

43. A unique aspect of this evaluation was the use of a Pacific research method – *Talanoa*. *Talanoa* was utilised as the process to interview or converse with the families. *Talanoa* is made up of “tala” – “talk” and “noa” – “normal”. *Talanoa* means outcome through talk, decision through discussion or to discuss a topic and is used throughout the Pacific. It is a formal, recognised research methodology (Vaioleti, 2006) used predominantly in Pacific research to talk in a natural manner through a topic or phenomena showing up the thoughts, feelings, views and perceptions of the people talking. *Talanoa* was considered the most useful and authentic way to engage with the parents and families participating in PowerUP.
44. A guided *Talanoa* series was developed by the Ministry of Education’s Pacific Education team, based on a set of questions that guided the parents and families through their experiences of the programme. The purpose of the *Talanoa* was to provide parental and family voice on the value of attending a PowerStation. As such they were valuable in showing Pacific parental beliefs, values, attitudes towards and expectations of the education system and schools in New Zealand. These lived experiences shape how Pacific parents see their role within education for their children. The *Talanoa* also provided a valuable window into what these families learnt during PowerUP, how they used this, and if and how this information changed their beliefs, values and attitudes to education. The *Talanoa* are also valuable to show effective or meaningful ways schools can engage with Pacific families to support their children.
45. The *Talanoa* questions focused around six thematic areas developed by the Ministry of Education:
 - Pacific demography – including where born, how many in family, languages spoken
 - Early learning and primary education – where, their experiences, what decisions they made for their children, how they supported their children, the home-school relationship, their educational knowledge, beliefs and assumptions regarding education.
 - Secondary school education – parental choice, expectations, involvement with their children’s learning and aspirations for their future.
 - What they learned at PowerUP about the education system and how they supported their children
 - What actions they took as a result of this information, knowledge and how this altered or change their beliefs and perceptions about education
 - The outcome of their new knowledge or the action they took on their children’s education and their attitudes towards education. Their messages for schools and other parents and families? What made the difference?
46. Providers collected *Talanoa* over 26 weeks in 12 *Talanoa* sessions. Thirty-eight families attending the PowerUP PowerStations participated in the process. Generally, two *Talanoa* were collected from each PowerStation. This usually included both a family attending the PowerStation in 2017 for the first time and another attending for the second year. The Year 1 family was to test the assumptions developed from the previous Year 1 family and a Year 2 family to show progress. This data collection was part of a broader plan to collate longitudinal data over a three-year time span. Through the *Talanoa* it is anticipated the change that occurs both in family knowledge and outcomes from attending PowerUP will be captured.
47. First-year families were included in 2017 to test the conclusions from the 2016 year. In the 2017 year the focus was to see if the changes observed in the first year were repeated.

TABLE 2: Longitudinal approach to sample selection for *Talanoa* in each PowerStation

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

48. The voice of the children was added to the *Talanoa* this year. During the *Talanoa* process children were questioned on three occasions. This strengthened the children's voice in this evaluation and allowed triangulation of adult and student comments. It was found that many of the *Talanoa* observations or comments made by parents were also made by the children in separate interviews.
49. For detailed descriptions on the other aspects of the data collection see page 46-49.

Framing of this evaluation

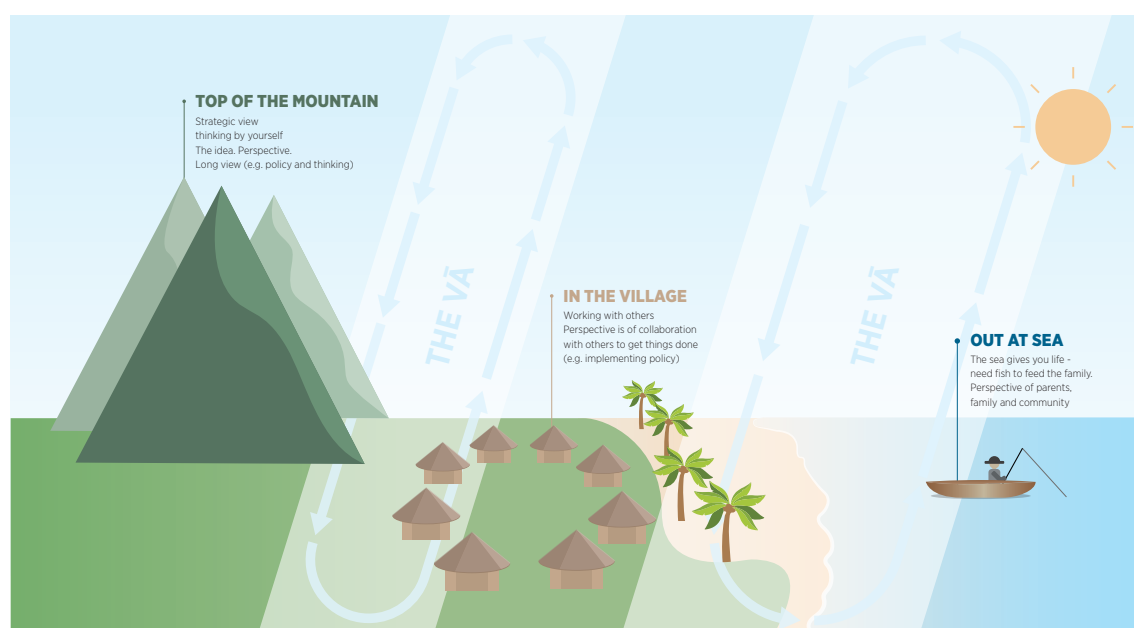
50. Fa'afaletui (Tuiatua Tupua Tamasese)³ was adapted to provide a frame to facilitate, gather, analyse and validate the knowledge through a Pacific lens. Tupua Tamasese's, Fa'afaletui provides a Pacific frame for the Pacific parents', related adult, community and students' voice. It was adopted to fit with a people-process view. Fa'afaletui draws on three perspectives: the top of the mountain, in the village and out at sea fishing. Significantly, Fa'afaletui allows people into the framing.
51. For our purposes Fa'afaletui sorts and links the different parts of the work of PowerUP to ensure all levels of thinking and activity are included in its planning and delivery. *Talanoa* is the mechanism for discussion and consultation and Tausi Le Va looking after the 'space' or the Va – is the mechanism for looking after the relationships between all three spheres, people and work.
52. For the PowerUP programme to Fa'afaletui is developed around three levels:
 - Policy and research/ Pacific Parents, Family and Community epistemology and ways of knowing
 - Implementation – within families and communities and schools
 - Evaluation – of key parts of the work plan to inform the next steps.
53. In terms of people the three levels are:
 - The Ministry of Education
 - Kāhui Ako and Schools
 - Pacific parent, family and community.

“In Samoan Culture, there are three perspectives. The perspective of the person at the top of the mountain, the perspective of the person at the top of the tree, and the perspective of the person in the canoe who is close to the school of fish. In any big problem the three perspectives are equally necessary. The person fishing in the canoe may not have the long view of the person on the mountain or the person at the top of the tree, but they are closer to the school of fish.”

(Tamasese, Peteru & Waldegrave, 1997)

³ Fa'afaletui – developed by Tuiatua Tupua Tamasese – Samoan academic and royal title holder Pacific epistemology of a three perspective view of thinking and processes.

FIGURE 2: Fa’afaletui framework



Scope of this evaluation

54. The scope of the 2016 evaluation was broadened for this 2017 evaluation, but as always there were areas that were out of scope. These included:
- The evaluation did not take into account the cost of the programme, nor an assessment of the value derived from each provider for the funding received
 - It did not assess some of the aspects that may be required for deepening or widening the reach of PowerUP. For instance, did not address:
 - how the project might be co-ordinated
 - whether there should be a central or a local approach to project management
 - what the requirements might be to support such an initiative longer-term.
 - It also did not focus on the programme and where or what to build on. These aspects of the programme and delivery will be evaluated in 2018.

SECTION TWO:

WAYS POWERUP MET

KEY PROGRAMME

OUTCOMES

55. This section addresses four key outcomes – the extent to which PowerUP:

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

KEY OUTCOME 1:

BUILDS THE KNOWLEDGE, CAPABILITY AND VOICE OF PACIFIC PARENTS, FAMILY, COMMUNITY AND STUDENTS

Key findings

Participants obtained useful knowledge – and the confidence and capability to use it, from attending PowerUP. Pacific parents, family, community and students quickly and effectively put this knowledge into practice to support student learning.

A key finding of the evaluation was that **PowerUP was able to achieve important changes in attitudes and behaviours in a short time.** Those that continued to attend over a longer period built a depth and breadth of understanding and confidence. They understood not only how the education system works but also how to navigate it effectively to achieve their own and their children's aspirations. There was a wide range of consistent evidence, notably in almost all the *Talanoa* and from many of the evaluation survey responses from Pacific parents, family, community and students. Therefore, the evaluators rated this aspect as **excellent**.

“I can see that my girl is happy and looks forward to PowerUP on Monday. It makes a big difference to wanting to learn. A real confidence booster. Thank you PowerUP.”

(Parent survey)

“Attending PowerUP, I gained strength, confidence and wisdom for my learning. I pass more assessments because I wasn't shy to seek help.”

(Student survey)

56. Figure 4 on page 16 illustrates the journey Pacific parents, family, community and students take when they attend PowerUP. The words in black are the changes observed in parents, children and families attending for the first year. The words in red are additional changes observed in parents, children and families attending for the second year.
57. It appears that Pacific parents, family and students continue to receive considerable benefit from attending PowerUP for a second year. With deeper knowledge and understanding of PowerUP they quickly re-join the programme. They appreciate the safe environment and their confidence really shows through. Pacific parents and family become more able to critique student progress. There is increased evidence that Pacific parents, family, community and students make appropriate and wise choices as a family where needed. There are also signs that many reach out and build stronger working partnerships with schools.

How knowledge, capability and voice are built

58. At PowerUP teachers and mentors discussed aspects of education with Pacific parents, family, community members and students. For instance, they learned how NCEA worked, what the important components were, what the measures of success were and how these were reached. They also learned how progress was monitored for younger students. This allowed parents to have focused discussion with their children and their school about progress.

“I [am] understanding NCEA a little more ... so I can understand where my children are at, at school and find out how I may be able to help them to give them extra support.”

