

NCEA me te Whānau and NCEA ma le Pasifika

An evaluation of NCEA me te Whānau and NCEA ma le Pasifika programme of workshops by NZQA



Keita Durie and Melissa Denzler

Rangahau Mātauranga o Aotearoa | New Zealand Council for Educational Research
Te Pakokori,
Level 4, 10 Brandon St
Wellington
New Zealand

www.nzcer.org.nz

<https://doi.org/10.18296/rep.0061>

© New Zealand Council for Educational Research, 2024

NCEA me te Whānau and NCEA ma le Pasifika

**He arotakenga i te hōtaka awheawhe
NCEA me te Whānau me NCEA ma le
Pasifika nā NZQA**

**An evaluation of NCEA me te Whānau and NCEA ma le Pasifika
programme of workshops by NZQA**

Keita Durie and Melissa Denzler

2024

He mihi | Acknowledgements

Kei aku nui, kei aku rahi, kei aku whakatamarahi ki te rangi, kei aku whakateitei ki te whenua, tātou mā e nanaiore ana ki te taumata angitū, tēnei ka mihi.

We extend our gratitude to the individuals whose contributions made this project possible.

Firstly, we would like to express our appreciation to the participants of this evaluation, including the whānau members and school coordinators, whose willingness to share their experiences and perspectives enriched this mahi. Mei kore tēnei arotakenga i a rātou, nā reira, kei te rere ngā mihi ki a rātou.

We would like to mihi to Renee Tuifagalele and Georgia Palmer for their dedication and support in data collection, and organising and preparing transcriptions, which enhanced the quality of this mahi—e mihi kau ana ki a rāua.

We would also like to mihi to Sally Boyd, as the project sponsor, for providing ongoing guidance and mentorship, and reviewing of this report. Her support was instrumental in shaping the direction of this project—ka nui te mihi ki a ia.

He Ihirangi | Contents

He mihi Acknowledgements	iv
He whakarāpopototanga Executive summary	1
He kitenga Findings	1
1. He kupu whakataki Introduction	2
Ngā hui The workshops	2
2. Te arotakenga The evaluation	4
Te take Purpose	4
Ngā hunga whaipānga Key stakeholders	4
Ngā pātai Evaluation questions	4
Ngā tikanga matatika Ethics	5
3. Te huarahi arotakenga Methodology	6
Adaptive evaluation	6
Ngā huarahi kōhi raraunga Data collection methods: Mixed-methods outcome evaluation	7
Tukanga whiringa Selection process	8
Tātari raraunga Data analysis	8
Ngā herenga matua Key limitations	9
He whakamārama o te raraunga A quick guide to reading descriptive data	9
4. He kitenga Findings	10
The workshops have a positive impact for whānau, Pacific families, and schools	10
Whānau and families have an increased understanding of NCEA	12
The workshops are engaging and implemented well	15
He whakarāpopototanga Summary	20
Unintended positive outcomes	21
He kupu tūtohunga Recommendations	21
Ngā tohutoru References	23
Ngā āpitahanga Appendices	24
Appendix A: Short questionnaire	24
Appendix B: Interview questions	28
Appendix C: Evaluative criteria	30
Appendix D: Observation criteria	32

He whakarāpopototanga | Executive summary

NZCER was engaged by NZQA to evaluate the NCEA me te Whānau and NCEA ma le Pasifika workshops. These workshops aim to empower whānau Māori and Pacific families by providing them with the knowledge and confidence needed to support their young people's education.

Our evaluation used a variety of data collection methods, including observations, a questionnaire, interviews and talanoa, and analysis of existing NZQA feedback data. We assessed both the overall impact of the workshops on whānau, families, and schools (outcomes) and the quality of workshop engagement and implementation (process).

He kitenga | Findings

The workshops positively impacted whānau, Pacific families, and schools

We rated the workshop impact as *Panekiretanga–Strong* based on several key factors:

- All whānau and families intended to take or had already taken action because of the workshops.
- Most whānau and families indicated an increased understanding of NCEA.
- School coordinators viewed the workshops positively, highlighting their value in providing credible and relevant information, helping whānau and families gain confidence and knowledge of NCEA, build connections, and prepare for upcoming changes in the education system.

The workshops were engaging and well-received by whānau, Pacific families, and coordinators

We rated workshop engagement as *Panekiretanga–Strong*. Observations, interviews, and talanoa, indicated that:

- the workshops were engaging and well-received
- delivery was culturally responsive and interactive
- facilitators presented relevant and helpful materials.

A few implementation changes could enhance the targeting and focus of the workshops

We rated the implementation quality as *He whanake–Developing*. To enhance the targeting and focus of the workshops, and improve their impact and reach, we recommend NZQA consider:

- working with schools to ensure targeted approaches for inviting whānau Māori and Pacific families, particularly for NCEA me te Whānau (e.g., provide guidelines for schools and change the name to 'NCEA me te Whānau Māori')
- continuing to update workshop content to ensure current and accurate NCEA information is delivered
- including ethnicity questions in NZQA feedback data to better understand the demographic impact of the workshops.

1. He kupu whakataki | Introduction

The New Zealand Qualifications Authority (NZQA) was curious about the efficacy of the National Certificate of Educational Achievement (NCEA) workshops for whānau Māori and Pacific families facilitated by NZQA. These workshops aim to foster increased advocacy from whānau Māori and Pacific families, in collaboration with and on behalf of their children. NZQA's overarching goal is to ensure the workshops are providing whānau Māori and Pacific families with the NCEA knowledge and confidence they need to support their children. NZQA enlisted the New Zealand Council for Educational Research (NZCER) to evaluate the NCEA me Whānau and NCEA ma le Pasifika workshops.

The NZCER team has collaborated closely with NZQA tari Māori and Pacific to design and implement the evaluation, ensuring alignment with the objectives and needs of the programme.

Firstly, this report provides an overview of NZCER's methodology for conducting an outcomes and process evaluation. This methodology integrates elements from kaupapa Māori, Pacific, and utilisation-focused evaluation approaches, ensuring a culturally responsive and holistic assessment. The evaluation utilises a range of quantitative and qualitative data collection methods to gather evidence.

Secondly, this report summarises the findings mapped against the evaluation criteria developed in collaboration with NZQA.

Ngā hui | The workshops

NCEA me te Whānau and NCEA ma le Pasifika are aimed at supporting the academic performance of ākonga Māori and Pacific learners in kura and schools. Research indicates that ākonga Māori and Pacific learners tend to thrive academically when their whānau and families actively take part in their education (Alansari et al., 2022; Education Review Office, 2021).

A key objective of the workshops is to foster greater involvement of whānau and families in their child's educational journey and provide support in assisting them to navigate through the NCEA system. Therefore, the workshops are designed to assist ākonga Māori and Pacific learners, their whānau and families, and communities in various ways to:

- gain a sound understanding of NCEA's framework
- recognise how NCEA can facilitate the attainment of their aspirations
- deliberate on optimal pathways to realise their goals
- develop tailored plans that align with the needs of the ākonga and learners and their whānau and family.

Kura, schools, or community groups have the option to request these workshops either online or ā-kanohi (in person). The workshops encompass a range of topics including NCEA fundamentals, subject choice, career prospects, digital examinations, recent updates within NCEA, and available support services. Activities during the workshops may include watching instructional videos, engaging in group discussions, and participating in hands-on exercises. Additionally, participants may receive handbooks and supplementary materials to support their learning process.

The primary target audience for these workshops comprises whānau or families of ākonga Māori and Pacific learners enrolled in Years 7–13. Developed and delivered by NZQA's Māori and Pacific teams, including through community-based facilitators, these workshops are offered free of charge, are interactive, and typically last approximately 1 hour.

2. Te arotakenga | The evaluation

Te take | Purpose

For this evaluation, NZQA aims to find whether the programme is meeting its intended goals and identify any areas for improvement in the workshops.

This evaluation integrates both process and outcomes perspectives. The process aspect involves offering feedback to promote workshop implementation, while the short-term outcomes aspect seeks to document any shifts in whānau beliefs, attitudes, knowledge, or actions resulting from the workshops.

