



MATAPUNA TRAINING CENTRE

Developing Māori Students Soft Skills to Support
Improved Achievement Outcomes

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Introduction

This project was jointly funded by the Ako Aotearoa Regional Hub Project Fund of 2016 and Matapuna Trust, to explore the link between developing students Soft Skills and educational outcomes. The study was carried out by staff and students at Matapuna Training Centre across 2018-2019. Matapuna Trust was specifically focused on trying to establish if there was a measurable link between focusing on improving students Soft Skills and the Educational Performance Indicators (EPIs) used by the Tertiary Education Commission (TEC) to measure outcomes for Youth Guarantee. The study focused in particular on Māori student achievement, as the organization has a high proportion of Māori students, and based on previous data there had been a parity gap in achievement between Māori and non-Māori students at Matapuna Training Centre.

The original goal of the project was to develop, implement and analyze the 2018 cohort's achievement. However, during 2018 it became clear that this was ambitious due to the development phase taking longer than expected. Due to the nature of rolling student enrolments, it was apparent that Matapuna would not be able to capture a cohort across a year for comparative purposes with the TEC EPIs. Therefore, the research phase was extended into 2019 to capture a full year that could be analyzed against the TEC EPIs.

The projects main purposes were:

- To measure and evaluate the progress that students make over time in the soft skills, and at the same time, record the correlation between course achievement and students' soft skills improvement.
- Identify and describe a set of descriptors that Matapuna staff know students need to develop in order to achieve at level 1 and 2. The descriptors will be in student-friendly language and will allow students to evaluate where they are and the areas they need to develop.
- The descriptors will allow students, and tutors to measure soft skills improvement over time and co-construct next step goals. Tutors will be more informed about their students and be able to tailor their approach accordingly.
- Management will be able to develop a method of capturing groups of students' development in soft skills over time and evidence the links between soft skill improvement and successful student achievement outcomes.

The project team consisted of: Jodie Cook (CEO), Simone Poi (Lead Tutor), and the following Tutors, Karina Terekia, Nigel Thornicroft, and Zella Toia-Preston. In 2019, Keelan Poi joined the tutoring team. All team members are employees of Matapuna Trust.

The project team wish to thank Ako Aotearoa for their support during this project and for the opportunities that were provided to share the project at several forums.

Executive Summary

The project sought to provide evidence that improving student achievement outcomes was linked to tutors supporting students to develop their soft skills. The project had five key outcomes:

- 1. Guidance has been provided to tutors on how to teach, and embed, the soft skills that students need to develop to support academic achievement at Matapuna Training Centre.**

Tutors worked together to develop their ability to explicitly teach soft skill development. Rather than using a set and prescribed method of delivery and material, tutors preferred to integrate soft skills lessons in a variety of ways so that instruction was authentic and relevant to students.

- 2. Students have been provided with a documented definition of the soft skills that successful learners develop over time at Matapuna. This definition, in the form of a booklet, was developed by tutors and students.**

Students and staff worked collaboratively to develop the Matapuna Key Competencies booklet for use by both students and tutors.

- 3. Tutors have worked together to devise a process of documenting soft skill development of foundation students, record these, and share these with students.**

Tutors individually trialed different approaches in their classes and came together each term to share their approach and consider next steps. At the start of 2020 tutors adopted a common approach and refined this together.

- 4. The project has established that there is a correlation between learner development of soft skills, and academic achievement outcomes.**

Matapuna Training Centre's 2019 Educational Performance Indicators, as published on Nga Kete (<https://www.tec.govt.nz/>), evidence that the centre exceeded the National Average for PTEs and achieved their highest level of performance since moving to Youth Guarantee funding in 2013. The Key Competencies tracking data showed that 65% of the students that were able to be monitored improved their soft skills over the period of time that was monitored.

- 5. A resource has been developed to assist tutors and students to co-construct their soft skill goals for inclusion in the students Individual Learning Plans. This assists the tutor with “knowing their learner”.**

As mentioned in point 2 above, the Key Competency booklet is used by both tutors and students. Tutors also reviewed student’s Individual Learning Plans, and quarterly student report templates, in order to align systems and processes and easily track and monitor individual students progress over time.

Outcome 1:

Guidance has been provided to tutors on how to teach and embed the soft skills that students need to develop to support academic achievement at Matapuna Training Centre.

The project started with tutors reviewing a pack of literature that directly influences the description and development of “soft skills”. This included: The Youth Strategy, the Key Competencies contained in the Vocational Pathways documents, and the Graduate Profiles contained in *A Foundation for Progression* (Ako Aotearoa, 2014). The tutors also took into account the Key Competencies contained in the New Zealand Curriculum.