59. Secondary students talked of their increased confidence and understanding of NCEA during the *Talanoa*.

“I was lucky enough to start attending last year when I had my first NCEA (in Year 11). [By going to PowerUP] I understood better how credits work or added up for me to pass my Level 1. I learned about the literacy and numeracy credits. The more I understood about NCEA, the more confident I felt that I would do better and achieve higher.” (Student Talanoa)

60. A Year 2 student from the *Talanoa* summed up the perspective of younger students:

“I like PowerUP, I always want to come and to see my teacher and friends. I like it when I go with Mum. I like the singing, I am happy to be with friends, and I like the stories. If I don’t go, I feel sad and angry with my Mum... I want to go to a good high school and be a teacher [one day].” (Student Talanoa)

FIGURE 3: How PowerUP builds the knowledge, capability and voice of Pacific parents, students and families over time



Pacific parents' and family quickly gain important knowledge

61. Consistent with 2016 findings, overall Pacific parents and family gained knowledge of:
- what NCEA was, and what it meant for their children
 - ways of supporting and encouraging their children in education both at home and at school
 - how to work effectively with the school
 - understanding and navigating the education system – how it worked and what they were entitled to.
62. The Pacific parents, family and community participating in the self-completion survey reported that after attending PowerUP they:
- had much greater confidence and understood the benefits of ECE (57%) better than before attending (24%)
 - more were very confident to engage with primary school-level school reports, particularly the sections covering reading (52%), writing (51%) and mathematics (47%). For example, the results for literacy show that before attending only one in five (22%) were very confident that they understood the literacy section of a school report, compared with just over half (52%) afterwards. Importantly there were very few adults (around one in 20) reporting they were still not at all confident on these measures after attending PowerUP
 - had a greater understanding of the NCEA system and how to engage with it to support their children's achievement, including how credits contribute to NCEA qualifications (52% very confident)
 - better understanding of the grades used in NCEA qualifications – Pacific parents and family adults who were highly confident increased from 25% to 49% after attending PowerUP. Notably, there were very few Pacific parents and family adults (one in 12) reporting they are still not at all confident about NCEA after attending PowerUP.
63. With this improved understanding of the NCEA system and grades, parents learned how to best support their children with their learning. Parents, alongside their children, were able to plan and set expectations around NCEA and track achievement progress.
- “[PowerUP] helps parents understand how important it is for our kids to succeed in school and what us parents need to do to support our kids. Attending PowerUP helped me to understand how important NCEA credits are and how they can be used.”***
(Student Talanoa)
64. Parents also reported an improved understanding of the Youth Guarantee and Vocational pathways available to students. For example, results show that 78% of parents felt very confident to somewhat confident (compared with 49% before PowerUP) and had greater awareness of the post-secondary school opportunities for their children. This appeared somewhat stronger than in 2016.
- “Not only for the kids having access to teachers sometimes one-on-one but for the parents there was heaps of information available for students studying and where they may want to move to after school.”***
(Student Talanoa)
65. With this increased knowledge, parents could do more to encourage and motivate their children towards positive learning pathways. When needed they could converse with schools to ensure that their children's goals were realised.
- “She knows what she wants to do – to go to university and do sign language. The school are now helping her with units in this particular area as they are connected to the deaf school.”***
(Parent Survey)
66. There was strong evidence of parents having a better understanding of vocational pathways. Many parents spoke of how their children might attend university or other tertiary institutions. However, as in 2016, there was less indication in the feedback that parents had a good understanding of specific pathways such as the Youth Guarantee Scheme.
- “They all know what they are going to do; their pathways. It is a collective family goal.”*** ***(Parent Survey)***

Secondary students' get a clearer understanding of NCEA

67. There was robust evidence from the survey results that secondary students' understanding of NCEA improved after attending PowerUP. Secondary students were clearer, for example, about the difference between unit standards and achievement standards after participating in the programme. The number of very confident students doubled from 22% to 44%. However, as this figure only represents just under half of the students this may indicate an area for further potential development in the future.
68. Just over half of the secondary students (51%) also reported having a much clearer understanding about how credits contribute to NCEA qualifications as a result of attending PowerUP (compared with 24% before attending PowerUP). After attending PowerUP, half of the secondary students (50%) surveyed maintained they were very confident they understood the grades used in NCEA, compared with 29% beforehand. Comments from the *Talanoa* interviews demonstrated the ways students had better understanding how the grading worked, such as seeking re-submissions.
69. Also, half of the secondary students reported they had a better understanding of the NCEA credits they needed to achieve their NCEA-level qualification. Importantly, four in five secondary students (88%) had some level of confidence that they knew which credits they needed to achieve their chosen NCEA course, compared with 68% beforehand. Comments from the *Talanoa* demonstrated the ways students had a better understanding how the credit system worked to achieve NCEA.

"The boys talk about resubmission of their English internals... They are strong enough to ask their teachers for the re-sub opportunities. I never thought that it is possible to re-sub an internal that had [been] failed. I realise how many more improvements that my children have developed. They are much more confident to stand up for their own learning progress. "

(Parent Talanoa)

"When my son and niece talk about it [they say they have] "already passed the NCEA" which means they both already have more than 80 credits. I feel excited and thankful that my family chose the right thing, to join the PowerUP." (Parent Talanoa)

70. Around half of the secondary students (48%) claimed they were very confident they had enough information to support them to achieve their NCEA goals compared with one in five (22%) before attending PowerUP. Overall secondary students reported PowerUP helped them learn how NCEA works, gave them strategies to pass, provided motivation to strive for their NCEA goals and supported them to work towards them.

“PowerUP has helped me understand how important it is to work hard and prepare myself for NCEA level 1 once I get to year 11. Also the teachers are available to work with me one on one.”
(Secondary student survey)

“Because PowerUP will help them not only pass NCEA but also get encouragement from people that have passed and how to get endorsements and extra tips for exams.”
(Secondary student survey)

“It’s a good way to finish assessments and making it understandable for students to know why it is very important to pass NCEA. “
(Secondary student survey)

71. Quotes from parents also illustrated the changes they noticed in their children: improved confidence, increased knowledge and a better understanding of why learning matters.

“PowerUP has helped my children to become more confident and has helped them to interact with other children and mentors. They have gained more knowledge by attending PowerUP, and they [are] learning new things each week.” (Parent survey)

72. While there was a big improvement in secondary students’ overall understanding and awareness of Youth Guarantee and Vocational Pathways available to them, only two in five felt very confident they understood these options (up from one in five before attending PowerUP).

Year 5–8 students' confidence and enjoyment in learning increased

73. There was a range of evidence that Year 5-8 students benefitted from attending PowerUP. They gained increased understanding of National Standards and improved confidence in areas of reading and maths.
74. The Year 5-8 students participating in the self-completion survey reported that after attending PowerUP they were very confident that they understood National Standards (35% compared to 19% before attending). This increased understanding helped students to engage with the National Standards process and gain positive outcomes in subject areas of reading and maths. Results show that half of the students (50%) surveyed reported they were very confident that their reading had improved. Importantly there were very few students reporting they were still not at all confident in their reading (3%) or mathematics (3%) after attending PowerUP, compared with before attending PowerUP (16% and 17% respectively). Here are illustrative comments made by Year 5-8 students about the benefits for them as a result of attending PowerUP:
75. The following word cloud further illustrates Year 5-8 students perceptions of benefits received as a result of attending PowerUP. As can be seen a big theme is the help received. They also appreciate their parents' involvement and the way communication occurs at PowerUP.
- "It's a great place to go for learning and you don't get intimidated by others. It's a great place for learning because it's for Pacific Islanders, and it's a great place to also have fun as well as learning."***
(Year 8 student survey)
- "It is very helpful; it builds up your confidence and supports you with your learning for your future and it is fun and cool."*** ***(Year 6 student survey)***

*"It's a great place to go for learning and you don't get intimidated by others. It's a great place for learning because it's for Pacific Islanders, and it's a great place to also have fun as well as learning."
(Year 8 student survey)*

"It is very helpful; it builds up your confidence and supports you with your learning for your future and it is fun and cool." (Year 6 student survey)

FIGURE 4: Self-completion survey comments from Year 5–8 students about the benefits of PowerUP



KEY OUTCOME 2:

PROVIDES A QUALITY TEACHING EXPERIENCE TO STUDENTS

Key findings

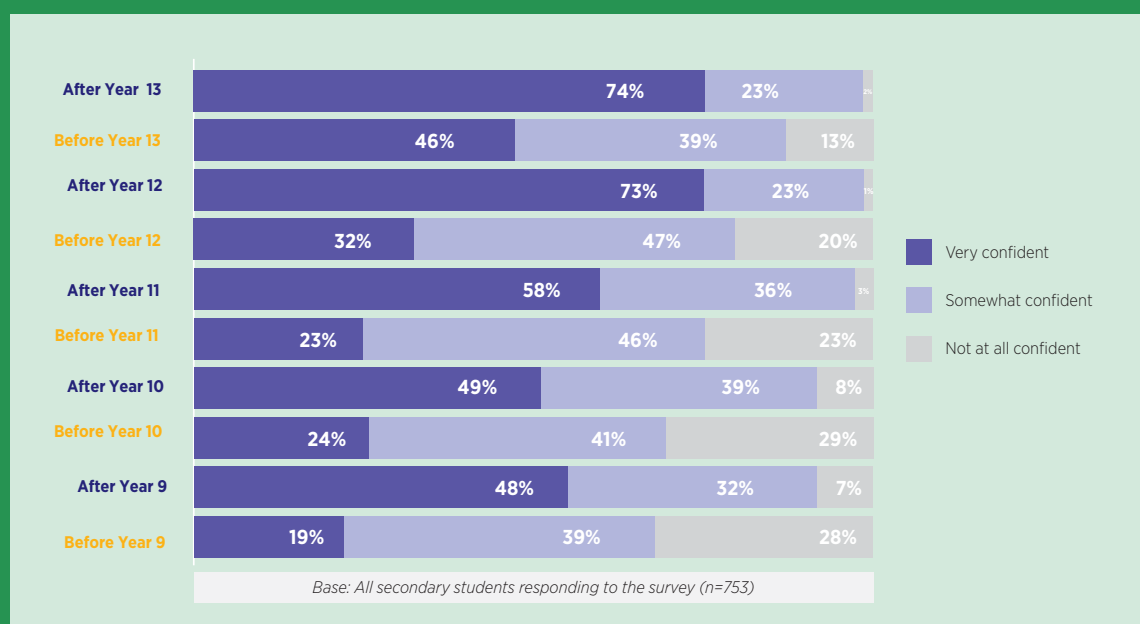
There was strong evidence that through PowerUP most students gained access to quality teaching support which built their confidence to engage in learning. There was also evidence that many Pacific parents and family changed the way they viewed their role in their students' education. Most participants saw improved student engagement and achievement when they attended PowerUP. Therefore, the evaluators rated this aspect very good overall. The only reason it was not rated higher was that, in a few cases, there were no teachers available to meet the specialist needs – particularly of secondary students.

PowerUP made a difference to Pacific parents and family by providing:

- explanations about how the education system works and how Pacific parents and family adults might support students' learning
- an environment where they become more confident to ask questions
- a place to learn and practice having effective learning conversations with their children and with the schools
- support to develop effective home-school partnerships
- a means to realistically assess their students' current educational progress, set realistic expectations, and monitor progress
- an environment that supported increased confidence in parents – which leads to them being more visible in the school and in the community (once they are clearer about the role they can play).

Amongst students, results clearly show that PowerUP had a significant impact across all age groups in improving the level of student confidence to talk with teachers. For example, prior to attending PowerUP only a small number of students across Years 9, 10 and 11 were very confident to approach a teacher (19%, 24% and 23% respectively). After attending PowerUP half (50%) of students within each of the year groups 9, 10 and 11 reported being very confident. The shift in confidence was considerable and very positive as can be seen in Figure 7.

FIGURE 5: Level of confidence asking teachers for help across secondary school year groups



PowerUP made a difference to students by providing:

- access to one-on-one time with teachers
- the chance for students to work at their own pace, which in some instances might be a slower pace than in the school classroom
- the opportunity for students to unpack concepts and have them explained so they truly understand them
- a safe environment where students are affirmed in their culture and feel relaxed to explore their learning and are supported to do so
- an environment where students are confident that if they get something wrong they will not feel embarrassed (either because of the reaction of teachers or other students).

By having contact with engaging, highly skilled teachers at PowerUP, students reported being much more confident to ask questions and for help from their classroom teachers at school. While students and parents appreciate strong Pacific teachers as role models, they were equally happy engaging with non-Pacific teachers who had strong teaching skills.

How a quality teaching experience helps

76. This section covers some of the changes that are evident from a quality teaching experience. One of the first critical shifts that happened was that both adults and students gained an increased knowledge about education. With this increased knowledge both adults and students became more confident to speak with the teaching staff at early learning centres and schools (as shown earlier in Figure 7).

