

# Te wāhi o te whānau i roto i ngā mahi rīpoata

1

## **Helena Baker - Principal, Te Kura o Tākaro**

If you take the time to get to know your people well and build genuine relationships, that is what is going to be the best thing for that child and their education

Parent focus

## **Michael Absolum - Director, Evaluation Associates**

The importance of PAI, Public Achievement Information is the same as the importance of having our country engaged in a conversation that leads to some agreement about the value and the importance of education.

## **Adrienne Carlisle - Evaluation Associates**

Its an interesting thing, but actually what came out of our research most strongly, was that, parents wanted information from schools, they wanted that trust between home and school established so that they could create the partnership, but it was a three-way partnership, rather than a two-way between Ministry, schools and whānau, so that those three legs of the stool if you want, had all to be working together to get this working properly.

## **Ruth Tate - Evaluation Associates**

The PAI has provided them with lots, saturated them with lots of information. But, whānau need support to understand and make sense of the purpose behind sharing this data with them, what they might be able to tell from that. There's a lot of education around that that I think needs to happen.

The schools that did that well, from the ones that we surveyed, were the ones where there was real commitment by the school leadership to bring the parents alongside in the journey.

## **Helena Baker - Principal, Te Kura o Tākaro**

The global reports that you might give to a Board, we have tried to make them available to the whānau. Nobody really is that much interested in reading a report like that. So we'll take pieces of it and report that back to the whānau. To help whānau understand that information you have to really do it on a one to one basis. You've got to have someone who can talk through the data of the child with the parent rather than expect them to get it from a big report.

## **Adrienne Carlisle - Evaluation Associates**

The other side of that is Ministry reporting, and they've done a very good job in that, its available, all of the data is gathered together, so at a glance you can see how particular areas are doing, how particular cohorts are doing. But, its difficult to access in terms of understanding how you go about it, and its difficult to access in,

what am I going to do about it?

## **Helena Baker - Principal, Te Kura o Tākaro**

I've shown whānau in whānau hui in the Education Counts website and things like that, and you know, you get the glazed over look. The important thing is to get that whānau along side you and to reinterperate that together, and spend the time doing that, and I spend a lot of my time doing that, and what the challenge is for us as a school now, is not to just have one person who does that, so, the principal will meet with you to discuss your data. Its that every teacher can talk about the child in their class in that way, can talk from that data level, analyse it in language that is plain to the whānau, and that together, you can understand where to next for your child.

## **Michael Absolum - Director, Evaluation Associates**

Talking to a group of principals recently about their goals for the year, and they were talking, to my mind, in a way that seemed to me to be far more focussed around student achievement than it has ever been in my time in education.

## **Helena Baker - Principal, Te Kura o Tākaro**

So what its meant for the teacher is that they've had to come to a place in themselves where they, they're happy to share truthfully whats happening in the classroom with that child. So you can't just say everythings great, you've got to be truthful and honest, and the other thing is, when you can say to a whānau what you're going to do about it, what you, the teacher, that's faced with that child everyday, is going to do, that's over and above, it creates that whole feeling of trust and builds the relationship you really need to make a difference.

## **Adrienne Carlisle - Evaluation Associates**

Relationships need to be built on trust and there needs to be trust between all of the partners in there, that that evidence certainly is valid and is going to make a difference. So that if there is something wrong then something is going to be done about it.

## **Michael Absolum - Director, Evaluation Associates**

This phase of the research is about unlocking the things that we've never really made as visable before, they've always been there, but we're making them more visable. National Standards, the achievement information that's captured with National Standards is a mechanism for making that discussion happen.

## **Helena Baker - Principal, Te Kura o Tākaro**

That's the key I think for the data, if I can say that. Its not the wider report, its what

## **Te wāhi o te whānau i roto i ngā mahi rīpoata**

3

you're going to do at that grass roots level, and its face to face, its with those people present. And, what we've found is the moment you start entering in to a relationship like that, it is based on honesty and care, and all care and responsibility, then, you start to make a difference, and you start to see those amazing stats that start to grow, and they don't just grow as children go through the school, they're the sort of statistics that go up on the end, straight up like that, and we've seen it, and all we can put it down to is the connections that we've made with that whānau in that way.