Ngā hunga whaipānga | Key stakeholders

NZQA's tari Māori and Pacific identified multiple key stakeholders for this evaluation. The primary audience comprises whānau Māori and Pacific families and their children. Secondary stakeholders include kaiako, kura and schools, school leadership teams, and communities. Internal stakeholders are the Strategic Leadership Team, particularly the Deputy Chief Executives for Māori and Pasifika, and NZQA Board members.

Ngā pātai | Evaluation questions

Outcome evaluation questions

This evaluation assesses the effectiveness of the workshops in achieving their objectives through a focus on the following outcomes-based evaluation questions:

1. What are the positive outcomes of the workshops for whānau and kura/schools?
2. To what extent are the workshops engaging and valued?

Process evaluation questions

NZQA also want to know if there are improvements that could be made to the workshops. Two process questions address this aim.

3. To what extent is the programme being implemented well?
4. What could be improved? Are there elements NZQA could change?

This evaluation approach offers NZQA a snapshot of the immediate and short-term outcomes of NCEA me te Whānau and NCEA ma le Pasifika at a point in time, providing insights that could contribute to developing a theory of change for the programme. This theory would clarify the workshop mechanisms that combine to generate positive outcomes and propose approaches for measuring and evaluating these outcomes over time.

Ngā tikanga matatika | Ethics

The NZCER ethics committee reviewed and approved the evaluation methods and initial draft instruments for this evaluation. NZCER's ethical standards prioritise accuracy, objectivity, transparency, and openness in research, evaluation, analysis, and reporting. Informed consent and confidentiality are integral to our projects. We have carefully reviewed the text and quotations to ensure that all identifying details have been removed.

3. Te huarahi arotakenga | Methodology

Adaptive evaluation

An adaptive evaluation approach was applied to evaluate NCEA me te Whānau and NCEA ma le Pasifika. Our approach blended kaupapa Māori methodology (Smith, 1999), Pacific methodology (Baice & Wendt Samu, 2023), and Michael Quinn Patton's (2012) utilisation-focused approach.

He arotakenga kaupapa Māori

Adopting a kaupapa Māori approach meant that the evaluation aimed to contribute to positive and transformative outcomes for Māori (Smith, 1999). Kaupapa Māori guided our interactions with NZQA and participants, as well as our approach to data analysis and reporting our findings.

We drew on foundational kaupapa to shape our evaluation strategies, including mana ake, whakawhanaungatanga me te mahi tahi, and kanohi kitea. These kaupapa were adapted to fit the context of this evaluation and are described below.

Mana ake

Whanau decided how and when they would engage with the evaluation in ways that worked for them.

Whakawhanaungatanga me te mahi tahi

Relationships are the foundation of evaluation work. Time and effort were required to build good relationships, and the benefits of participation were clear to all. This included relationships between evaluators and NZQA, as well as participants of this evaluation.

Kanohi kitea

This kaupapa is about being seen and known in the community prior to the start of the evaluation. The short-term nature of this evaluation meant that evaluators were unlikely to spend a lot of time establishing relationships with participants. This was where establishing relationships with school facilitators was important, because they supported the entryway for evaluators to approach potential participants.

Talanoa as a Pacific methodology

Our Pacific evaluators led talanoa (Baice & Wendt Samu, 2023), ensuring they were rooted in a myriad of Pacific values. These values encompassed a sense of belonging, the importance of family ties, expressions of love, acts of service, spiritual connectedness, fostering reciprocal relationships, upholding respect, embracing leadership roles, and promoting inclusivity. Recognising the nuanced variations in the interpretation and practice of these values across diverse Pacific ethnic groups, we approached our interactions with a respect for and celebration of the multifaceted diversity inherent in our engagement with these communities.

Utilisation-focused approach

Additionally, our methodology was underpinned by Michael Quinn Patton's (2012) utilisation-focused approach, which emphasises that every aspect of evaluation decision-making was guided by an effort to optimise the utilisation of findings by the intended audience.

Ngā huarahi kohi raraunga | Data collection methods: Mixed-methods outcome evaluation

This evaluation adopted a mixed-methods data collection approach, with a primary focus on exploring the outcomes of the workshops. Our methods included several components:

- (1) attending and observing workshops from both NCEA me te Whānau and NCEA ma le Pasifika
- (2) distributing a questionnaire to whānau and families in attendance
- (3) conducting zoom interviews and talanoa with school coordinators and a small number of attending whānau and family members
- (4) use of the feedback data routinely collected at each workshop by NZQA.

1. Observations of workshops

In total, we attended and observed five workshops. Three were NCEA me te Whānau workshops, and two were NCEA ma le Pasifika. The workshops were spread across three regions: three were held in Wellington, one in Marlborough, and one in Canterbury. Three workshops were hosted individually by English-medium secondary schools, while the other two were organised by a group of schools and located in varied settings (e.g., a local community). Among these, one workshop comprised of a mixture of three schools, while the other comprised of a sister and brother school combined. All workshops were delivered ā-kanohi (in-person).

2. Short questionnaire

While attending the workshops and conducting observations, we also administered a five-question questionnaire to the whānau and families who attended (see Appendix A). The questionnaire consisted of one scale question, multiple-choice questions, and one open-ended question. The questionnaire took less than 5 minutes for participants to complete and it was made clear that the completion of this questionnaire was entirely optional. Before distributing the questionnaire, we provided a brief overview of its purpose and discussed relevant ethical considerations.

In total, 36 whānau and families completed the questionnaire. Of these, 14 were from NCEA me te Whānau, and 22 were from NCEA ma le Pasifika. We have reported quantitative data in three sets: (1) data from NCEA me te Whānau; (2) data from NCEA ma le Pasifika; and (3) total responses combined. Looking at the first two data sets separately allows us to explore whether whānau and Pacific families are having similar or different experiences in either workshop.

3. Semi-structured Zoom interviews and talanoa

In addition to the workshop observations, we engaged in Zoom interviews and talanoa with a total of 11 participants. The interview schedule was developed in consultation with NZQA's tari Māori and Pasifika. The full list of interview questions is provided in Appendix B.

From the NCEA me te Whānau workshops, we held interviews with two school coordinators and two whānau members. Likewise, for the NCEA ma le Pasifika workshops, we conducted talanoa discussions

with three school coordinators and two families. It's important to note that the interview schedule was flexible to allow participants the choice between individual, paired, or group interviews/talanoa. Of the interviews and talanoa conducted, seven were individual sessions, while two sessions were conducted in pairs. All interviews took less than an hour, and, with the permission of participants, all were audio recorded and then transcribed.

4. NZQA feedback data

We utilised feedback data routinely gathered at each workshop by NZQA. At the conclusion of every workshop, participants are asked two closed-ended questions:

1. Has this workshop increased your knowledge of NCEA? Yes/No
2. Has this workshop increased your confidence to support your tamaiti/child? Yes/No

NZQA provided us with statistical data from Term 1, 2023 to Term 1, 2024, which we analysed and incorporated into our report. The data collection included termly responses from attendees and was aggregated to produce individual data sets for NCEA me te Whānau and NCEA ma le Pasifika workshops. Additionally, the data covered the total number of workshops delivered, mode of delivery (in-person or online), regions where workshops were held, the total number of participants, and the total number of feedback entries submitted.

Tukanga whiringa | Selection process

Schools and/or community groups

In collaboration with NZQA's tari Māori and Pacific, we coordinated the selection process by targeting schools and community groups that had scheduled workshops in Term 1, 2024. NZQA facilitated the selection by reaching out to schools and community groups on our behalf and sharing our information sheets outlining the evaluation process and ethics. These sheets outlined our plans to observe the workshop, distribute a short questionnaire, and then approach whānau and family members to participate in a Zoom interview/talanoa. Additionally, the sheets informed whānau we would be inviting school coordinators to an interview/talanoa.

Identifying whānau and family members for interview

One of the questions in the questionnaire inquired whether participants were interested to be interviewed or engage in a talanoa and encouraged them to provide their contact information if they expressed interest.