Improved confidence

77. For parents an increased confidence showed as soon as they had a greater understanding of the school system and how to support their children's learning. Fifty-seven percent of adults said that after PowerUP they were very confident to talk to teaching staff about a child's learning (up from 30% before attending the programme). Those saying they were not at all confident to talk to teaching staff about a child's learning decreased from 23% to 4% after attending PowerUP.
78. Students' comments demonstrated how PowerUP helped to increase their understanding and confidence in the school system. Students said this led to improved engagement in the classroom and better results.

***“PowerUP sessions empower our children to think outside the box, not just think within their comfort [zone]”
(Talanoa Parent)***

“It is very helpful, it helps me to understand better. Able to complete homework on time and build confidence.” (Year 8 student survey)

***“PowerUP is an opportunity for me and my siblings to come and use the tutors here for help and to understand school work that teachers [at school] have failed to explain.”
(Year 12 student survey)***

Can now talk to teachers

79. Sixty percent of secondary students also reported that after attending PowerUP they were very confident to talk with a teacher about their learning compared with 28% beforehand. A similar proportion of Year 5–8 students (62%) also reported being very confident to ask teachers for help after attending PowerUP.
80. However, the fact that only 28% of all secondary students and 29% of Year 5–8 students felt able to approach a teacher to talk with them about their learning prior to attending PowerUP should be noted. This finding indicates that there are likely to be many Pacific students who do not have effective learning relationships with their teachers in their daily school life. How might this be addressed?

Improved self-belief

81. After attending PowerUP, two-thirds (66%) of Year 5–8 students believed they could do well in school, compared to just over one-third (39%) at the start of the programme. As self-belief is a strong internal motivator to engaging in any area of life and reaching personal success, this was an important shift.

Teaching pace learner-led

82. Overall, secondary students found the way teachers and mentors approached them and their learning was helpful at PowerUP. Students reported that teaching occurred at a pace that was appropriate for them, and teachers explained things in ways that made sense to them. A parent during *Talanoa* reflected on the difference between PowerUP and school as follows:

“In the schools they are at, [it seems like] they are just a number. At PowerUP there is more opportunity for engagement – they become a student that not only learns academically but they are prepared socially and [in] faith-based values... [One of my sons] is a visual learner. He had difficulty with his writing but at PowerUP he actually understood essay writing. He got it visually because [of the way] the [teacher there] explained it to him.”
(Parent Talanoa)

“My boys have a good relationship with the teachers and students at PowerUP – being comfortable to ask questions and having someone explain things to them from a ground level. Now they begin to love being at school because they understand.”
(Parent Talanoa)

83. A number of students said they needed more time, and that they benefitted from one-on-one instruction at PowerUP.

“Coming to PowerUP gives me a lot of time to catch up with all my assessments. And I learn a lot of new things which I would say [I] haven’t heard of before. Therefore, when I go back to school I understand everything because of the help I get at PowerUP.”
(Secondary student survey)

“[PowerUP] gives you one-on-one time with adults that could possibly help you with anything you might be struggling with.”
(Secondary student survey)

“You receive more attention from your teachers. You get useful tips from not only the teachers but the other staff standing around. And you get your work finished.”
(Secondary student survey)

Range of useful activities to support learning

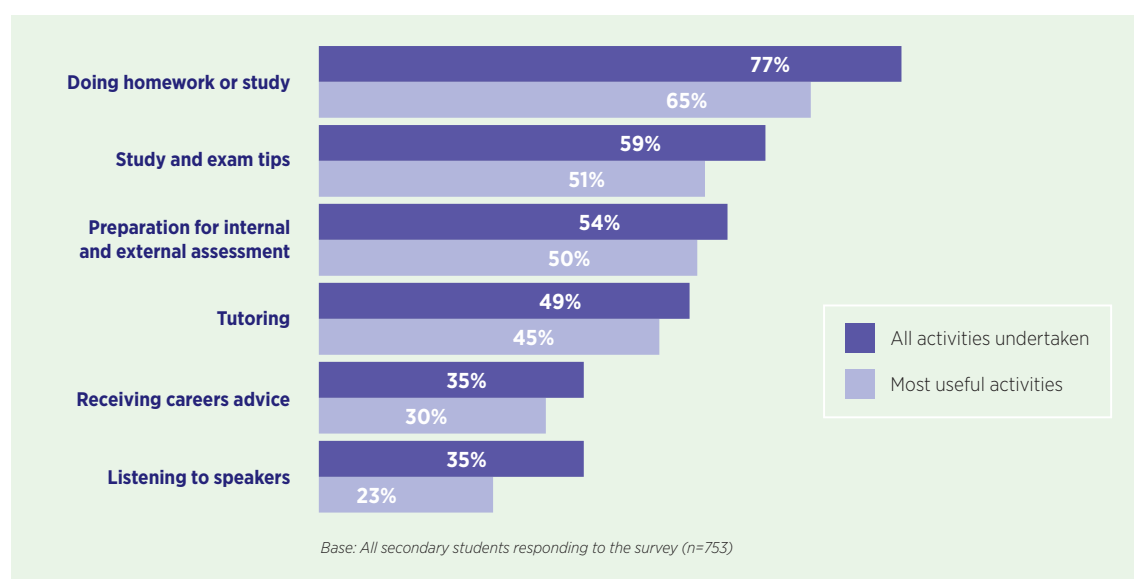
84. Figure 8 (overleaf) summarises the activities students undertook at PowerUP and the ones they found most useful. For the secondary students an opportunity to do homework or study was appreciated. Students said PowerUP provided additional time and support to get assessments completed.
85. Students also valued study and exam tips and help in preparing for internal and external assessments.
86. Listening to speakers and receiving career advice were valued by students to a lesser extent. However, there was evidence that many students had better ideas of possible career pathways, indicating these sessions were useful and valuable.

“PowerUP helps me a lot. Not only for understanding in NCEA but [it] also helps me finish any unfinished assessments. It gives us more time to work on school work.”
(Secondary student survey)

“It is very useful in terms of getting extra help from your teachers and finishing or upgrading current grades on any internals. It also sets you up for externals.”
(Year 13 secondary student survey)

“You get free tutoring from smart staff and listen to inspirational speakers.”
(Secondary student survey)

FIGURE 6: Activities undertaken at PowerUP and that were most useful to secondary students



87. The Year 5-8 students also talked about the positive learning environment at PowerUP.

“It’s a great place too for learning, and you don’t get intimidated by others. It’s a great place for learning because it’s for Pacific Islanders, and it’s a great place to also have fun as well as learning.” (Year 5-8 student)

88. Many Year 5-8 students appreciated support with numeracy and literacy, as Figure 8 (overleaf) shows. Both parents and students mentioned the benefits of their improved literacy and numeracy.

“Well I’m only ten but I’m already thinking about being a scientist, but I have to [do] better in my maths.” (Talanoa student)

“You meet new students almost every session, and we’re given work to help our vocabulary and maths.” (Year 5-8 student)

“My [Year 3] son, he’s improving his writing... he already knows what similes are, now he can apply it into his writing... [Recently] his writing was used in the school newsletter and the principal wrote that he liked it and said he wrote really well.” (Parent Talanoa)

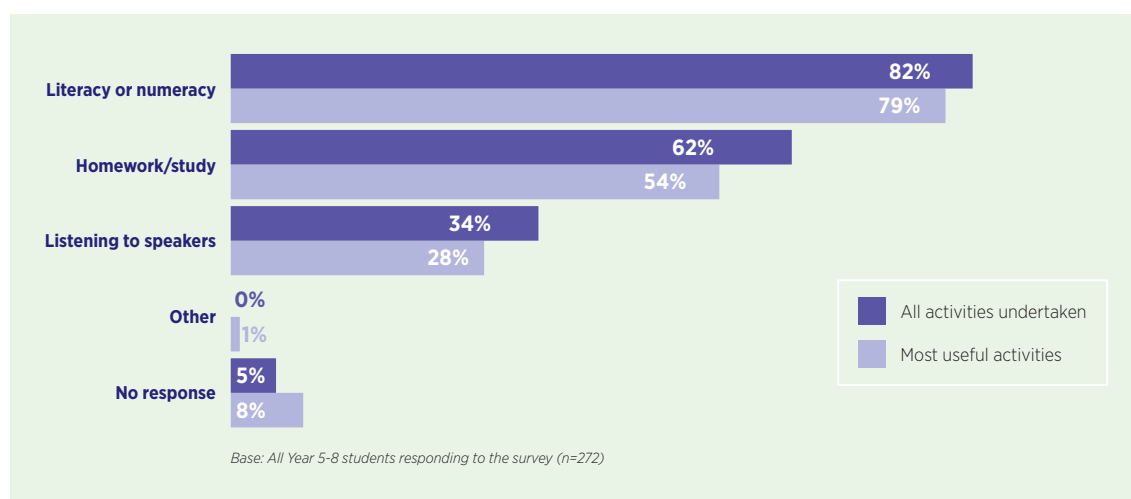
89. They, too, used the time for homework and study to catch up where needed.

“It is very helpful; it helps me to understand better. [I am] able to complete homework on time and build confidence.” (Year 5-8 student survey)

90. Their interest in the speakers was similar to the secondary students, indicating that such presentations were suitable for a wide age range.
91. Areas for improvement that were identified by secondary students related mostly to needing more teachers.

“PowerUP is understaffed, some students miss out and it ends up [for them] being like their school classroom. Next year will be my last year [of PowerUP]. I hope there will be more teachers for the Year 13s and especially for subjects like geography and classics.”
(Student Talanoa student survey)

FIGURE 7: Activities undertaken at PowerUP and that were most useful to Year 5–8 students



KEY OUTCOME 3:

PROVIDES A FIT-FOR-PURPOSE SERVICE FOR PARENTS, FAMILY AND STUDENTS

Key findings

Almost all parents taking part in the *Talanoa* (37 of the 38) gave examples that indicated the PowerUP programme was fit for the purpose. There was strong evidence in the *Talanoa* of the programme being culturally appropriate, inclusive and effective, and meeting local needs. But, as around two in three children attended without an adult family member the evaluators rated this aspect good overall. The challenge for PowerUP is to find ways to engage with Pacific parents, family and the community and to get them to attend some of the adult workshops.

Aspects that make PowerUP culturally appropriate include:

- the programme operates through well-understood and familiar Pacific values
- Pacific culture of hospitality – sharing food is valued as a way of building community, it takes the pressure off parents that evening, and it provides a setting for families to have time to relax together and with others
- there are strong Pacific role models among the teachers, parent facilitators and mentors
- the programme is supported and encouraged by many churches
- the programme encourages parents, students and families to feel connected and this generates a feeling of a safe community
- because participants feel safe, they are less anxious and are therefore able to be more open to learning.

“Its all about education and empowering our Pasifika people to be more creative, reliable and genuine citizens of New Zealand”

(Student comment, Talanoa)

PowerUP is a positive, healthy environment for our Pacific families. Everything is Pacific and to find out how amazing it is [we would tell people] just get in and you will be thankful of making one right choice... We feel very comfortable coming to PowerUP because it is gathering with familiar people.

(Student Talanoa)

Overview of changes noticed

92. The general trajectory of the PowerUP journey for a family is that PowerUP engages with parents, family and students to open doors to learning opportunities in ways that are meaningful, useful and effective. There are three important aspects. PowerUP is designed to ensure that both adults and children quickly settle into the programme and perceive it as a safe space where they can learn. Freed of the anxiety they might experience in other settings, they become open to learning and asking questions. As they became more confident that they can learn and understand, so a virtuous cycle is established which leads to better outcomes.