A full staff meeting was facilitated to develop a Matapuna Ideal Graduate Profile. The essential Key Competencies that Matapuna staff felt were essential for student success were identified. The Ideal Graduate Profile and Key Competencies were then broken down into a set of descriptive statements that described the progressions that tutors were familiar with seeing students work through as they developed their soft skills at Matapuna.

Matapuna Training Centre Graduate Profile

Graduate Outcome:	Level 1	Level 2	How/where will we measure this?
Future focused learners that have ownership of their own learning	<ul style="list-style-type: none"> Informed and have explored potential career pathways. Understand the impact of their learning on their own and future generations futures. Developing an idea of careers that they are interested in. 	<ul style="list-style-type: none"> A clear pathway is identified and knows the steps into that career. Has been supported with enrolment, study link, accommodation and other barriers. 	<ul style="list-style-type: none"> Students individual E Portfolios, ILPs, units 7117, 7118 and 10871. Careers Expo/higher education provider visits. Alyssa's reports re: support.
Motivated to achieve their aspirations (Progression)	<ul style="list-style-type: none"> Enrol in a Level 2 programme – Matapuna or other. Attendance settles to more often than not. Developing the skills required to self-reflect on their own performance. 	<ul style="list-style-type: none"> Student enters higher learning or employment on leaving Matapuna. Self-monitoring their unit plans. On task and making good progress. Able to accurately self-reflect and identify improvements – KC's. 	<ul style="list-style-type: none"> Increasing numbers of students entering higher learning – TEC EPIs. Increasing unit completion rates.

Extract from the Matapuna Graduate Profile – Appendix A

Once the tutors had developed their descriptors which defined student’s development of Soft Skills through various stages of development, the tutors brainstormed their approach to incorporate explicit teaching of the Key Competencies into their programmes. It was agreed early on that due to the different contexts and programme curriculums that a one size fits all approach was not going to be possible. Tutors wanted the flexibility to integrate the Key Competencies into their programmes and utilise naturally occurring teaching and learning opportunities as much as possible. Tutors did not see the value of a structured Key Competency instruction time or “how to teach guide”.


Managing Self

Reliable and responsible

Beginning
Attendance is 60% or lower
Never or rarely on time – needs reminders
Not organised in advance
Needs constant reminders and oversight - is not yet reliable
Needs to work on honesty and become trustworthy – usually does not demonstrate the Matapuna Values
Is not yet able to follow instructions and complete tasks

Advanced
Rangatiratanga: Attendance is between 85% and 100%
Always in class on time – never needs reminding
Is always organised and ready for learning, reliable - committed and responsible
Is honest, trustworthy and demonstrates Matapuna Values consistently
Follows instructions and completes assigned tasks

Developing
Attendance is between 60% and 85%
Mostly on time – only needs a few reminders
Is organised in advance sometimes
Is sometimes reliable – starting to be committed and responsible
Is mostly honest and trustworthy and sometimes demonstrates the Matapuna values.
Sometimes follows instructions and completes tasks



Extract from Key Competency Booklet. See full version in Appendix B

Tutors met fortnightly and started to provide, as part of their regular meetings, updates and sharing of practice – success stories, resources and activities that they had developed and tried. A folder was created in the Centre’s drive for tutors to save and share resources.

Tutors identified opportunities to explicitly teach the Key Competencies from: within their programmes and the unit standards they already delivered; within centre wide systems and processes; and within centre wide or class activities. Many of the Key Competencies could be integrated naturally into tutor’s programmes and their classroom systems.

Outcome 2:

Students have been provided with a documented definition of the soft skills that successful learners develop over time at Matapuna. This definition was developed by tutors and students.

A draft Key Competencies booklet was presented to students for feedback and was trialed in classes in 2018. Some changes were made by staff based on the feedback and the first trial. Students in particular asked for more plain language, and they also asked that their self-evaluation against the descriptors were not done in one session. Tutors learned to break up the booklet into smaller chunks that were relevant to class lessons where possible.

In 2018, each class tutor trialed their own process for tracking and monitoring within their class.

In 2019, a simple process of the students using a different colored highlighter each term to evaluate their progress was adopted. Please refer to the next page, for an excerpt of a student's self-assessment from the Key Competencies booklet.

Managing Self

Reliable and Responsible

Beginning

Attendance is 60% or lower.
 Never or rarely on time – needs reminders.
 Not organized in advance.
 Needs constant reminders and oversight – is not yet reliable.
 Needs to work on honesty and become trustworthy – usually does not demonstrate the Matapuna Values.
 Is not yet able to follow instructions and complete tasks.