Tātari raraunga | Data analysis

Evaluative criteria

A pivotal aspect in the evaluation process entailed establishing the foundation upon which evaluative judgements will be formulated. This involves both “what” and “how” aspects of evaluation. The “what” encompasses the main topics, overarching criteria, and specific evaluation criteria. The “how” clarifies the criteria against which judgements will be made, defining what “good” outcomes look like, and determining the parameters for credible evidence. For this evaluation, we collaborated closely with NZQA kaimahi to craft evaluation criteria that would serve as the guiding framework for making evaluative decisions (see Appendix C).

Pattern spotting and thematic analysis

Our data interpretation incorporated a te ao Māori and Pasifika perspective, with Māori and Pacific evaluators conducting the analysis. The team used a reflexive thematic analysis approach (Braun & Clarke, 2021) to analyse data from a range of transcripts, aiming to develop a coding framework. This framework included the main codes and themes corresponding to specific areas of inquiry, in line with the outcome and process evaluation questions.

Additionally, a pattern-spotting tool (Capper & Williams, 2004) was utilised to assist in defining codes and themes and making meaning from the data across all the data collection methods—questionnaire, interviews, observational data, and NZQA feedback data. NVivo was used to collect and organise qualitative data and Google Forms was used for quantitative data analysis.

Ngā herenga matua | Key limitations

This evaluation has three main limitations:

Ethnicity data: Discussions and scoping hui with NZQA led us to assume that most participants would be whānau Māori or Pacific families, therefore we did not include ethnicity questions in our short questionnaire. In addition, the feedback data collected by NZQA during the NCEA me te Whānau and NCEA ma le Pasifika workshops does not include information about participants' ethnic backgrounds. As a result, we lack data indicating whether attendees were Māori or Pacific and were not able to be sure that we have a balanced representation of Māori or Pacific whānau and families. For future evaluations, we strongly recommend including questions about ethnicity to ensure proper representation of these groups in the data.

Contextual representation: Another limitation in our evaluation is that we only observed workshops within English-medium settings, excluding other educational contexts such as kaupapa Māori settings.

Scope: A third limitation is that the budget and time frames only allowed us to observe at five workshops.

For these reasons, we suggest that care is exercised in interpreting the findings. While this evaluation provides NZQA with a snapshot of the immediate and short-term outcomes from a range of workshops and stakeholder perspectives, more comprehensive data collection, including ethnicity information and a larger sample size, would be needed to ensure the findings are more generalisable.

He whakamārama o te raraunga | A quick guide to reading descriptive data

When the majority of participants express similar perspectives or practices, we use phrases such as “nearly all”, “most”, or “many” interviewees or questionnaire respondents. The term “around half” is utilised when approximately 50% of responders share a perspective or practice. For a smaller group of respondents (around one-quarter to less than one-half), we use the term “some”. If a perspective or suggestion is unique to a small number of respondents, we use the terms “a few” or “a couple”.

4. He kitenga | Findings

This section presents key findings from both workshops—NCEA me te Whānau and NCEA ma le Pasifika—using the evaluative criteria as a framework (see Appendix C). For each criterion, we highlight key findings and provide an evaluative judgement about performance.

For the three NCEA me te Whānau workshops, there were some misunderstandings about the intended audience, which influenced our ratings. These workshops were well attended but often included non-Māori whānau. Some had limited attendance by whānau Māori. One reason for this lower attendance is likely to be due to school coordinators misinterpreting the term “whānau” to mean “all families” rather than specifically targeting whānau Māori. Despite this, the workshops were valued by a range of different participants, including groups of recent immigrants. These attendees, who were not familiar with the Aotearoa New Zealand education system, also benefitted from having the complexities of NCEA explained to them.

For the two NCEA ma le Pasifika workshops, these misunderstandings were not apparent. This was likely because the name of the workshops clearly targeted Pacific families, and the school coordinators were all Pasifika.

The workshops have a positive impact for whānau, Pacific families, and schools

<p>Overarching criterion 1: There is evidence of positive impact for whānau and kura/schools. (Mainly addresses Evaluation questions 1 and 2)</p> <p>Data sources: short questionnaire, NZQA feedback data, and interviews/talanoa with whānau/families and coordinators</p>		
<p>He kakano (seedling) Emerging</p>	<p>He whanake (sapling) Developing</p>	<p>Panekiretanga (tree) Strong</p>

In this part, we explore the first evaluative criterion: “There is evidence of positive impact for whānau and kura/schools”, which mainly addresses evaluation questions 1 and 2. We rate performance on this criterion as **Panekiretanga—Strong**.

This rating is based on several factors. The majority of participants indicated in both NZCER and NZQA data that they intended to take or had already taken some form of action. Most participants also reported new-found knowledge about NCEA. Additionally, all school coordinators highlighted the value of enhanced whānau and family understanding of NCEA and their engagement with the workshop-driven initiatives.

Whānau and families are “taking action”

Short questionnaire

All 36 whānau and families who completed the short questionnaire expressed their intention to take action. Respondents were presented with multiple options, and the majority indicated they would:

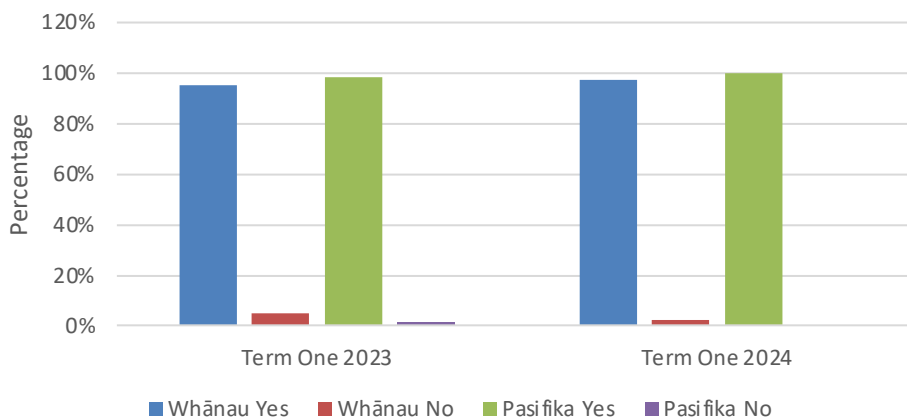
- set goals with their tamaiti or children about future plans (86%)
- visit the school website to monitor their tamaiti or children’s NCEA credits progress (83%)
- initiate conversations with their tamaiti or children about NCEA (78%)
- check in with their tamaiti or children about their NCEA credits (75%).

Additional actions noted by respondents, beyond the provided options, included: increased emotional support, communication with school staff, and proactive planning for internal assessments and external examinations.

NZQA feedback data

The data highlights that participants from both workshops, NCEA me te Whānau and NCEA ma le Pasifika, reported that most whānau and families who attended felt more empowered and confident to support their tamaiti and children as a result (see Figure 1).

FIGURE 1 Responses from both workshops in Term 1, 2023, and Term 1, 2024, to the question: “Has this workshop increased your confidence to support your tamaiti/child?”



For the *NCEA me te Whānau* workshops, there was a high level of positive feedback in both terms. In Term 1, 2023, 137 of the 144 respondents felt more empowered and confident to support their tamaiti/children, with only seven indicating otherwise. Similarly, in Term 1, 2024, 79 out of 81 respondents felt more empowered and confident, with just two not feeling the same way. The consistent high percentage of respondents feeling empowered suggests the workshops effectively supported the majority of participants across both years.

The *NCEA me le Pasifika* workshops also show ongoing strong positive feedback. In Term 1, 2023, 353 out of 358 respondents felt more empowered and confident to support their tamaiti/children, while five did not. In Term 1, 2024, all 406 respondents reported feeling more empowered and confident.

Interviews and talanoa

In the interviews and talanoa sessions, many whānau and families reported they felt supported in identifying actionable steps to support their taimaiti/children. In addition, many mentioned their plans to take action or had already done so as a result of the workshop.

I was given info to ask the right questions ... I've got teacher meetings in a week or 2. Rather than passively hearing what they say, I can ask ... how is she going, what does she need? (NCEA me te Whānau)

Some whānau and families felt empowered to take proactive steps without adding stress to their tamaiti/children.