"PowerUP is a great environment to be in – it brings positive vibes. It has brought new friendships [for my children] with children from different schools – they enjoy relationships with other children they don't normally associate with. Our children are more confident to work alongside their peers. They share their ideas and concentrate with their peers so that they not only learn from [the teachers], but from one another."
(Parent Talanoa)

"We have more faith in ourselves that we can achieve our academic goals and for further studies to get our future careers or jobs. We believe we can be as high achievers as other ethnicities if we commit to our education purposes."
(Student Talanoa)

How PowerUP is culturally responsive?

93. PowerUP operates through well-understood and familiar Pacific values. Families talked of the PowerStations offering a strong place of belonging for parents and children. Participants believed that everyone is valued in the predominantly Pacific environment. One parent commented that PowerUP feels Pacific, in that participants "know how to behave to each other. No one judges you." In another *Talanoa* the whole family felt that Pacific environment at PowerUP was key to their making substantive gains in 2016 and 2017. The students felt that learning in the Pacific environment at PowerUP was a strong factor in their increased confidence and enablement in their own learning. In other instances, there was not specific reference to culture in the *Talanoa*, but it was implied. Families said they "loved PowerUP" and wanted others to come and benefit from PowerUP too.
94. The Pacific value of hospitality was clearly evident. Sharing food was valued as a way of building community, taking the pressure off parents for an evening, and providing a venue for families to have time to relax together and with others. Many attendees commented on this aspect.
95. There were strong Pacific role models among the teachers, parent facilitators and mentors. And there were a number of ways PowerUP was inclusive. A range of Pacific cultures were incorporated into the programme (and non-Pacific were also welcome). A whole-person approach was appreciated by participants, as was the affirmation of Pacific values and ways of being and doing. Interaction between students of different ages was encouraged, building a community of learning.

"I feel that PowerUP meets these needs [within the Pacific community] in the way we cater not only for the child but for the whole family, not only for the academic need but also covering the physical, social, faith, setting rules and regulations, setting the culture for them... PowerUP gives the kids a sense of identity as it is a struggle [sometimes for them to maintain that in the wider society]... We have covered all the cultures [represented] here... PowerUP is very inclusive. It's [also] awesome to see the old ones interact with the younger ones."
(Parent Talanoa)

96. The programme encouraged parents, students and families to feel connected and this generated a feeling of safe community. PowerUP also worked with hard to reach students. The programme successfully supported students who had been excluded from other educational settings or been out of school for a while to reconnect into the mainstream education setting.
97. Both parents and students saw the benefit of working together as a family to achieve education goals and to support each other's learning. There was evidence that families who came to PowerUP took more time to talk to one another to share experiences about what was going well and where they were having difficulties.

Engaging more Pacific parents, adult family and the community

98. While PowerUP is culturally affirming, and clearly fit for the purpose in that way, the challenge remains for PowerUP is to find ways to engage with Pacific parents, adult family and the community.
99. PowerUP clearly contributes to profound and potentially far-reaching changes for Pacific parents, students and families. To demonstrate these changes, this section explores the differences between first-year and second-year attendees at PowerUP. We start by exploring the differences between parents attending for the first and second year. We then summarise the differences noticed overall. Then we repeat this process for students and for families.

"She has worked hard to get back into mainstream education where she has now completed her Level 3 and is the recipient of an award at the end of the year. Had it not been for PowerUP and the continuous support and encouragement from the teachers and other students, she wouldn't be where she is today." (Parent Talanoa)

KEY OUTCOME 4:

POWERUP CLEARLY BENEFITS PARENTS, FAMILY AND STUDENTS

Key findings

PowerUP opens doors to learning opportunities for parents, family and students in ways that are real and meaningful. When PowerUP was originally developed, the programme's branding was "confidence is power". The origin of the term PowerUP was the desire to PowerUP our families, our children, our communities for NCEA success. A consistent theme from parents, families and communities as well as secondary students and Year 5–8 students and those completing the *Talanoa* in 2017, was that the PowerUP programme benefitted them in ways that can be summarised overall as "confidence is power". Because it is so clear how PowerUP benefits parents, family and students, the evaluators have rated this aspect excellent overall.

Confidence manifested itself in a number of different ways:

- Parents also reported being more confident to ask questions and be part of the school community. From reaching out to the school community, new opportunities arose for them outside the PowerUP environment, such as new community roles, new work or study opportunities.
- Parents and children reflected there were differences in the way they were engaging with each other at home. The family environment was primed for learning, and learning became a priority. With more family conversations, the family dynamics shifted as well.
- Students engaged with learning at school and this was noticed by their classroom teachers – they ask more questions, become more confident to contribute to classroom discussion, and complete work more competently.

Differences between parents attending for the first and second year

First-year parents

100. As a general observation, the evaluators noticed there was a similar engagement trajectory for parents starting PowerUP in 2017 as for those who started in 2016. Initially, parents' comments reflected being on a steep learning curve as they became much more informed about aspects of the education system that were currently relevant to their family. Parents quickly joined a cohort of like-minded parents to learn from and support each other. Learning there were others with similar questions was affirming. It made them confident to learn as a group. They rapidly saw benefits. As one parent commented:

"We were afraid to talk about school stuff before because we did not know enough to talk to the kids about it... The strengths from attending PowerUP were that now I am able to talk to my kids about anything that is bothering them about school... [PowerUP is] a great opportunity to engage with your kids about NCEA or other school actions and things you don't fully understand." (Parent Talanoa)

101. Parents said they learned ways to better support their children's education at home. Some of the skills acquired were practical, like setting up routines. Parents said they were also encouraged to reflect on their own approach to learning and how that influenced the ways they supported their children. At times, they decided to change their approach:

"I believe before PowerUP I was like narrowminded – closed to only my way of thinking being the only way. It has really opened my eyes: my kids can do it, they are allowed to make mistakes, and they learn from it. It's their learning journey. I need to stop comparing it to my time at school. It was more about me being scared and trying to protect them more. It wasn't easy, but I have really tried my best. And I'm glad I did, otherwise they might not be here [at PowerUP]."
(Parent Talanoa)

102. In the first year, parents found it affirming that there was an important and rightful role for them in their children's education. Before attending PowerUP they were not so clear about what the possible roles were between the school and home. Through attending PowerUP, parents became much clearer about how to work with the school to support their children's education.

"My attitude has changed as a result of attending PowerUP. [Before] I just made sure my children have done their homework at home. [Now] I have to make sure I take time to visit school, booking appointments to talk with my son's teachers as well as attending the parent interview." (Parent Talanoa)

103. Many parents reflected that initially they thought education was the school's role as they didn't know how to support their learners. They believed that the school were the experts and as parents they trusted the school. It was not that the parents did not want to be helpful or part of their child's learning. Parents genuinely didn't understand that there was a role or a part they could play. When they came to PowerUP, many parents discovered there was a place for them in the education setting. They said PowerUP helped them see how they might best get involved in supporting their children's learning.

104. There was evidence that parents swiftly developed confidence to ask questions to support their child's learning and development at school. Parents said that by asking appropriate questions they had more effective exchanges with teachers at school about their children's education and learning.

Second-year parents

105. Those parents attending PowerUP for the second year in 2017 indicated that they went through a consolidation phase. Second-year parents said they built on the knowledge, understandings, learning strategies, skills and achievements they had learned the previous year. In several instances parents reported their children had successfully completed an NCEA Level and were well on track to pass the next level. Parents said as a result of past successes, they had raised their expectations of their children.
106. There was evidence the second-year parents regularly engaged with schools by email, ringing and making appointments. In that way parents were more proactive in the second year and less reactionary than they had previously been. They could also critique the provision they were getting. They asked the providers for quite specific things they thought were needed and gave feedback on aspects that they thought were really good. By contrast, last year that part of the *Talanoa* was more limited.
107. Parents talked about gaining in confidence themselves and in their own knowledge from PowerUP. Several commented that PowerUP was something they looked forward to all week. Parents talked about how they valued being in the parents' group. Parent conversation was stimulated by workshop topics and also by any issues that may have arisen that week for them. They appreciated being able to bring questions for reflection or problem-solving to the group discussions. A demonstration of this was that some even changed shifts at work so they could attend – as they enjoyed the collegiality of the cohort. One mother even talked about how PowerUP was her “lifesaving” period of the week.
108. Parents' reflections through the *Talanoa* illustrated that PowerUP had encouraged them to change the way they interacted with their children's schools. Once they were more informed about how the education system worked, they also learned that they could ask questions and what questions to ask. They reported being more confident in knowing the sort of questions it was helpful and useful to ask to support their children's learning.
109. Parents thought this change in their approach had the potential to alter the learning trajectory for their children.
110. Parents also talked about wanting to be role models for their children. They learned at PowerUP the importance of learning good study habits: like being organised, using time well, having somewhere quiet and set aside for studying, and doing work as soon as possible. They reflected it was important to set up these routines as soon as a child started school, not leaving it till they got to secondary school.
111. Parents also thought that they had developed more positive relationships with their children because of attending PowerUP.
112. Last year in many cases the children said things like, “I'm glad that my parents now know this [how the education system works] because then I don't have to do it [figure out how the system works on my own].” This year some parents were more anxious for their children, because they had a deeper appreciation of what was at stake. There was evidence that the children supported these parents and encouraged them not to worry. In other instances, parents who might not have thought of themselves as being particularly savvy or confident nevertheless encouraged their children to have strength and confidence and to keep striving – to be strong; to be successful.

“[I'm] actually stopping and listening, letting the students and kids know they are worthy. Kids don't always get it right. Listen to your gut, listen to your kids' views, it's not always [just about] what adults are saying. Given them a chance to tell their story. Giving the attention, thinking of what else you can do [to support them].”
(Parent Talanoa)

113. Some parents also reported that their own circumstances had changed – they had either found employment, decided to further their own education or been invited into leadership roles (such as school boards). They attributed this change to being a result of their engagement with PowerUP or their children's schools.

Summary of important changes for Pacific parents who attend PowerUP

114. The following table outlines the changes that were evident in a number of the *Talanoa* profiles from Pacific parents and family who attended PowerUP. Parents arrive unclear about their role in their students' education and quickly learn how to support student success and lead learning in their home. Over time the ways they support their students deepens. This summary of findings describes the changes over two years.

TABLE 3: Changes in Pacific parents and family adults after attending PowerUP

Before attending PowerUP	After attending PowerUP
<ul style="list-style-type: none"> Parents came with knowledge of their families and communities Just under one-third (30%) of parents were very confident to talk to staff about child's learning (data from the Adult survey) Many parents considered the school's role was to educate the child and they trusted the educators to do this professionally A role for parents in partnership with the school was not well-defined Parents engaged with children's learning by reminding them to do their homework Parents' engagement with the school focused mainly on student behaviour Feedback from parent-teacher interviews was limited The possible pathway for each child through education to employment was not particularly clear. 	<ul style="list-style-type: none"> 57% very confident to talk to staff about child's learning (data from the Adult survey) Parents were affirmed that they had an important and rightful role in their children's education Parents learned details about the education system (national standards and NCEA) and how they worked They developed trusted relationships with PowerUP providers, teachers and parent coordinators as well as with like-minded parents They gained access to people and resources through PowerUP to support their family in learning They had effective conversations with teachers about student learning They provided more effective support for their children's learning They listened to their children more They set up routines to support children to succeed in their school work They said they enjoyed seeing their children succeed and had raised their expectations of what their children could achieve They became more visible in the community due to their children's success As a result of attending PowerUP and being more visible in the schools, opportunities opened up for the parents to take on leadership roles, further education or employment.