Developing

Attendance is between 60% and 85%.
 Mostly on time – only needs a few reminders.
 Is organized in advance sometimes.
 Is sometimes reliable – starting to be committed and responsible.
 Is mostly honest and trustworthy and sometimes demonstrates the Matapuna values.
 Sometimes follows instructions and completes tasks.

Advanced

Rangatiratanga: Attendance is between 85% and 100%.
 Always in class on time – never needs reminding.
 Is always organized and ready for learning, reliable - committed and responsible.
 Is honest, trustworthy and demonstrates Matapuna Values consistently.
 Follows instructions and completes assigned tasks.

Positive Attitude / Willingness to learn

Beginning

Reluctant to give new learning or experiences a go.
 Uses put downs to self and/or others.
 Looks for the easy option all the time.
 Cannot accept feedback and advice.
 Is not happy, friendly or optimistic.

Developing

Willing to try new things – experiences or learning.
 Does not use put downs but does not support others either.
 Accepts average work and does not look to improve.
 Is learning to accept feedback and advice.
 Is sometimes happy, friendly and optimistic.

Advanced

Matauranga: Has a “Can do” attitude and will give anything a go is confident that they can learn and that others can too/supports others.
 Looks for ways to improve their/others learning/work, etc.
 Seeks out feedback and advice.
 Is always happy, friendly and optimistic.

Reviewed:

1	Initial		Date Term 1	15/02/2019
2	Initial		Date Term 2	20/05/2019
3	Initial		Date Term 3	20/09/2021
4	Initial		Date	

Comments:

*I am making progress in this area.
 I have set goals with my tutor in my ILP
 and I can see I am improving heaps.*

Acknowledgements

Cover photo: Matapuna graduates of 2017, All photos used belong to Matapuna Training Centre, Microsoft clipart used
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Sample of the Key Competencies being used by students to self-assess their soft skills development

Outcome 3:

Tutors have worked together to devise a process of documenting soft skill development of foundation students, record these and share these with students.

As above the colored highlighter system was adopted to easily and simply record the student's self-evaluation on a term-by-term basis. The colours easily showed the students progression and movement within the descriptors.

In 2018, tutors used a variety of systems to track students' progress over time. One tutor changed the Centre's student reporting template to integrate a review, and provide a commentary on the Key Competencies. Student reporting occurs each term for every student in every class.

Progress Report Term 3, 2019

Name: _____
Enrolment Start Date: 1st May 2019

NSN: _____
Enrolment End Date: 20th Dec 2019

0. Has not attended	1. Has made minimal progress	2. Below average	
3. Good	4. Very good	5. Excellent	NA. Not applicable

Learning Ethics		Key Competencies			Initial		Formative		Summative			
					Step	Score	Step	Score	Step	Score		
Attendance	5	Managing Self	5	Reading	4	562 +/- 28						
Attitude	4	Thinking Skills	4									
On task in class	5	Relating to others	4									
Timeliness	5	Participating & contributing	5	Numeracy	3	586 +/- 29						
Centre rules	5	Using language	4									
Centre values	5	symbols & text										

Comments: Kia ora _____, term 3 has been very eventful for you and you have once again performed well in all aspects here at Matapuna. You are continuously displaying a high level of dress and bearing and...

Sample of the Matapuna Student Progress Report Completed – see Appendix C

Tutors decided to adopt a common approach across the Centre. They reviewed the student reporting template to include an area for recording a student's Key Competency progress, and feeding this back to them. They implemented a 'level' system for the descriptors that both tutors and students self-assess against. This provided a ranking out of 6 for each Key Competency area.

Tutors found that a spreadsheet of the class recording the ranking on the student's report term-by-term did not accurately reflect a classes progress over time due to the rolling intake of students at Matapuna. This part of the research was quickly abandoned for individual tracking and reporting of each student across 3 – 4 terms which meant the data crossed 2018 to 2019 for some students and 2019 to early 2020 for others. Only students that attended for 3 terms were included in the statistics, as comparison against the TEC EPIs would not have been possible otherwise.

Outcome 4:

The project has established that there is a correlation between learner development of soft skills, and academic achievement outcomes.

Data by class was not possible due to the rolling enrolment of students at Matapuna and the movement of students between classes which was significant in 2019. Across the years 2018 and 2019, thirty-one students were enrolled for three terms or more. This provided three, or more, reporting points of students and tutors assessing student's development against the Key Competencies.