Well, look, we've just recently had like a student or parent–student–teacher interview, and it's just for us. It's like staying on top at the school portal, looking at what's, you know, what's on top, looking at Google Classroom, making sure that, you know, like has she got, how many credits has she got so far ... I don't like to stress her. (NCEA me te Whānau)

The workshops also encouraged whānau and families to engage in meaningful learning conversations with their tamaiti/children.

I can go on and say, 'well, you know, how many credits do you need to get?' and understand to have those conversations with her a bit better. (NCEA me te Whānau)

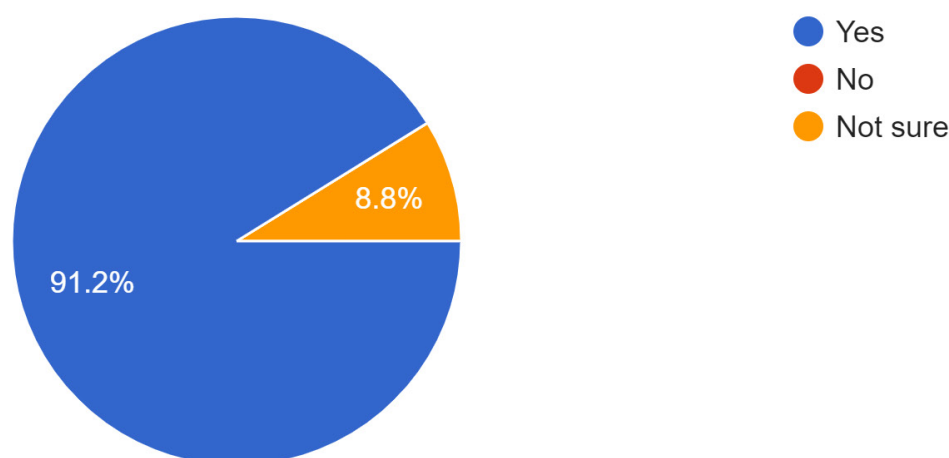
It's helped to have a more informed conversation. (NCEA me te Whānau)

Whānau and families have an increased understanding of NCEA

Short questionnaire

Figure 2 shows that most whānau and families gained a better understanding of NCEA after attending an NCEA me te Whānau or NCEA ma le Pasifika workshop. Specifically, out of the 34 respondents who answered this question in the questionnaire, 31 indicated an improved understanding of NCEA, while three respondents were unsure.

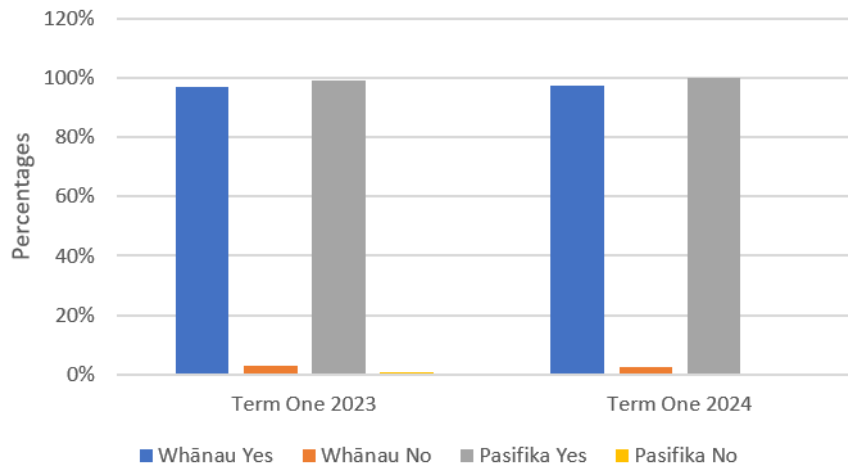
FIGURE 2 Responses from both workshops in Term 1, 2023, and Term 1, 2024, to the question: "After the workshops, do you think you understood NCEA better?"



NZQA feedback data

The data indicates that whānau and families attending the workshops report an increase in their knowledge of NCEA due to their participation.

FIGURE 3 Data from both workshops in Term 1, 2023, and Term 1, 2024, in response to the question: “Has this workshop increased your knowledge of NCEA?”



For the NCEA me te Whānau workshops, a consistent high level of impact was reported across both terms. In Term 1, 2023, 140 out of the 144 respondents expressed an increase in knowledge, with only four indicating no increase. In Term 1, 2024, 79 out of the 81 respondents expressed that their knowledge had increased, while just two did not.

The NCEA me le Pasifika workshops also demonstrated strong evidence of impact. In Term 1, 2023, 356 out of 358 respondents indicated their knowledge had increased, with only two not experiencing this benefit. In Term 1, 2024, all 406 respondents indicated their knowledge had increased.

Interviews and talanoa

In the interviews and talanoa sessions, most whānau and families reported they had increased their understanding of the complexities of NCEA. They emphasised gaining a deeper insight into the system’s intricacies, enabling them to engage more effectively in discussions and decision-making about their tamati/children’s educational pathways.

I felt like I understood it a bit better. (NCEA me te Whānau)

It was really good, because I wasn’t aware of most of the information that was discussed that night. And both me and my husband walked out with a lot of information, and it was really helpful. (NCEA ma le Pasifika)

... just understanding the credits and the whole system. The support through talanoa ako ‘cause that was my first session. So, that was good. (NCEA ma le Pasifika)

The mention of having more informed conversations and gaining clarity on credit requirements illustrates a deeper comprehension of the system.

I’ve talked to [my daughter] more ... it’s helped to have a more informed conversation. (NCEA me te Whānau)

Furthermore, recognising alternative pathways to earning credits demonstrates a broader understanding of the system beyond traditional approaches.

I think it just helped make clear that ... it's not traditionally ... you know, you have like for School C, you had to do ... literacy, or English, Maths, Science, and two others... But there's a range of ways to get credits. (NCEA me te Whānau)

School coordinators find the workshops valuable

All school coordinators who participated in an interview or talanoa had a very positive view of the workshops. They highlighted the value for whānau and families in terms of gaining knowledge, building connections, and feeling prepared for upcoming changes in the education system.

Coordinators involved in the NCEA ma le Pasifika workshops emphasised the pivotal role of culturally sensitive delivery for the targeted Pasifika communities, along with proactive communication strategies in contributing to the workshops' success and impact.

One coordinator highlighted the importance of staying informed about the NCEA changes, stating,

I think it was just the new ... being informed on the actual [NCEA] changes. (NCEA ma le Pasifika coordinator)

Another coordinator emphasised the value of having Pasifika leaders delivering the workshops in culturally sensitive ways. They considered the approaches of these leaders notably increased engagement and confidence among families.

I think our parents were more open to asking questions ... the way that we are with our people ... If it was delivered by other people that were non-Pasifika or non-Māori, it would have been ... They're just immediately shy, you know. (NCEA ma le Pasifika coordinator)

Additionally, incorporating cultural practices such as karakia and providing traditional meals helped foster a sense of identity and belonging, encouraging families to actively take part and ask questions to deepen their understanding.

All coordinators of the NCEA ma le Pasifika workshops deliberately limited workshop attendance to the Pacific community, aiming to tailor content specifically to their needs. One coordinator explained:

We didn't open it out to the others. We really wanted to just cater for our Pasifika community. (NCEA ma le Pasifika coordinator)

Some coordinators observed that whānau and families appreciated the opportunity to connect with others from similar backgrounds, which created meaningful interactions and discussions. As one coordinator expressed, "I think it was just really people connecting with each other ... getting people connecting with one another and talking". It was noted that this sense of community and shared experience enriched the overall workshop environment.

The workshops are engaging and implemented well

Overarching criterion 2: The workshops are engaging and implemented well.

(Mainly addresses evaluation questions 2 and 3)

Data sources: Observations, interviews, and talanoa with coordinators

He kakano (seedling) Emerging	He whanake (sapling) Developing	Panekiretanga (tree) Strong
---	---	---------------------------------------

The second evaluative criterion is: ‘The workshops are engaging and implemented well, which primarily addresses evaluation questions 2 and 3. Our assessment of performance against this criterion is **He whanake—Developing**.

This criterion includes two aspects, “valuable and engaging” and “implemented well”. As our ratings for these two parts differed, we therefore separated this criterion into two distinct sections. This separation enables us to provide a clearer analysis and understanding of these two different aspects of the workshops’ effectiveness.