Differences between students attending for the first and second year

First-year students

115. As with the parents, those students attending PowerUP for the first time in 2017 experienced a similar trajectory to those who started in 2016. The most noticeable change was that students initially commented on feeling safe to explore their learning needs at PowerUP. A surprising theme running through the feedback highlighted how anxious some students felt and how this impacted on their ability to engage in the classroom.
116. Students appreciated receiving much-needed help to understand school subjects. As they mastered their study material they became excited to accelerate their progress. Students frequently mentioned the benefits of having one-on-one time with teachers and mentors. They appreciated access to teachers and others (such as mentors) who would explain things to them at a slower pace than in the classroom. Students also appreciated the opportunity to develop more effective time management and study skills and the time and encouragement to complete school assignments.
117. First-year students appreciated their parents attending PowerUP because then they did not have to explain the aspects covered to their parents.
118. Children said from seeing their parents at PowerUP they knew they valued them and their education.

Second-year students

119. Second year students saw PowerUP as a place that was run in a Pacific way where they as students were visible and had access to more high-quality teachers. These students confidently expected the PowerStation to be safe place to learn and be “as Pacific”. Some students did not believe mainstream schools offered the same, appropriate level of support. A second-year *Talanoa* student described the issue clearly:

***“The teachers at school, they have lots of students to teach at the same time, so the slow learners like me, they kind of have to forget about us, because they have to teach the others and they kind of have to move on. [PowerUP] is not like the classroom and I get more help here than I do at school. [PowerUP] is a good place to learn.”
(Student Talanoa)***

120. A repeated theme in their comments was that the encouragement received at PowerUP greatly increased their self-confidence to engage in their learning. There were many comments that demonstrated students gained the confidence to seek clarification when needed. With greater confidence, students said they were taking charge of their own learning and achieving well. Students also observed they had learned to persevere when learning or schoolwork was difficult and were more resilient and determined. The evaluators believe the comments suggest students had learned some of the critical skills of being a successful life-long learner.

“I gained in my confidence to be around different people. Because I have social anxiety and I freak out when I’m around people. So, coming to PowerUP has really helped my confidence. It helped me pass [NCEA] Level 1. I wouldn’t have if I didn’t come here. I wasn’t going to school, but I was coming to PowerUP and now I go to school every day. I want to come to PowerUP all the time now.”
(Student Talanoa)

“I don’t have to be afraid/shy any more as I am like the rest of the students at PowerUP. We are there to get the help we need.” **(Student Talanoa)**

Important changes for students who attend PowerUP

121. Table 4 captures the key changes that were evident in a number of the *Talanoa* from students who attended PowerUP. As noted, students were often anxious and feeling lost in class when they first came to PowerUP. They quickly engaged in learning in a safe, culturally responsive setting and made good progress when they could learn in a way and pace that suited their learning style. When they experienced success, their engagement and expectations of learning increased. Over time the ways PowerUP supported students deepened and these cumulative findings over the two years are summarised here.

TABLE 4: Changes in students after attending PowerUP

Before PowerUP	After PowerUP
<ul style="list-style-type: none"> • Just over a quarter (28%) completing the student surveys were very confident to talk to teachers about learning • Some students reported being anxious and feeling lost in class • Many students felt the pace of class was too fast and reported feeling left behind • Many students only partially understood the education system • Some students were not particularly engaged in school or had disengaged with school • The students' peer group may not see it as cool to be smart and succeed at school • No clear links between education and after-school pathways in many cases. 	<ul style="list-style-type: none"> • Nearly two-thirds (62%) completing the student surveys said they were very confident to talk to teachers about learning • They said PowerUP is a safe place to learn, in a way that suits their learning style • They feel much more confident and believe that they can learn • Some said it took them more time to learn, but they are determined and resilient • Those who were not attending school started attending again • They were part of a peer group where it was cool to be successful in education • They felt their parents (if they attended PowerUP) better understood what their education was about and supported it more • They understood what they need to do to be successful in learning • They developed a love of learning when they believed success was possible and they consistently experienced success • They reported that teachers at school commented on a change in their engagement with learning and now worked with them more • They understood why succeeding at education was worth pursuing • They started seeing exciting possibilities for themselves • They were motivated to work towards possibilities and were resilient when there were setbacks • They felt support from their families (if they also attended PowerUP).

Differences between families attending PowerUP for the first and second year

First-year families

122. The evaluators observed that goal-setting appeared more effective when students and parents were involved in the process together than if students did it alone. Some PowerStations had run strong sessions on goal setting. Having clear, well-understood goals gave both the parents and students a clear sense of focus for study.
123. One of the first key changes was families started to prioritise education as an important way to spend family time.
124. Families set up routines and had more purposeful discussions, and the children completed their school work. As the children experienced more positive learning outcomes, this generated opportunities for positive conversations both within the family and between parents, students, teachers and staff at school.

“As a family, we made a decision that we would involve ourselves in church activities on Sundays and the rest of the week we focus on work and school work of my children.” (Parent)

Second-year families

125. In the second year of attending PowerUP a number of families identified that they now did things differently in their home. A common theme emerging through the *Talanoa* was the way they talked to each other had changed. They talked more and made time for each other and for learning.

“Wow it has made a major transformation round the dinner table or breakfast...” (Parent Talanoa)

“We in our family had been too busy for each other, but now we find time bringing the family together – PowerUP has helped with that. We are doing more things together and we support each other more. The best thing is getting to know each other better.” (Parent Talanoa)

“Our conversation is not just getting credits but getting ready and being prepared. We all have dinner, we sit down together, and my kids are telling me what they want, they share, they have better understanding now.” (Parent Talanoa)

126. Parents also reflected that the way students studied now was more purposeful.

“PowerUP has changed my kids. They know what to do for their homework. They just come home and do their homework. My two older girls, they work hard to do their study, especially PowerUP is a big help. I talk to my eldest one, [there is a] big difference from inside the class. She says. “Mum they learn me more good things.” She knows more from PowerUP than from school. That’s why I’m so happy.” (Parent Talanoa)

127. In the second year, parents were more confident to engage with others and have what might be regarded as difficult conversations.
128. Parents also believed they were more able to advocate for their children and that they were happy for them to do so.

“Being able to ask the hard questions, no matter how hard it is, or just asking the question full-stop. No matter how stupid it sounds. And playing an active part in my kids’ education [is what I have learned from PowerUP].”
(Parent Talanoa)

“For my family [PowerUP] has given us an inside knowledge and awareness of how things are done in the education system. And it gives me confidence as a parent, knowing what I’m talking about... [Now] mostly I know the right questions to ask when going to parent interviews, etc.” (Parent Talanoa)

“Yes, my children are happy with me. They think I’m a good Mum for them. If anything for school I’m there to support them. They [are] happy for me to go fight for them. [There’s a] big difference now, I know the things from PowerUP.” (Parent Talanoa)

Family dynamics shifted as a result of attending PowerUP

129. Table 5 outlines the changes in the family that Pacific parents and students observed after attending PowerUP over the two years. There was a clear shift from education being something that happened at school and other aspects of family life being given higher priority at home. Over time families started working together as a more cohesive unit to support and sustain student learning. There was also evidence of the family working towards family goals, which included educational achievement. Over time the ways families engaged with education deepened to really address family aspirations.
130. This section has clearly demonstrated a number of the powerful ways PowerUP benefits parents, families and students.

TABLE 5: Changes in families after attending PowerUP

Before PowerUP	After PowerUP
<ul style="list-style-type: none"> Parents came with knowledge of their families and communities School happened outside the family Family did not have routines that specifically supported learning There were several priorities that all competed for family focus Family discussions were limited and parent-driven. 	<ul style="list-style-type: none"> Family enjoyed PowerUP time together and enjoyed meals with other families – reinforcing the positive aspects of being a family Family started to change routines to support student learning There were closer ties between school and family and the parents were more involved in their children’s learning Types of conversations at home changed: children reported they had more opportunity to talk about their goals as well as what they were working on, progress they were making and to reflect on any challenges they might have encountered The family worked more as a team to ensure that the children all did well at school The family was more supportive of each other and reported being happier and more purposeful As a result of the changing nature of conversations, family relationships deepened and there was greater encouragement of all children to reach their potential.

SECTION THREE:

RANGE OF

PERSPECTIVES

Service delivery from a participant perspective

131. This section assesses how well the PowerUP programme was delivered in 2017, based on the perceptions of Pacific parents, families and members of the communities, as well as students from Year 5-13. Evidence came either from those who, during the PowerUP programme, took part in the *Talanoa* profile process or, filled in the self-completion evaluation surveys in November 2017. It also draws on feedback from providers who gave oral reports of how service provision was proceeding to Ministry staff.
132. PowerUP was considered highly effective by most (34 of 38) completing the *Talanoa*. *Talanoa* feedback indicated that PowerUP was very supportive and met the local needs of many of the families attending (33 of 38). But attendees also thought there was a need to increase the benefits to more community members or families not currently attending.
133. PowerUP was rated highly by the Pacific parents and family members, secondary students and Years 5-8 who attended in 2017. Overall around nine in 10 attendees completing the surveys would recommend the PowerUP programme to a friend, as the following Figure 12 shows. Results were similar to those reported in 2016. Overall, the feedback from families and students regarding the delivery of PowerUP was well triangulated, with feedback in the oral reports from the providers, teachers and parent facilitators.

KEY FINDINGS

The evaluators rated the provision of the PowerUP programme in 2017 as very good overall.

Around nine in ten attendees would recommend the PowerUP programme to a friend. Positive feedback was consistent across 2016 and 2017 from participating Pacific parent and family members, as well as secondary school students and Year 5-8 students.

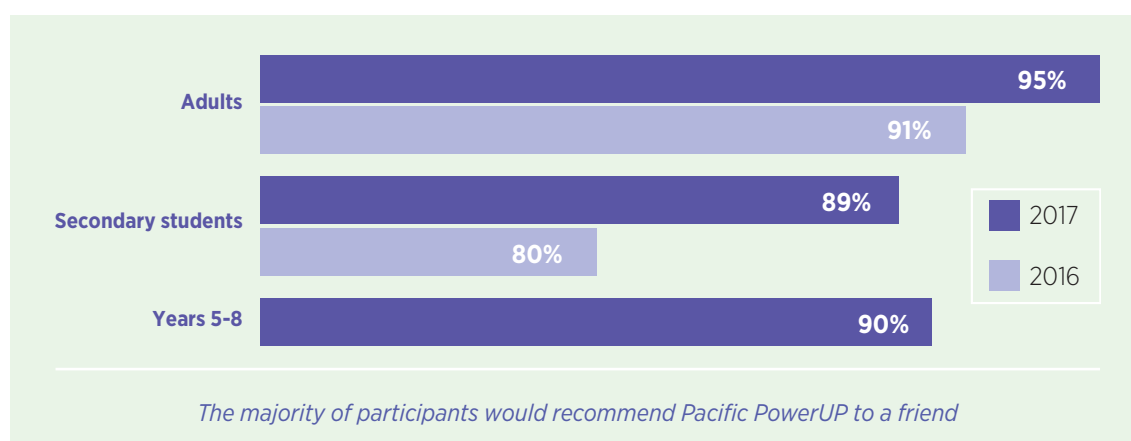
Providers made good progress in bedding in the programme, as indicated in the following quote:

“[Delivering the programme] is easier, because you’ve gotten to be familiar with teachers, attendees, [and] have external relationships. The speakers are willing to help and there is community buy-in. [There is a] good number attending, transport is great, and teachers are on a roster. Difficulty is trying to work around parents who are on shift work.” (Provider)

However, there is still some evidence of variability in service provision, and one of the biggest challenges for several providers is to lift parent or adult family member participation.