Assumptions made by management to enable data to be collated (see Appendix D):

- All students included are Māori.
- A 'no' literacy or numeracy gain was rated a 3, which is the midpoint between 1 and 6, which were the ratings tutors used to report students against the Key Competencies. This is to ensure a 'no' gain did not distort the data.
- A literacy or numeracy gain was given a 4.
- A statistically significant literacy or numeracy gain was given a 6.
- Each student's initial and last ranking was used. For some students this was a span of 3 reporting points while for others it may have been 4 or 6.
- Students who only attended for two terms (6 months) did not engage sufficiently to measure a gain in their Key Competencies. They did not complete their enrolment, and typically did not complete a qualification, meaning that the purpose of the project is not able to be demonstrated.

Raw data of the 31 students that remained enrolled across late 2018 and 2019 evidence that:

Key Competency Improvement	Course Completion Rate for this Group	Qualification Rate for this Group
65% or 20/31 students improved their Key Competencies	83%	20 qualifications achieved by 15 students out of 31
22% or 7/31 students stayed the same	98%	12 qualifications achieved by 7 students out of 31
12% or 4/31 students did not improve their Key Competencies	67%	4 qualifications achieved by 3 students out of 31

Notes:

- Two, of the 'Did Not Improve' students, achieved a 95% and a 100% course completion rate. Both of these students enrolled with strong Key Competencies meaning that the course completion rate for this group is high. The average of the two that were not strong on enrolment would be 65%.
- The seven students who remained the 'Same', **all** had reasonable levels of Key Competencies on enrolment. When other data is analyzed, all of the seven students had high levels of attendance, which combined with reasonable levels of Key Competencies on enrolment, resulted in a strong course completion rate.
- Four of the six students that did not complete a qualification in 2019 completed a qualification in early 2020. One other student that did not complete in 2019 remains enrolled and will compete in 2021. One student from the data set that did not complete a qualification is no longer attending Matapuna and will not complete a qualification.

The data reveals that 65% of all students that remained enrolled across 2018 and 2019, and that attended for 3 terms or more, improved their Key Competencies. Another 22% remained the same but had strong Key Competencies on enrolment. It also shows that 81% of the students analyzed completed a minimum of one qualification in 2019, with 94% completing a qualification by the end of 2020, and 97% of the cohort achieving a qualification by the end of 2021.

Students	Managing Self		Thinking skills		Relating to Others		Participating & Contributing		Using Language Symbols & Texts		Literacy Gain	Numeracy Gain	Gain out of 7 areas	Average on starting	Average at year end	Improvement	Course Completion Rate	Qualifications Achieved
	Initial	Final	Initial	Final	Initial	Final	Initial	Final	Initial	Final								
A	2	3	2	3	3	4	3	3	2	3	4	6	6	2.4	4	Y	67%	0
B	4	3	4	3	3	3	5	3	3	3	3	4	1	3.8	3	N	74%	1
C	2	3	3	3	4	4	4	4	4	3	6	6	3	3.4	4	Y	66%	1
D	3	3	4	4	4	4	3	4	4	4	4	6	3	3.6	4	Y	58%	0
E	3	3	3	3	3	4	3	4	2	2	6	4	4	2.8	4	Y	67%	0
F	3	4	3	4	3	5	3	5	3	3	3	3	4	3	4	Y	100%	1
G	3	4	3	5	2	4	1	2	1	1	6	6	6	2	4	Y	82%	0
H	3	2	3	3	3	2	3	2	3	3	6	3	1	3	3	S	79%	1
I	2	3	3	3	3	3	3	3	3	2	4	6	3	2.8	3	Y	80%	1

Sample of Collated Data - 2019 Youth Guarantee – Appendix D

The project's goal was to establish if, by improving student's soft skills, Matapuna Training Centre's performance against the Tertiary Education Commissions Educational Performance Indicators, improved. In 2019, Matapuna Training Centre's performance against the TEC's EPIs did improve on prior years and, in fact, exceeded the average for all PTEs.

2019 Nga Kete Data	Course Completion Rate	Qualification Completion Rate
Matapuna All Students	72.4%	63%
Matapuna Māori Students	72.4%	63%
NZ PTEs All Students	65.7%	56.3%
NZ PTEs Māori Students	63.3%	52.7%

Extract from Matapuna Training Centre's TEC EPI data overtime – Appendix E

Unlike the NZ PTE achievement statistics, Matapuna has no variation between the achievement of 'all' students and 'Māori' students.

In 2019 Matapuna's student achievement exceeded that of the NZ PTE cohort.

The year 2019 was Matapuna Training Centre's best student achievement year against the TEC EPIs since delivering Youth Guarantee.