Although all school coordinators expressed value for the workshop’s content, approaches, and delivery, observations suggest that only two or three workshops could be rated as **Panekiretanga—Strong** in terms of implementation. The main reason for this lower rating was limited targeting and attendance of whānau Māori. These issues were evident in all three of the NCEA me te Whānau workshops we observed.

Observations suggest whānau found the workshops valuable and engaging

Our evaluation team observed a total of five workshops: three NCEA me te Whānau workshops and two NCEA ma le Pasifika workshops. The focus of these observations was to evaluate whether the workshops were valuable, engaging, and well-implemented (see Appendix D). The observation criteria were divided into five categories: the first two criteria assessed the value and engagement of the workshops, while the remaining three criteria focused on their implementation.

Observation criterion 1: Approaches are engaging and culturally responsive to whānau Māori and Pacific families

We rated the performance on this criterion as **Panekiretanga—Strong**. All five workshops demonstrated strong evidence of engaging and culturally responsive approaches to whānau Māori and Pacific families. The workshops effectively engaged a diverse range of whānau, families, and ākonga, incorporating Māori or Pacific values into the content delivery. Additionally, the materials used in the workshops were culturally responsive, tailored to the needs of whānau Māori and/or Pacific families.

Our team observed the following:

- Facilitators began and ended the workshops with a karakia.
- Materials were culturally responsive to a Māori and/or a Pacific audience.
- Te reo Māori and Pacific languages were incorporated into materials (PowerPoint and videos), and was seamlessly interwoven into the presentation by the facilitator.
- Facilitators were multi-lingual and used appropriate humour to engage participants..

Observation criterion 2: Interactive approaches are used (mindful that workshops are only an hour long)

For this criterion, we rated all five of the workshops as **Panekiretanga—Strong**. The workshops demonstrated strong evidence of using interactive approaches. We observed the following: plenty of time was provided for interactive activities; all whānau and families had the opportunity to participate in an activity, and a culturally safe environment was developed where tikanga and safe sharing spaces were explained.

Specific observations by our team highlighted:

- Participants asked many questions and felt comfortable doing so in front of a large audience.
- The facilitator shared their hopes for the workshop, aiming to uplift rangatahi and help them reach their full potential.
- Participants engaged in small group activities and shared their insights with the wider group.

Observations suggest the workshops are implemented well

Our evaluation included three observation criteria focused on the implementation of the workshops. For some of these criteria, we have rated the NCEA me te Whānau and NCEA ma le Pasifika workshops separately to provide a more detailed evaluation.

Observation criterion 3: The facilitator interprets the material in ways that are relevant and helpful for whānau Māori and Pacific families

For this criterion, we rated all workshops as **Panekiretanga—Strong**. All facilitators demonstrated strong evidence of presenting material that was relevant and helpful for whānau Māori and Pacific families. We observed the following key elements consistently across all workshops: clear initial outlines of the workshop, highly responsive content addressing specific issues and discussion points relevant to whānau Māori and Pacific families, and comprehensive dissemination of information about NCEA and ways to support tamariki/children.

Our observations highlighted:

- There were discussions about aspirations at the beginning, followed by a clear outline of the programme.
- There were clear explanations of the NCEA changes for 2024 (however, in one case we did hear some out-of-date information).
- Facilitators read the room and tailored their delivery to the audience.
- Content was tailored to whānau Māori; however, the NCEA me te Whānau facilitators adapted their approach and content delivery to suit all attendees, who were mostly non-Māori.

Observation criterion 4: School host in ways that are culturally responsive to whānau Māori and Pacific families

For this criterion, we rated the three NCEA me te Whānau workshops as from **He kākano—Emerging** to **He whanake—Developing**. These workshops showed developing evidence that the schools hosted in ways that were culturally responsive to whānau Māori. Specifically, we observed minimal incorporation of tikanga was followed, little evidence of manaakitanga, and limited engagement from school staff.

Our observations highlighted:

- Introductions were made by school staff, who outlined the presentation, leaving less opportunity for the facilitator to establish whanaungatanga and tikanga.
- The coordinators were non-Māori, which could mean that their networks with whānau Māori were less well developed (in contrast to the NCEA ma le Pasifika workshops where all the coordinators were Pacific people).
- Biscuits, tea, and coffee were provided, but offering a more comprehensive meal would further enhance manaakitanga.
- During small group activities, staff tended not to engage with whānau. They tended to stay on the sidelines, rather than connecting with whānau.

For this criterion, we rated the two NCEA ma le Pasifika workshops as **Panekiretanga—Strong**. These workshops demonstrated strong evidence that the schools and/or community groups hosted in ways that were culturally responsive to Pacific families. Specifically, we observed clear incorporation of tikanga and manaakitanga, and high engagement from school staff.

Our observations highlighted:

- Both workshops began with a prayer, and a community-made, generous dinner was provided, reflecting strong manaakitanga and hospitality.
- Senior leaders were present, showing strong support and involvement.
- All staff members were of Pacific backgrounds and introduced themselves in their language, as well as explained their roles, creating a welcoming and informative environment.
- Throughout both workshops, staff were actively engaged, contributing relevant information specific to their roles and enhancing the overall experience for families.

Observation criterion 5: Schools have good strategies for specifically inviting whānau Māori and Pacific families

For this criterion, we rated the three NCEA me te Whānau workshops as from **He kākano—Emerging** to **He whanake—Developing**. We observed that schools appeared to need more strategies for targeting and inviting whānau Māori. The workshops were open to all whānau, and there was limited attendance by whānau Māori.

Our observations highlighted:

- In one of the workshops, the school coordinator invited all Year 10 and Year 11 whānau.
- Despite a good turnout of whānau at all three workshops, there were only a few whānau Māori in the audience. Speaking with one coordinator at a workshop, they identified only one whānau Māori out of approximately 40 participants.

For this criterion, we rated the two NCEA ma le Pasifika workshops as **Panekiretanga—Strong**. Our observations included the following: the workshops were intentionally designed and targeted for Pacific families, they were well attended, and the school coordinators had effective strategies for inviting Pacific families.

Our observations highlighted:

- There was good attendance of Pacific families at both workshops, including those with children in younger year levels such as Year 9 and Year 10.
- The workshops were clearly tailored for Pacific families.
- All staff members were of Pacific backgrounds, such as Samoan and Tongan.

School coordinators value the content, approaches, and delivery

All of the school coordinators interviewed value the content, approaches, and delivery methods used in the workshops, emphasising the importance of credible information, engaging and culturally relevant presenters, and interactive face-to-face sessions.

One key theme that was expressed by all coordinators was **the value of credible and relevant information** provided in the workshops. Coordinators appreciated that the information comes from knowledgeable and authoritative sources, ensuring its reliability and applicability. One coordinator noted,

The benefits provided by external people? I think it's great 'cause they are in-the-know. They know all the updates for us, teachers, maybe there's stuff that we thought we knew but they actually told us differently. (NCEA ma le Pasifika coordinator)

Another added,

It's a different voice. It's the specialist people that are coming ... So, when we say, 'please come to our workshop, it is run by people that are in-the-know', they understand. This is their job. So, the information that you will get is the information that everyone in the country gets ... (NCEA ma le Pasifika coordinator)

Another coordinator valued the role of external presenters for their effective approaches that were interactive and engaging for whānau and families.

It was just great to have someone else doing the presenting because sometimes we run these things in the school, and I just think parents switch off because it's the same people all the time ... I think that it looks more credible if it's from NZQA itself. (NCEA me te Whānau coordinator)

I thought the speaker was just really engaging. I just thought, just her enthusiasm and everything. She was kind of able to stop and ask the questions, and she just kind of was able to get people to feel immediately comfortable with her, and feel that they could ask [questions]. (NCEA me te Whānau coordinator)

A NCEA ma le Pasifika coordinator emphasised *the value of having presenters who share a Pasifika cultural background* as they can relate better to the community and use shared experiences and culturally appropriate humour to make the information more accessible and engaging.