Providers appear to have embraced an ongoing commitment to learning and improvement. For instance, a much more thorough *Talanoa* process was undertaken by most providers, and there was greater participation (at least double) in the evaluation surveys in 2017.

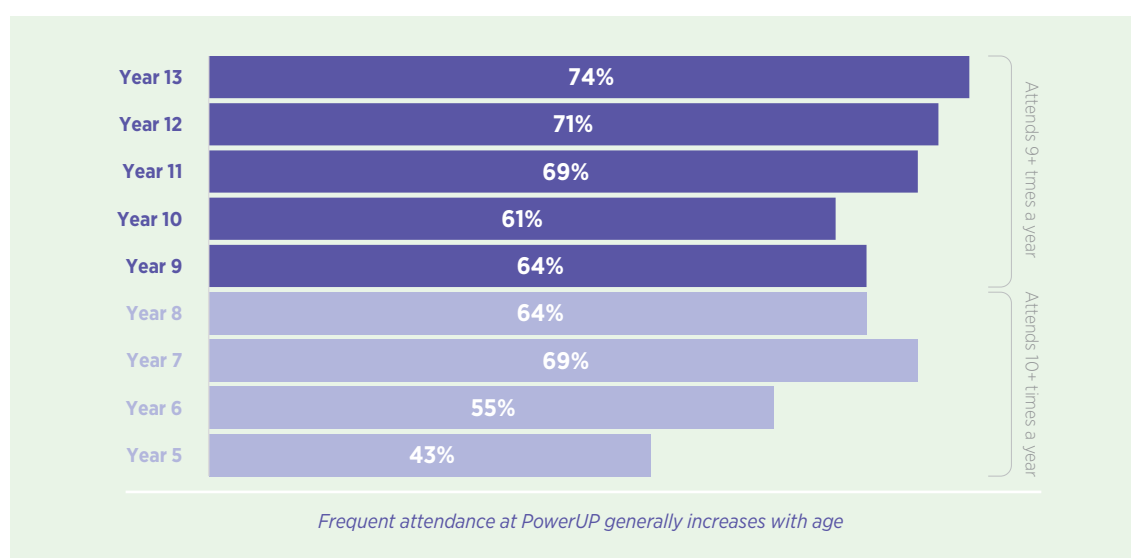
FIGURE 8: Percentage of participants that would recommend Pacific PowerUP to a friend



Extent of student engagement in PowerUP

134. Students completing the surveys were asked how many times they had attended PowerUP⁴. The following chart shows the frequency of attendance for students in Year 5 and above. Note that the responses were recorded slightly differently for the secondary student survey and the Year 5-8 survey, so this was the best estimate of frequent attendance overall.
135. Overall, student rates for attendance at PowerUP were high, particularly for Years 7 and up. On average 67% (over two-thirds) of secondary students came to PowerUP in 2017 nine or more times during the year. The rates were higher for those sitting NCEA. Attendance was recorded differently for the Year 5-8 students but where those younger students come less often, this was possibly related to adult support.

FIGURE 9: Attendance at PowerUP for secondary students & Years 5-8 responding to the surveys



136. There was plenty of anecdotal evidence that many students returned for a second year, based on their comments about building on success from the previous year. This was also supported by provider comments that the programme was easier to run this year because there was a sizeable cohort that had returned⁵.

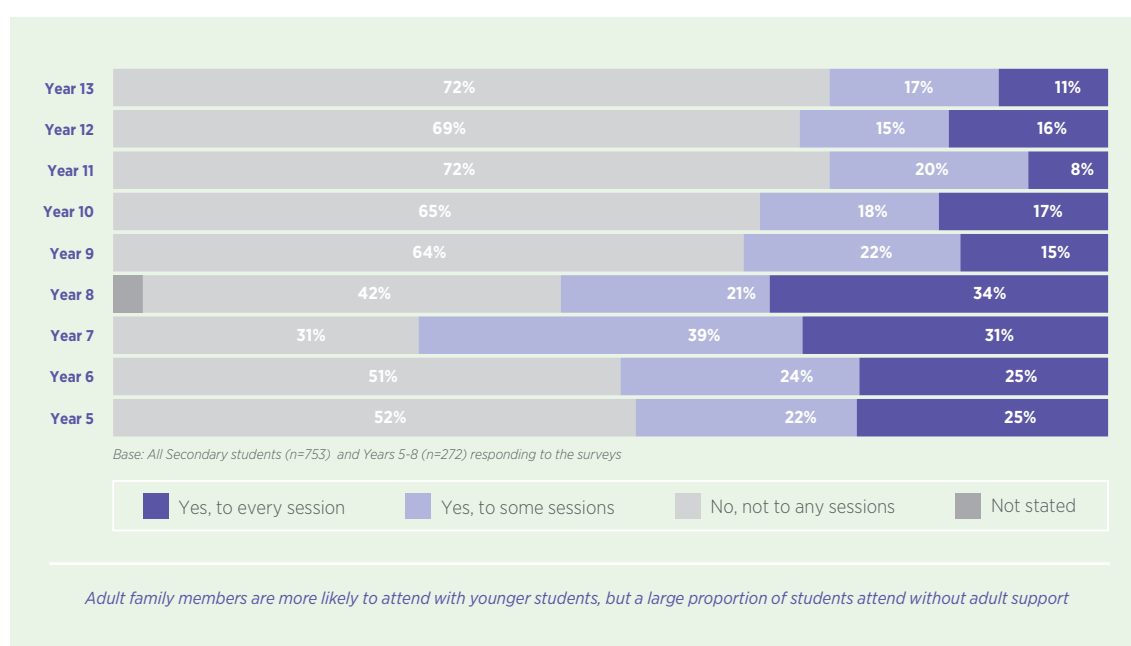
⁴ A new questionnaire was developed for the Year 5 – 8 students, with a different response scale for attendance from that used for the secondary students. It is recommended next year the same scale be used for both groups.

⁵ There was not a question in the self-completion surveys to determine the number of years attendees both adults and students had attended PowerUP. This should be included in future surveys.

Extent of family engagement in PowerUP

137. One of the biggest challenges for several providers is to lift parent or adult family member participation. In 2016 the evaluation confirmed that PowerUP works best when students attend with adult family members – yet in 2017 two-thirds of secondary students responding to the survey attended PowerUP without adult support (68%). This was a significant increase on 2016 when just over half (54%) attended without adult support.
138. The lowest levels of adult attendance were for the older students, which may be in line with the parenting of older children more generally. It is not clear why there is more support for Year 7 students than other age groups. Overall, adult family members were more likely to attend regularly while students were at primary school or intermediate than when they moved to secondary school.

FIGURE 10: Extent of adult family member attendance at PowerUP for students



139. What do we know about parents and family members who attend? Parents were the most common family member to answer the adult survey in both 2016 and 2017. For three-quarters of Year 5-8 students who had an adult attend PowerUP with them, it was one or both of their parents who came with them. Other adults who typically supported students at PowerUP in 2017 were grandparents, aunts and uncles, siblings or cousins, while around one in four adults came in some other role. Some adults attended in multiple roles, taking both their own and others' children. The following table shows the role of adults attending PowerUP based on survey profiles and responses from Year 5-8 student feedback.

TABLE 6: Role of adult attending PowerUP

Role of adult	2016 Adult surveyprofile	2017 Adult surveyprofile	2017 Family member attending with Years 5–8 (student response)
Parent	76%	62%	77%
Grandparent	9%	12%	6%
Aunts or uncles	9%	10%	10%
Sibling or cousin			6%
Community youth leader	5%	5%	
Another role (e.g. caregiver)	19%	23%	2%

140. Given PowerUP is for Pasifika parents family and community members – what attracts adults to attend PowerUP? Adult attendees responding to the survey typically gave more than one reason (on average 1.52 reasons) for coming to PowerUP. This indicated that the programme met more than one learning goal and addressed a range of educational interests. The reasons given for attending PowerUP included:
- 54% were most interested in learning about secondary school and NCEA (compared with 64% in 2016)
 - 53% were most interested in learning about primary school and National Standards (compared with 61% in 2016)
 - 38% were most interested in learning about early learning (similar to 2016 at 39%).
 - 7% were interested in attending PowerUP for other reasons, including obtaining parenting information or to learn about transitioning to tertiary study (compared with 17% in 2016).
141. Nearly three in five (59%) of the adults responding to the survey attended PowerUP 11 or more times in the year. There was a core group (40%) of regular adult attenders who had attended more than 20 times during 2017.
142. We learned more about adults from the *Talanoa*. The profile for the *Talanoa* varied from the survey responses in that they were mostly completed by parents (with some participation from children). Two-thirds of the *Talanoa* (61%) were completed with the mother, 8% with the father, 14% with both the mother and father, and 3% with the grandfather. Families completing the *Talanoa* were typically large, with on average four to five children, and up to eight children. They included a diverse mix of ethnic groups participating in the *Talanoa*⁶, including 32% Samoan, 26% Tongan, 13% Tuvaluan, 11% Cook Island, 11% Niuean, 8% Fijian, 5% Tokelauan, 3% Kiribati, 3% Maori.
143. The issues associated with attracting parents, family and community members to PowerUP are covered on page 18.

⁶ Note this adds to more than 100% as some families represent multiple ethnic groups.

Providers have a better understanding of how to deliver PowerUP

144. This was the second year of delivery for the PowerStations. Nearly two-thirds of the providers who contributed oral reports (11 of 17) and approximately half the teachers (17 of 37) said there were aspects of the programme that were easier to deliver in the second year. Feedback from the oral reports, from second-year parent *Talanoa* and from students, all indicated in many instances there was a calm sense of purpose in the PowerStations in 2017. Feedback from providers was that:

- the students and adult attendees knew what was expected of them, and in most cases there were sufficient attending from last year to help scaffold new attendees in 2017
- they had established relationships with the community, and the community was involved in setting the direction for each PowerStation
- systems and processes were established for some aspects of provision, including transportation
- they were more comfortable with the content of the programme, and roles and responsibilities were established.
- they understood how their contracts worked and what they were contracted to deliver.

145. These quotes indicate ways providers thought things were easier:

“[It was] easier – because of the success of last year. Parents being present and seeing their kids grow. The Champions’ input as leaders but also participating. The venue and connection with different organisations have improved a lot. There has been extra support as well as the clarity at the fono in regards to process, recruitment and having a clear purpose outward.” (Provider)

“ [It was] easier – because we know what we’re doing. As well as, the contractual deliverables are easier and understand. The roles and clientele [were the] same as last year and getting new families coming. Still need more parents.” (Provider)

“[It was] easier this year. Older students in particular are very focused. The students who choose to be here know what they want from the sessions and have been quite proactive in asking for particular support and finding teachers that can help them. A number of teachers have come along just to be involved and this has allowed some great one-on-one opportunities for students. Still not enough parents, but those who come get what they need. I think we have identified the most useful approach for getting started with parents.” (Parent facilitator)

146. While the programme was easier to deliver in some respects, there continued to be challenges for providers. In total around half the providers (8 of 17) said some aspects of the programme were harder to deliver this year. Aspects that made provision harder, according to providers, included:

- increased numbers of students attending, particularly many younger students. Those children attending without parents were harder to settle into the programme. Providers observed that parents attending, helped settle their children.
- finding the right venue – for instance when the venue was not particularly suitable it was hard to create a communal space, or the venue might be “echoey” and hence noisy
- sharing the teaching resources with another PowerStation on the same day. Where this occurred, it reduced the flexibility for service provision
- meeting the needs of returning families by refreshing the material delivered.

*“The ones that come with their families are generally more settled. When they come alone (especially the primary kids) they take a little longer to get situated, until they are allowed access to a computer and their school work.”
(Teacher)*

*“[It has been more] challenging. How to cater to returning families, felt like 2016 needed refresh. Teachers have helped, changed the time. More [families] this year than last year. Difficult to find the right day.”
(Provider)*

147. The oral reporting demonstrated that the providers understand the potential of the programme to support student achievement. As providers’ confidence in running the programme grew, some reported making room for an organic, natural response to their community’s needs. In addition, there was evidence of an ethic of care, for example: keeping in touch with families who were not attending regularly or changing nights to be better aligned with parents’ shift work. As a result, of this adaptation providers reported parents were positive about the programme.

148. However, providers noted it was a challenge, particularly for those supporting large numbers of students, to meet all their learners’ needs. There was a call amongst providers for funding for more sessions a week, and for the help of more teachers at secondary level across a range of subjects. Access to great English and Maths teachers across all schooling levels was considered essential to support student progress. There was also a call for more internet access, as some students came to PowerUP to use computers, which they did not have access to at home.

There are still issues associated with achieving and maintaining parental/family involvement

149. PowerUP is for Pacific parents, families and members of the community. Providers clearly understand the importance of Pacific parents, families and members of the communities attending PowerUP with the students. Without adult involvement to implement aspects of the programme designed for the home setting, as described on page 31–32, a whole prong of the intended benefit of PowerUP does not occur – the sustainable wrap around in-home change. Thus, students who attend without an adult family member only gain some of the intended benefits of the programme.

150. Providers were selected to run PowerUP by the Ministry on the basis that they claimed to have knowledge of, and credibility in, their communities and would be able to mobilise whole-family participation. While there has been an increase in student participation, there has not been a corresponding increase in adult participation in some PowerStations. Some providers were still finding it challenging to attract Pacific parents or family members to participate.

Mobilisation approaches used by providers

151. In 2017 providers used a wide range of mobilisation approaches to make families aware of PowerUP and to encourage them to attend the PowerStations.
152. A key approach was using word of mouth through champions within the communities. Some providers maintained they were quite systematic in approaching potential new families.
153. In addition, other key stakeholders such as church leaders and principals from local schools were contacted to make them aware of the programme. These stakeholders are important opinion leaders who appear to be supporting the programme in their communities.
154. Along with the personal approach, a Pacific media network communication strategy was used drawing on a range of media to raise community awareness of the existence and benefits of PowerUP. Media channels included radio, Facebook groups, community meetings, and community, school and church newsletters.

What new parents saw

155. *Talanoa* from the first-year families showed that both word of mouth and social media were important and successful mobilisation tools. Both had an important role to play.
156. In many instances new parents coming to PowerUP were encouraged to bring their families along by people they trusted – other close family members (brothers, sisters or cousins) or close friends or people they knew from their church.
157. At times the children firstly attended with others and then encouraged their parents to attend.

“There has been extra support as well as the clarity at the fono in regard to process, recruitment and having a clear purpose outward.” (Provider)

“Our approach was different this year, [we] split the responsibilities [with] 10 families per person [and] used ‘word of mouth’.” (Parent facilitator)

“I came to know PowerUP Plus Programme from some of the mothers I know who attend the programme. They love the programme. I therefore made the decision to come... with my children.” (Parent Talanoa)

“It was my daughter. She signed up and [they] said that if they don’t bring their parents then they couldn’t come. We both decided [to attend].” (Parent)

158. Other parents reported learning about PowerUP through social media such as Facebook, community noticeboard posts or the school newsletter. While social media piqued their initial interest, adult participants generally followed up by talking to someone from the school or community. This indicates the importance of schools knowing about and supporting the programme.
159. Once parents and families attended PowerUP they were likely to comment positively about the programme in the community. Many of the parents who attended said they “loved attending PowerUP”, and often the students said they “loved” their parents attending. Children said that when their parents were unable to attend they still went – but they didn’t feel as settled. A number of students commented that they prefer it when their parents attend. Parental attendance signalled to children that education is important – not just for the child but for the family. Students made comments such as, “because Mum and/or Dad comes it makes it important”. This theme ran through comments from both first-year and second-year students’ *Talanoa*.

Ongoing challenges

160. While the word-of-mouth approach was effective with some families, providers reflected it was often not enough on its own to get Pacific parents or family members to attend. Clearly parents have high trust in the programme and believe their children will be safe and benefit from attending. But somehow either the value of coming themselves did not seem compelling enough, or there were some other serious barriers to attending.
- “A lot of parents don’t see the value [if they] haven’t come to see [what happens at PowerUP].”
(Parent facilitator).*
- “Parents’ assumptions are their kids are safe at PowerUP so they just drop [them] off.” (Parent facilitator)*
161. The *Talanoa* shows that many of the students came from large, busy families, where parents were genuinely stretched. Perhaps those who don’t attend are even more stretched. Therefore, there is the question of how PowerUP might evolve to engage effectively but in a less time-intensive way, with the families of the more than two-thirds (68%) of students who came without adult support.
162. The first key differences that made a difference for parents and students were when:
- parents better understood how National Standards and NCEA worked and what they were entitled to expect from the school
 - parents were involved with students in setting goals at PowerUP and linked these explicitly to the students programme of learning.
 - students got access to highly skilled teachers for one-on-one support.
163. As one parent reflected – what other ways might this knowledge be shared with adult family members?
- “Since not many parents attend in every session, [the PowerUP provider] should work more with different community leaders to broaden the understanding of adults and convince them that working along with their children will encourage them to be more engaged and committed which leads to high achievers.”
(Parent Talanoa)*

164. The challenge for PowerUP providers to find ways to engage with Pacific parents, family and the community to attend some of the adult workshops still needs to be addressed. It is not clear if this lack of attendance is due to:
- providers' mobilisation approach being ineffective
 - there being some solvable barriers to parents attending, such as unsuitable time of day, day of week or location
 - some other contextual factors, such as parents finding the high number of sessions off-putting.
165. Other relevant questions include: Are some parents in jobs with inflexible hours or working multiple jobs in employment that is at risk (where for instance they feel they cannot ask for time off). How can PowerUP meet the needs of families under this kind of pressure? Might some other delivery mechanism work better in these cases?

SECTION FOUR: CONCLUSION

166. In 2017, the evaluators observed that PowerUP in many instances supported profound change in the attitudes, beliefs and behaviour of Pacific parents, families and students regarding education and ways to engage with schools. This was also the finding in 2016. What was interesting in the second year was the way change became more deeply embedded within families, to the benefit of both students and parents.
167. Many Pacific parents and students commented that PowerUP works inclusively and shares ownership of the programme between providers and the local communities. Parents reflected that there was sufficient flexibility built into the programme to jointly decide on further areas of interest to address, which were delivered alongside the core PowerUP curriculum. Providers also said they could be responsive to community requests. As a consequence, it was evident to the evaluators that the programme was run from a Pacific world-view and was seen as a safe and helpful programme. The programme was run in a manner that built the confidence and enthusiasm for learning of the students, adults and families who attended.
168. The evaluators found overall PowerUP made a worthwhile and valuable contribution by actively supporting Pacific parents, families and communities to support their children's learning. The programme provided effective academic support that helped accelerate Pacific participation in early learning and lifted achievement for Pacific primary and secondary students. Therefore, the evaluators rated the programme very worthwhile overall.
169. The evaluators observed that there was an assumption that those Pacific families who were second or third generation in New Zealand would have learned how the education system worked, but that was not always the case. Those from the Pacific (from all generations) still innately wanted to hold on to their culture, as well as experiencing some acculturation with the New Zealand ways of doing and being. Therefore, PowerUP is an important initiative for Pacific families. PowerUP explains to Pacific families how the education system works and is delivered in ways that draws on the strengths of and affirms being a Pacific person.

What have we learned that is important to deepen or widen the reach of PowerUP?

170. Learnings for deepening or widening the reach of PowerUP were framed through the work of Coffman (2010) and Harris (2010) which identify possible scaling mechanisms (replication and adaptation) and the variables that are important in implementation (fidelity of implementation, generalisability and adaptability). It is recommended the next round of evaluation in 2018 focus on how the reach of PowerUP might be deepened and widened and what communities would be best suited for this.
171. It is evident at this stage that there is a clear theory of change for PowerUP and the programme has demonstrated both a need and how it helps to address it. This is important for explaining the programme's approach when inducting those new to it. Currently, PowerUP is operating successfully in a number of settings. There is an opportunity to deepen the reach in communities in which the PowerStations are operating successfully.
172. Aspects of the PowerUP programme necessary for success are outlined in the evaluation. There is evidence of providers adapting the programme to meet the interests of their communities. There is good buy-in to the programme in a number of communities.

173. There are a number of core aspects of the programme which need to be implemented with fidelity – providing a safe Pacific space, encouraging adult family members to attend and supporting them to own the space, and providing high quality teachers.
174. The programme appears suitable for many of the communities in which it is currently operating. It would appear some communities are readier than others, as the delivery, while having improved on the previous year, is still variable. Further work needs to be done to identify how communities who are less ready might be better supported to run PowerUP.
175. There is clear learning that the programme does need to adapt to the local conditions and that providers are doing this. The Ministry has a culture of sharing promising practices and lessons already built into the programme. Providers come together each year and the evaluation findings are shared, and this has resulted in much greater buy-in to the evaluation process in 2017, compared to 2016.
176. The Ministry may wish to consider ways to coordinate and operationalise the programme. A shift from a central to a regional office ownership of PowerUP may be useful in supporting communities longer term.
177. On the supply side (that is in schools) support for teachers and schools may also be required. This will ensure schools are able to meet the needs of Pacific students who are now better equipped to engage with mainstream classrooms – as a result of attending PowerUP.

What have we learned that might be useful to schools?

178. The evaluators reflected that PowerUP offered Pacific parents, family, community and students:
 - An environment where it was safe and possible for them to question and where they learned to question effectively. Parents gained confidence from the programme to engage with teachers in a different way after attending PowerUP. This is testament to the effectiveness of the programme.
 - A chance to learn the rules of engagement in the New Zealand education system. All the activities of the programme showed Pacific parents, adult family and students how to operate and manoeuvre within the education system, so it worked for them, without them having to change the essence of who they are.
179. Pacific students need to feel confident in order to ask questions. They need to have effective one-on-one support with skilled teachers who know and understand their learning needs. Many appeared to be receiving this kind of engagement at PowerUP but not in the mainstream school settings.
180. This raises some related questions. If Pacific students are not progressing well in class, what are the alerts and processes for remediating this urgently at school? Currently Pacific students attending PowerUP often rely on support from teachers other than their usual teacher to scaffold the learning they required. Where is the accountability within schools and of their classroom teacher? Do classroom teachers need additional support to work effectively with Pacific students?
181. Pacific students also commented that at PowerUP they had time to complete the work in an environment conducive to study, with a cohort of other Pacific students who wanted to experience success. How can a similar learning environment be fostered in schools? It was appreciated that at the same time the students were attending PowerUP they were engaging with school, and school was undoubtedly contributing to their educational achievement. But it seemed there were some consistent barriers that PowerUP helped overcome. How might these be addressed within schools?