For me, I think it was good to have the presenters. You don't have the same old fogies like us. It's good to have a different voice. They bring a different sort of energy, they've been through NCEA as well, so they really understand how it works. And ... they're Pacific too, brings that flavour, that cultural understanding. (NCEA ma le Pasifika coordinator)

Just grounded in those Pacific values. But you know, they were really respectful, and then bring in the humour, (NCEA ma le Pasifika coordinator)

One coordinator emphasised the value of the workshops in assisting to make Pasifika parents feel comfortable and confident in engaging with school activities and questioning processes.

... to make them feel comfortable to come in and to question. Like we don't question enough and that's not on the culture, because, of course, when I was younger I was not to question ... The big takeaway is that it's only the start of something that we would like to carry on with to get our parents to make links with our community and our learning community ... And yeah, to start, just be confident and comfortable in this space. (NCEA ma le Pasifika coordinator)

One coordinator highlighted *the importance of interactive face-to-face workshops*. They believe that these in-person interactions foster better engagement and communication compared to online formats.

Well, we've had a few ... So, one was [online], when we first brought it into the programme, it was online. So, you've got that, there was a major difference, you know, not everyone's gonna be as engaged online 'cause of the online etiquette/protocols of having everyone's mic turned off and you're not sure, you know it's a bit awkward. 'Do I jump in and say something or ...?' So that face to face makes a big difference in terms of delivery and engagement. (NCEA ma le Pasifika coordinator)

In terms of workshop implementation, there appeared to be some misinterpretation about the targeting of the workshops from NZQA staff and NCEA me te whānau coordinators, who did not realise that the workshops were intended solely for whānau Māori. When asked if it was made clear that these workshops were for whānau Māori, one coordinator responded:

No, not at all. We decided that we would open it to everybody. I think I spoke to someone from NZQA, and I said, 'Is that ok?' ... Yeah. So, I sort of said to them, 'I would like every parent of Year 10 and Year 11 to come along, is that ok? Do I have to target [Māori]?' and they said, 'Well, no, that's ok.' (NCEA me te Whānau coordinator)

He whakarāpopototanga | Summary

Based on our evaluative criteria, we assessed the overall impact of the workshops on whānau, families, and schools (criterion 1) as **Panekiretanga—Strong**. The majority of participants, as indicated by both the short questionnaire and NZQA feedback data, showed an intent to take action or had already taken some form of action following the workshops. Many reported gaining new insights into NCEA. School coordinators emphasised the workshops' role in improving whānau and families' understanding of NCEA and fostering greater engagement.

For the second criterion, which evaluates workshop engagement and implementation quality, we rated performance as **He whanake—Developing**. Observations, interviews, and talanoa with school coordinators provided positive feedback in terms of engagement. However, a significant concern across all observed NCEA me te Whānau workshops was the low attendance of whānau Māori, indicating a need for strategies to improve attendance from this community.

The table below shows the evaluative criteria and the ratings we gave for each one. This table provides an overall view of the workshops' impact and implementation highlighting both the strengths and the areas that could be enhanced.

Criteria	Ratings		
Overarching Criterion 1: There is evidence of positive impact for whānau, families, and kura/schools (Mainly addressed evaluation questions 1 & 2)			
a. Whānau are planning to take action or have already taken action.	He kakano <i>Emerging</i>	He whanake <i>Developing</i>	Panekiretanga Strong
b. Whānau have increased understanding of NCEA.	He kakano <i>Emerging</i>	He whanake <i>Developing</i>	Panekiretanga Strong
c. School coordinators identify value, in terms of whānau understanding NCEA and/or taking action, from the workshops.	He kakano <i>Emerging</i>	He whanake <i>Developing</i>	Panekiretanga Strong
Overarching Criterion 2: The workshops are engaging and implemented well (Mainly addressed evaluation questions 2 & 3)			
a. Observations suggest whānau found the workshops valuable and engaging.	He kakano <i>Emerging</i>	He whanake <i>Developing</i>	Panekiretanga Strong
b. Observations suggest the workshops are implemented well.	He kakano <i>Emerging</i>	He whanake Developing	Panekiretanga <i>Strong</i>
c. School coordinators value the content, approaches, and delivery of the workshops.	He kakano <i>Emerging</i>	He whanake <i>Developing</i>	Panekiretanga Strong

Unintended positive outcomes

The workshops also supported other minority communities, such as some migrant or former refugee families who may be unfamiliar with the Aotearoa New Zealand school system. For example, at one school, several parents from these communities attended the workshop and found it helpful. Although the primary audience for these workshops is whānau Māori and Pacific families, this demonstrates that the workshops are also beneficial and valuable for other whānau.

Additionally, the workshops had a ripple effect, reaching more whānau and families within the schools' communities. A Fijian parent, for example, took copies of the presentation to share with her community:

One of the parents, who's Fijian, actually took copies of the presentation and was going to go back to her community to deliver it to them. (NCEA ma le Pasifika coordinator)

Another parent mentioned sharing the information from the workshop with their wider community:

Yeah, [I've shared the information] to my sisters, my parents, my in-laws, it was like a really good workshop. (NCEA ma le Pasifika)

He kupu tūtohunga | Recommendations

This section mainly addresses process evaluation question 4, "What could be improved and are there elements NZQA could change?"

Overall, the workshop content and the delivery appeared to be mostly effective, therefore the main recommendation for this aspect is about continuing with effective practices, including utilising a diverse mix of facilitators and combining both younger and experienced facilitators. Additionally, continuing to use a range of content delivery methods such as videos, booklets, and interactive kōrero.

To improve the effectiveness of the workshops, our evaluation team recommends *adopting a more targeted approach in inviting whānau Māori and Pacific families*, especially for the NCEA me te Whānau workshops. This approach could involve providing clear guidance for schools on how to collaborate with local Māori and Pacific champions, such as staff members, ākonga, Board representatives, kaumātua, iwi, or hapū, to assist in inviting whānau from these communities.

To prevent misunderstandings and align with the intended audience, our team recommends clarifying to school coordinators that the NCEA me te Whānau workshops, in particular, are specifically intended for whānau Māori. Consideration should be given to potentially renaming these workshops; for example, "*NCEA me te Whānau Māori*", emphasising that they are delivered '*by Māori, for Māori*', to better reflect the focus, reduce confusion, and encourage participation.

It is crucial to maintain *current and accurate information about NCEA* during the workshops. As one participant noted:

So, it's always about your, I guess, presentation. I've seen the videos before, and I still think they're quite current, but you know, you just have to keep staying current ... and refreshing. (NCEA me te Whānau)

Remaining current includes ensuring attendees receive updated details about NCEA requirements, changes, and available support opportunities. Another participant suggested providing more handouts, saying:

Maybe just more handouts for parents ... like the actual presentation, printed out so the parents can take notes. (NCEA ma le Pasifika)

A coordinator emphasised the importance of making NCEA ma le Pasifika workshops *accessible and inclusive of diverse languages and cultures*. They mentioned:

My thinking was, we break up into groups then, and then they can kōrero in their own language, so that we reach more parents ... and more talanoa about things, but in their own way, because we do forget that while we're Pasifika, we are actually quite different. (NCEA ma le Pasifika coordinator)

Feedback also indicated a desire for the workshops to *feature alternative pathways beyond university*, such as trades and vocational routes. Some participants felt the emphasis on university was excessive and did not align with all students' aspirations. As one participant stated:

There's so many different pathways. University is not the be-all, end-all ... (NCEA me te Whānau)

Our evaluation team suggests *integrating ethnicity data into NZQA feedback responses* will provide valuable insights into the workshops' impact across different demographic groups, which will enable more targeted future workshops. Further, we suggest incorporating facilitator voice for future evaluations as their insights will provide another valuable perspective.

Lastly, identifying an unintended positive outcome highlights the need for workshops tailored to other underserved minority groups within the education system. This presents an opportunity to broaden the scope of the workshops to address the educational needs of these groups more effectively.