Final thoughts

182. Reflecting on the nature of Pacific culture and culturally responsive approaches, the literature reports that when working in a Pacific culturally responsive way it is important to maintain really high expectations that all students can learn (Fullan, 2010) and provide sufficient scaffolding for Pacific learning (MacDonald & Reynolds, 2017). PowerUP appears to scaffold learning very well. The evaluators saw evidence that after providing information, sufficient scaffolding was provided for both parents, family and students to learn and engage effectively.
183. PowerUP was always intended to drive change from the community side into schools, and it has clearly done this. By offering an alternate to the traditional school setting, PowerStations were able to tailor the environment to be optimal for Pacific learners, both parents and students. Learning how the education system works, getting one-on-one access to highly skilled teachers for support and setting goals with parental support appeared to be the cornerstones which helped to effect change in both the home and school settings for the learner. Change manifests itself in the parents and students asking more questions, working more collaboratively and being more demanding of their own success. PowerUP consistently delivers this change.
184. The evaluation reconfirms last year's finding that the PowerUP programme was very effective at realising key outcomes for those Pacific parents, families and members of the communities, primary and secondary students and children under 5 who attended. The challenge for 2018 is to increase the reach to get more Pacific parents, other adult family members and community to engage with PowerUP.

APPENDIX ONE: DETAILED METHODOLOGY

185. The providers collected data from parents and families attending the PowerUP PowerStations, and this internal data collection formed the basis for the evaluation.
186. This section describes the evaluation-specific methodology used for this evaluation. Evaluation is the systematic determination of merit, worth or significance (Scriven, 2012). An evaluation-specific methodology was applied for this project, which is an approach that provides robust information about how good the evaluation subject is, whether it is good enough, and how it can be improved (Davidson, 2005).
187. For accountability purposes the evaluation determined the extent to which the PowerUP programme met its intended objectives and whether it is for purpose; and how effective the programme was at realising key outcomes? For learning purposes, the evaluation determined what change (if any) occurred over time; what this change looked like for the participants as a result of attending the programme; how these insights might deepen or widen the reach of PowerUP?
188. The Key Evaluation Questions were:
- KEQ1: Overall how worthwhile was the programme?
 - KEQ 2: How effective was the programme at realising key outcomes?
 - KEQ 3: What changes occurred for the families who attended?
 - KEQ 4: How well was the Pacific PowerUP programme delivered in 2017?
 - KEQ 5: What did we learn that is useful going forward, focusing on deepening or widening the reach of PowerUP?
189. The evaluation reporting was framed around the same criteria that were developed in 2017 for the evaluation of the 2016 programme. These are detailed below.

TABLE 7: Role of adult attending PowerUP

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

Levels of performance

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

TABLE 8: Performance levels

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

191. Data collection was undertaken in three ways:
- using a guided *Talanoa* process with parents and children from June to November 2017
 - using self-completion surveys with Pacific parents and families, secondary students and Year 5 – 8 students attending the final weeks of the programme from PowerStations that were operational from April through to November 2017
 - Using oral reports completed by Ministry staff with providers, teachers and parent facilitators for each PowerStation from April through to November 2017.

Guided Talanoa

192. A unique aspect of this evaluation was the use of a Pacific research method – *Talanoa*. *Talanoa* was utilised as the process to interview or converse with the families. *Talanoa* is made up of “tala” – “talk” and “noa” – “normal”. *Talanoa* means outcome through talk, decision through discussion or to discuss a topic. It is used throughout the Pacific and is a formal, recognised research methodology (Vaiolleti, 2006) used predominantly in Pacific research to talk in a natural manner through a topic or phenomena showing up the thoughts, feelings, views and perceptions of the people talking. *Talanoa* was considered the most useful and authentic way to engage with the parents and families participating in PowerUP.
193. A guided *Talanoa* series was developed by the Ministry of Education’s Pacific Education team, based on a set of questions that guided the parents and families through their experiences of the programme. The purpose of the *Talanoa* was to provide parental and family voice on the value of attending a PowerStation. As such they were valuable in showing Pacific parental beliefs, values, attitudes towards and expectations of the education system and schools in New Zealand. These lived experiences shape how Pacific parents see their role within education for their children. The *Talanoa* also provided a valuable window into what these families learnt during PowerUP, how they used this, and if and how this information changed their beliefs, values and attitudes to education. The *Talanoa* are also valuable to show effective or meaningful ways schools can engage with Pacific families to support their children.
194. The *Talanoa* questions focused around six thematic areas developed by the Ministry of Education:
- Pacific demography – including where born, how many in family, languages spoken
 - Early learning and primary education – where, their experiences, what decisions they made for their children, how they supported their children, the home-school relationship, their educational knowledge, beliefs and assumptions regarding education.
 - Secondary school education – parental choice, expectations, involvement with their children’s learning and aspirations for their future.
 - What they learned at PowerUP about the education system and how they supported their children
 - What actions they took as a result of this information, knowledge and how this altered or change their beliefs and perceptions about education
 - The outcome of their new knowledge or the action they took on their children’s education and their attitudes towards education. Their messages for schools and other parents and families? What made the difference?
195. Providers collected *Talanoa* over 26 weeks in 12 *Talanoa* sessions. Thirty-eight families attending the PowerUP PowerStations participated in the process. Generally, two *Talanoa* were collected from each PowerStation. This usually included both a family attending the PowerStation in 2017 for the first time and another attending for the second year. The Year 1 family was to test the assumptions developed from the previous Year 1 family and a Year 2 family to show progress. This data collection was part of a broader plan to collate longitudinal data over a three-year time span. Through the *Talanoa* it is anticipated the change that occurs both in family knowledge and outcomes from attending PowerUP will be captured.
196. First-year families were included in 2017 to test the conclusions from the 2016 year. In the 2017 year the focus was to see if the changes observed in the first year were repeated.

TABLE 9: Longitudinal approach to sample selection for *Talanoa* in each PowerStation

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

197. The voice of the children was added to the *Talanoa* this year. During the *Talanoa* process children were questioned on three occasions. This strengthened the children's voice in this evaluation and allowed triangulation of adult and student comments. It was found that many of the *Talanoa* observations or comments made by parents were also made by the children in separate interviews.

PowerUP Evaluation Surveys

198. Three versions of a short self-completion survey were developed by the Ministry for Education's Pacific Education team. They were given to providers to administer to adults and secondary school students and Years 5–8 students attending PowerUP. Survey responses provide an overview of what attendees learnt and what they see as strengths and weaknesses of the PowerUP programme.
199. One-hundred copies of each version of the survey were sent to each provider in late October to give out to participants in the last three weeks of the programme. The self-completion surveys were in English. They contained six questions for adults and 11 questions for secondary students and 14 questions for Years 5–8. The completed surveys were returned to the Ministry for data processing and analysis. The following table shows the proportion of secondary students and Year 5–8 students who responded to the surveys. In 2017 there were over double the responses achieved in 2016 (753 compared with 344) for the secondary survey. Overall there was reasonably even representation across all year groups.

TABLE 10: Profile of secondary students and Year 5–8 students responding to the surveys

Secondary survey	2016 %	2016 n=	2017 %	2017 n=	Year 5–8 Survey	2017 %	2017 n=
Year 9	16%	55	17%	137	Year 5	25%	69
Year 10	21%	71	19%	152	Year 6	21%	59
Year 11	23%	80	28%	193	Year 7	24%	68
Year 12	23%	80	21%	143	Year 8	28%	69
Year 13	15%	50	16%	127	Other	0%	4
Other	2%	8	0%	1	No response	2%	3
Total	100%	344	100%	753	Total	100%	272

Calculating response rates

200. One-hundred paper surveys were sent to each of the 19 regions for students and 100 for parents (200 in total). Thus, the most questionnaires that could have come back was 100 from each provider for each students and adults. The only region not returning any surveys at all was Dunedin. Hamilton returned a different survey than the one specifically developed for the evaluation for the adults. That data was not included in this evaluation.

TABLE 11: Number of survey responses from each of the regions

	Adults		Secondary students		Years 5–8	
Region	Number	%	Number	%	Number	%
Hamilton	0	0%	33	8%	18	8%
Christchurch West	15	5%	8	0%	20	2%
Christchurch East	20	6%	28	1%	22	3%
Glen Innes	4	1%	56	9%	3	1%
Mangere	14	4%	25	3%	16	7%
Tauranga	14	4%	20	0%	8	0%
Tokoroa	78	24%	237	18%	19	4%
Otara	6	2%	43	6%	6	2%
Mt Roskill	11	3%	10	2%	17	4%
Rotorua	14	4%	21	0%	8	0%
Palmerston North	11	3%	17	0%	8	0%
Ranui	53	16%	64	14%	24	12%
Porirua	18	5%	21	3%	7	2%
Hutt Valley	3	1%	4	1%	9	6%
Otahuhu	11	3%	18	2%	26	9%
Kelston	3	1%	98	19%	0	0%
Napier	17	5%	21	5%	24	16%
Flaxmere	18	5%	20	5%	27	16%
Wellington	19	6%	9	2%	10	6%
Grand Total	329	100%	753	100%	272	100%

201. Response rates were 54% (753+272/1900) for the student survey overall and 17% (329/1900) for the adult survey (based on all regions participating). These response rates are much improved on last year where the response rate was 19% for students and 11% for adults.

Oral reports

202. Two oral reports were completed by Ministry staff with providers, teachers and parent facilitators for each PowerStation from April through to November 2017.

TABLE 12: Number of responses for oral reports

Role	Number included in oral reports
Providers	17
Teachers	
ECE	7
Primary	14
Secondary	16
Total	37
Parent facilitators	7
Total	61

Analysis, synthesis and reporting

203. The Ministry arranged for all survey responses to be entered into excel spreadsheets. The Ministry members of the evaluation team also read all the *Talanoa* responses and assessed the extent to which they showed evidence of change on a number of aspects which they then coded onto a coding sheet. These coding sheets were also data entered into excel spreadsheets.
204. Once data entry was completed Pragmatica Limited undertook the analysis using pivot tables. A summary of key data was prepared to share with the rest of the evaluation team.
205. There were two sessions where the findings emerging from the data were discussed by the evaluation team. At the second session, a sensemaking process was used to enable the Pacific Education team members and the internal evaluator to convey the most important findings to the external evaluator who was then charged with writing this report.
206. The sensemaking method originates from the work of Phil Capper and Bob Williams. It was originally published as CHAT – Cultural-historical Activity Theory (Capper & Williams, 2004). This method is the same as a key component of HSD who describe it as “Pattern Spotting” (Eoyang & Holladay, 2013). The method involved five stages (Eoyang & Oakden, 2016):

- **Stage One:** We took a broad overview looking at the data overall – before getting into the detail. We asked, in general what is this data telling us? Then we identified the key generalisations. For instance, we noted that, in general, parents were attending the PowerUP sessions, and a number of them had attended a lot of sessions.
 - **Stage Two:** Then we asked, what are the exceptions? We also looked to see if there are any outliers – either excellent or poor ratings that need to be taken into account. For example, we observed that there was still a sizeable group of parents who were not attending sessions with their learners.
 - **Stage Three:** Then we looked for the contradictions – aspects that might provide insights. For example, we observed that students reported they were talking about PowerUP with their parents even if they didn't attend and said that they would have come more often if their parents did attend.
 - **Stage Four:** Then we considered the things that were surprising – either because they are there or because they are missing. And we considered what might be learned from them. For example, we noticed that the parents who did attend PowerUP sessions seemed to come on board with the programme and differences were noticeable in just a matter of weeks in their understanding of ways they might support their learners in the *Talanoa* profiles.
 - **Stage Five:** Finally, we considered what was still puzzling, and explored these puzzles rather than explaining them away. For example, we wondered, given the benefits to students of families attending PowerUP, how we might mobilise more families to attend.
207. Once the five stages were completed, we made judgements for each of the evaluation criteria and then checked whether the judgements seemed sensible and whether there was sufficient evidence to be credible and plausible.
208. This sensemaking session provided clear direction to Pragmatica Limited to write this report, whilst incorporating a Pacific perspective.

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