Ngā tohutoru | References

- Alansari, M., Webber, M., Overbye, S., Tuifagalele, R., & Edge, K. (2022). *Conceptualising Māori and Pasifika aspirations and striving for success (COMPASS)*. New Zealand Council for Educational Research. <https://doi.org/10.18296/rep.0019>
- Baice, T., & Wendt Samu, T. (2023). Pacific research in Aotearoa New Zealand: An introduction. In F. Meyer & K. Meissel (Eds.), *Research methods for education and the social disciplines in Aotearoa New Zealand* (pp. 134–154). NZCER Press.
- Braun, V., & Clarke, V. (2021). *Thematic analysis: A practical guide*. SAGE Publications.
- Capper, P., & Williams, B. (2004). *Cultural-Historical Activity Theory*. American Evaluation Association. <https://bobwilliams.co.nz/ewExternalFiles/activity.pdf>
- Education Review Office. (2021). *Te kura huanui: The treasures of successful pathways*. <https://ero.govt.nz/our-research/te-kura-huanui-the-treasures-of-successful-pathways>
- Patton, M. Q. (2012). *Essentials of utilization-focused evaluation*. Sage.
- Smith, L. (1999). *Decolonizing methodologies: Research and indigenous peoples*. Otago University Press.

Ngā āpitahanga | Appendices

Appendix A: Short questionnaire



NCEA me te Whānau Evaluation

Short questionnaire for whānau

Kia ora!

The New Zealand Council for Educational Research (NZCER) has been asked by NZQA to find out about the benefits of the NCEA me te Whānau workshop for you.

We invite all whānau members to answer this short questionnaire about the workshop.

Here's what you need to know:

- this will take 1 minute to complete
- participation is voluntary and anonymous
- we will use the information you share to write a report for NZQA

Thank you for helping us!

If you have any questions, please talk to us at the workshop or contact the NZCER team by emailing keita.durie@nzcer.org.nz



Interview

If you would like to express interest in participating in an interview, here's what you need to know:

- we only ask for your name and email address if you would like to express your interest in participating in an interview. Your name and email will be kept separate from these responses.
- we ask for your school's name so that we know where people are located. This information will be collated in a way so that no individual school will be identified when we share our findings from the research.

I would like to take part in an interview:

- Yes
- No

Please provide your name and email address.

Name _____

Email _____

Phone number (optional): (0 ___) _____

1. **What was your highlight from the workshop?**

2. **After the workshop, do you think you understand NCEA better?**

Yes / No / Not sure (choose one)

3. **Do you plan to do any of these things?** (tick all that apply)

- Asking my tamaiti / child more about NCEA
- Checking with them about how they are going with their NCEA credits
- Talking to their kaiako / teacher about their learning and goals
- Talking to a teacher about NCEA
- Going online to look up more information about NCEA
- Setting goals with your tamaiti about their future plans
- Looking on the school website to see how they are going with their NCEA credits
- Other (please describe): _____

4. **How did you find the workshop overall?** If you had to give it a rating from 1-5 (1 being not good at all and 5 being really good), what would you give it?

1 2 3 4 5

(choose one)

5. **Would you recommend the workshop to others?**

Yes / No (choose one)

Ka nui te mihi ki a koe! Thank you so much for your help.



NCEA ma le Pasifika Evaluation

Short questionnaire for families

Kia ora, Kia orana, Malo e lelei, Talofa lava, Taloha ni, Ni sa bula vinaka, Fakaalofa atu!

The New Zealand Council for Educational Research (NZCER) has been asked by NZQA to find out about the benefits of the NCEA ma le Pasifika workshop for you.

We invite all family members to answer this short questionnaire about the workshop.

Here's what you need to know:

- this will take 1 minute to complete
- participation is voluntary and anonymous
- we will use the information you share to write a report for NZQA

Thank you for helping us!

If you have any questions, please talk to us at the workshop or contact the NZCER team by emailing keita.durie@nzcer.org.nz



Talanoa

If you would like to express interest in participating in a talanoa, here's what you need to know:

- we only ask for your name and email address if you would like to express your interest in participating in a talanoa. Your name and email will be kept separate from these responses.
- we ask for your school's name so that we know where people are located. This information will be collated in a way so that no individual school will be identified when we share our findings from the research.

I would like to take part in a talanoa:

- Yes
- No

Please provide your name and email address.

Name _____

Email _____

Phone number (optional): (0 ___) _____

1. **What was your highlight from the workshop?**

2. **After the workshop, do you think you understand NCEA better?**

Yes / No / Not sure (choose one)

3. **Do you plan to do any of these things?** (tick all that apply)

- Asking my tamaiti / child more about NCEA
- Checking with them about how they are going with their NCEA credits
- Talking to their kaiako / teacher about their learning and goals
- Talking to a teacher about NCEA
- Going online to look up more information about NCEA
- Setting goals with your tamaiti about their future plans
- Looking on the school website to see how they are going with their NCEA credits
- Other (please describe): _____

4. **How did you find the workshop overall?** If you had to give it a rating from 1-5 (1 being not good at all and 5 being really good), what would you give it?

1 2 3 4 5

(choose one)

5. **Would you recommend the workshop to others?**

Yes / No (choose one)

Ka nui te mihi ki a koe! Thank you so much for your help.

Appendix B: Interview questions

Interview Schedule for whānau

NCEA me te Whānau & NCEA ma le Pasifika

Introduction / mihi / whakawhanaungatanga

Purpose of the talanoa/interview & consent with audio-recording

Questions:

1. Motivation for attending the workshop.

- a. Could you please tell us what motivated you (& your whānau) to attend the workshop?

2. Positive outcomes of the workshop for whānau

- a. What did you like about the workshop?
b. What was your biggest takeaway from the workshop? (prompt: What was the best thing about the workshop?)

3. Impacts of the workshop on understanding of NCEA and developing confidence for whānau to take action.

The workshop is aimed to increase understanding about NCEA and increase confidence to take action.

- a. As a result of attending the workshop, do you think you better understand NCEA? In what ways have you taken or will be taking action?
b. Do you feel that what you have learnt through the workshop has changed the way you think about NCEA? What difference has the workshop made for you (& your whānau) in terms of the way you think about NCEA?

4. To what extent is the workshop (including delivery & content) appropriate for whānau Māori/ Pacific families (select one)?

- a. Have you shared to other whānau/people what you have learnt from the workshop? Would you encourage/invite others to attend a NCEA workshop by NZQA?
b. Is there anything you would like to change about the workshop?

5. What is the perceived quality of the programme?

- a. How did you find the workshop overall? If you had to give it a rating from 1-5 (1 being not good at all and 5 being really good), what would you give it? And can you talk a bit about why you gave it that rating?

6. Would you like to ask or share anything with us that we haven't talked about yet?

Mihi / karakia whakamutunga

Interview Schedule for coordinators / teachers

NCEA me te Whānau & NCEA ma le Pasifika

Introduction / mihi / whakawhanungatanga

Purpose of the talanoa/interview & consent with audio-recording

Questions:

1. Positive outcomes of the workshop for whānau & for the kura/school

- a. What do you like about the workshop? What do you think went really well?
- b. What was your big takeaway from the workshop for whānau, and for your kura/school? What was the best thing about the workshop for whānau, and for your kura/school?

2. Impacts of the workshop on understanding of NCEA and developing confidence for whānau to take action.

The workshop is aimed to increase understanding about NCEA and increase confidence to take action.

- a. As a result of attending the workshop, do you think whānau better understand NCEA? In what ways have whānau taken or will be taking action that you are aware of?
- b. Do you feel that what is taught through the workshop has changed the way the school thinks about NCEA? What difference has the workshop made for whānau, your school?

3. To what extent is the workshop (including delivery & content) appropriate for whānau Māori/ Pacific families (select one)?

- a. Is there anything you would like to change about the workshop? What could make it better?

4. What is the perceived quality of the programme?

- a. How did you find the workshop overall? If you had to give it a rating from 1-5 (1 being not good at all and 5 being really good), what would you give it? And can you talk a bit about why you gave it that rating?

5. Would you like to ask or share anything with us that we haven't talked about yet?

Mihi / karakia whakamutunga

Appendix C: Evaluative criteria



NCEA me te Whānau & NCEA ma le Pasifika Evaluation Overall Evaluation Criteria

These criteria will be used to summarise across all the different sources of evidence to assist in making overall conclusions.

Evaluation questions	
Outcome evaluation questions	<ol style="list-style-type: none"> 1. What are the positive outcomes of the workshops for whānau and kura/schools? (Criteria 1) 2. To what extent are the workshops making a difference in that they are of high-quality and valued? (Criteria 1)
Process evaluation questions	<ol style="list-style-type: none"> 3. To what extent is the programme being implemented well? (Criteria 2) 4. What could be improved? Are there elements NZQA could change? (will be answered as recommendations)

Overarching criteria 1: There is evidence of positive impact for whānau and kura/schools. (Mainly addresses Evaluation Questions 1 & 2)

Data sources: Interviews with whānau & coordinators, post-workshop survey

Evaluative criteria	He Kakano (seedling) Emerging	He whanake (sapling) Developing	Panekiretanga (tree) Strong
Whānau are planning to take action or have already taken action	0-33% indicated some form of action they intended to take or had taken.	34-65% indicated some form of action they intended to take or had taken.	Over 65% indicated some form of action they intended to take or had taken.
Whānau have increased understanding of NCEA	0-33% indicated something they've learnt about NCEA.	34-65% indicated something they've learnt about NCEA.	Over 65% indicated something they've learnt about NCEA.
School coordinators identify value, in terms of whānau understanding NCEA and/or taking action, from the workshops.	0-1 coordinators indicated value from the workshops, in terms of whānau understanding NCEA and/or taking action, from the workshops.	2-3 coordinators indicated value, in terms of whānau understanding NCEA and/or taking action, from the workshops.	All coordinators indicated value, in terms of whānau understanding NCEA and/or taking action, from the workshops.

<p>Overarching criteria 2: The workshops are engaging, valued, and implemented well. (Mainly addresses Evaluation Question 3)</p> <p>Data sources: Interview with the coordinators, workshop observation data, interview with whānau</p>			
Evaluative criteria	He Kakano (seedling) Emerging	He whanake (sapling) Developing	Panekiretanga (tree) Strong
Observations suggest the workshops are valued and engaging	0-1 workshops were valued and engaging	2-3 workshops were valued and engaging	All workshops were valued and engaging
Observations suggest the workshops are implemented well.	0-1 workshops were implemented well.	2-3 workshops were implemented well.	All workshops were implemented well.
School coordinators value the content, approaches, and delivery of the workshops	0-1 coordinators indicated value from the workshops, in terms of content, approaches, and delivery.	2-3 coordinators indicated value from the workshops, in terms of content, approaches, and delivery.	All coordinators indicated value from the workshops, in terms of content, approaches, and delivery.

Appendix D: Observation criteria



NCEA me te Whānau & NCEA ma le Pasifika Evaluation

Observation Criteria for WORKSHOPS

Workshop details	Notes
NCEA me te Whānau or NCEA ma le Pasifika?	
Location (marae, classroom, hall, etc.) Region Timing of workshop	
Attendance (whānau, ākongā) Kaiako / coordinators & their positions Facilitators	

Observation will focus on the following **evaluation questions**:

Question 2: Is the workshop engaging and valued? (Observation Criteria 1 & 2 cover this question)

Question 3: Is the workshop being implemented well? (Observation Criteria 3, 4, 5 cover this question)

Observation criteria	He kakano (seedling) Emerging	He whanake (sapling) Developing	-Strong
Approaches are engaging and culturally responsive to whānau Māori and Pacific families. <i>Mainly addresses evaluation question 2.</i>	One or more of the following is evident: <ul style="list-style-type: none"> Little or no evidence of engagement Little or no evidence of Māori or Pacific values are incorporated into the content and delivery. Little or no evidence that the delivery and materials are culturally responsive for whānau Māori and Pacific families. 	Most of the below are evident: <ul style="list-style-type: none"> A range of whānau (& ākongā) are engaged with the content. Some evidence of Māori or Pacific values are incorporated into the content and delivery. Delivery and materials are culturally responsive for whānau Māori and Pacific families. 	All the below are evident: <ul style="list-style-type: none"> A range of whānau (& ākongā) are clearly engaged with the content. Māori or Pacific values are incorporated into the content and delivery. Delivery and materials are culturally responsive for whānau Māori and Pacific families.

Notes:			
<p>Interactive approaches are used (mindful that workshops are only an hour long)</p> <p><i>Mainly addresses evaluation question 2.</i></p>	<p>One or more of the following is evident:</p> <ul style="list-style-type: none"> The workshop is non-integrative, lecture style e.g., facilitators lead all questions, information delivery only. <p>No tikanga was established at the beginning of the workshop to ensure whānau feel safe.</p>	<p>Most of the following is evident:</p> <ul style="list-style-type: none"> Some time is provided for whānau interactive activities. Some whānau have the opportunity to participate in an activity, e.g., discuss ideas with others (not lecture-type) <p>A culturally safe environment is somewhat developed where:</p> <ul style="list-style-type: none"> Tikanga about creating a safe and sharing space are presented at the beginning of the workshop (e.g., expectations). 	<p>All the following is evident:</p> <ul style="list-style-type: none"> Plenty of time is provided for whānau interactive activities. All whānau have the opportunity to participate in an activity, e.g., discuss ideas with others (not lecture-type) <p>A culturally safe environment is developed where:</p> <ul style="list-style-type: none"> Tikanga about creating a safe and sharing space are explained and discussed at the beginning of the workshop (e.g., expectations).
<p>The facilitator interprets the material in ways that are relevant and helpful for whānau Māori and Pacific families</p> <p><i>Mainly addresses evaluation question 3.</i></p>	<p>One or more of the following is evident:</p> <ul style="list-style-type: none"> No outline of the workshop is provided. Generic content is used which is either, a) not tailored to whānau Māori or Pacific families, or b) is a 'one-size-fits-all'. <p>Whānau/families receive little or no information about NCEA and suggestions for supporting their tamaiti</p>	<p>Most of the following is evident:</p> <ul style="list-style-type: none"> An outline of the workshop is provided. The content is somewhat responsive and can address issues and discussion points specific to whānau Māori and Pacific families. <p>Whānau/families receive some information about NCEA and suggestions for supporting their tamaiti</p>	<p>All the following is evident:</p> <ul style="list-style-type: none"> An outline of the workshop is provided, and briefly discussed in the beginning. The content is very responsive and addresses issues and discussion points specific to whānau Māori and Pacific families. <p>Whānau/families receive ample information about NCEA and suggestions for supporting their tamaiti</p>


Notes:			
<p>School's hosts in ways that are culturally responsive to whānau Māori and Pacific families</p> <p><i>Mainly addresses evaluation question 3.</i></p>	<p>One or more of the following is evident:</p> <ul style="list-style-type: none"> • Little or no evidence of manaakitanga and tikanga is followed. • Little or no evidence of school staff being actively engaged. 	<p>Most of the below are evident:</p> <ul style="list-style-type: none"> • Some tikanga and manaakitanga is followed (karakia only, no kai etc.) • School staff are somewhat actively engaged. 	<p>All the below are evident:</p> <ul style="list-style-type: none"> • Tikanga and manaakitanga is followed (kai provided, karakia, mihi, etc.) • School staff are clearly actively engaged.
Notes:			
<p>School has good strategies for specifically inviting whānau Māori/Pacific families.</p> <p><i>Mainly addresses evaluation question 3</i></p>	<p>One or more of the following is evident:</p> <ul style="list-style-type: none"> • Workshop is open to all whānau. Only a few whānau Māori/Pacific families attend • The school appears to have no strategies for specifically inviting whānau Māori/Pacific families 	<p>Most of the below are evident:</p> <ul style="list-style-type: none"> • The workshop is open to all whānau and/or some whānau Māori/Pacific families attend • The school has some strategies for specifically inviting whānau Māori/Pacific families 	<p>All the below are evident:</p> <ul style="list-style-type: none"> • Workshop is specifically for whānau Māori or Pacific families. The workshop is well attended. • The school has good strategies for specifically inviting whānau Māori/Pacific families
Notes:			


Overall notes & placement:




Rangahau Mātauranga o Aotearoa | New Zealand Council for Educational Research

 www.nzcer.org.nz

 @NZCER

 facebook.com/nzcer

 www.linkedin.com/company/new-zealand-council-for-educational-research