Outcome 5:

A resource has been developed to assist tutors and students to co-construct their soft skill goals for inclusion in the students Individual Learning Plans. This assists the tutor with “knowing their learner”.

The Key Competencies booklet resource has been developed, and it guides tutors and students to establish goals for each student’s Individual Learning Plan. Each term, Tutors and students evaluate progress and next steps. This cycle is now well embedded into student goal setting, tutor reporting and centre wide systems and processes.

Key Competencies – what are my goals?	What will I do to achieve the goal?	Review notes
<ul style="list-style-type: none"> • Managing Self, relating to others, participating and contributing. • I need to work on being more organized and on time. • I need to listen to others more and value their opinions. • Improve my attendance from 65% to 85% minimum. 	<ul style="list-style-type: none"> • Get up earlier and get into class 5 minutes earlier. • Try not to make fun of people that have different opinions to me. • No put downs. • Attend course even when I don't feel like it unless I am sick or have a valid reason. 	

Extract from the Matapuna Student Individual Learning Plan – see Appendix F

Findings

Teaching practice: Tutors are including soft skill development goals into student Individual Learning Plans.

Learners: Students are able to engage in informed discussions with their tutors around soft skill development in a meaningful way.

Team: Tutors are seeing the benefit of empowering students to take ownership of their own soft skill development. Tutors have developed a set of soft skill descriptors to assist with targeted teaching. Management have developed a system of tracking and monitoring cohorts of student's development in their soft skills.

Next Steps

Tutors and students would like to review and modify the Key Competencies booklet to reflect more 'student friendly' speak, and to ensure the statements are positive. As several new tutors have been employed since the project began, the tutor team would like to go back and review, refine and improve the systems and processes, and ensure that there is consistency across the centre in terms of the application.

Tutors will revisit the rankings in student progress reports to ensure consistency of interpretation, and to make certain that all class tutors have similar expectations.

Conclusion

The student's soft skills development data, combined with the 2019 EPI data, supports a link between improved soft skill development and student achievement outcomes. Matapuna staff believe that the link is strong enough to support continued implementation of targeted teaching and the use of the Matapuna Key Competency Framework, to support the development of student's soft skills and improve academic outcomes.

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APPENDIX A

Matapuna Graduate Profile

Graduate Outcome:	Level 1	Level 2	How/where will we measure this?
Future focused learners that have ownership of their own learning	Informed and explored potential career pathways. Understand the impact of their learning on their own and future generations futures. Developing an idea of careers they are interested in.	A clear pathway is identified and knows the steps into that career. Has been supported with: enrolment, study link, accommodation & other barriers.	Students individual E Portfolios, ILP's, units 7117, 7118 & 10871. Careers Expo/ higher education provider visits. Alyssa's reports re support.
Motivated to achieve their aspirations (Progression)	Enrol in a level 2 programme – Matapuna or other. Attendance settles to 'more often' than 'not'. Developing the skills required to self-reflect on their own performance.	Student enters higher learning or employment on leaving Matapuna. Self-monitoring their unit plans. On task and making good progress. Able to accurately self-reflect and identify improvements – KC's.	Increasing numbers of students entering higher learning – TEC EPIs. Increasing unit completion rates.
Self-confident graduates	Feel they belong at Matapuna. Feel that they will achieve at Matapuna and in the future. Developing self-confidence and self-respect.	Use direct eye contact & hold their heads high. Present themselves well consistently. Confident in a range of situations – internal & external. Take leadership roles when offered - walk the talk.	Student self-review against the Key Competencies. Providing opportunities for students. Mana Potential. Delegated/voluntary tasks – class & centre.
Interpersonal skills	Beginning to understand and demonstrate values. Interacting well within their class and with tutor and staff. Aware of the need to use appropriate language and attempts to correct are made.	Appropriate language for the situation. Appropriate behaviour. Interacting well with a range of students & tutors. Demonstrate Matapuna values consistently. Work effectively as part of a team.	As above + Group work in classes. Unit standards that relate. Reducing student behaviour incidents.
Have a good work ethic/self-managing	Attend ready for learning (timeliness). Follow instructions. Engaged in learning most of the time. Know what good self-management looks like. Are supported to self-assess against the Key Competencies and set personal goals. Accomplish tasks with guidance – knows when to ask. Apply basic solutions to simple problems.	High level of attendance – 85% +. Always engaged in their learning and on task. Can independently self-assess against the Key Competencies and set goals to improve. Able to adapt to changes in environment/routine/class quickly –resilient. Apply known solutions to familiar problems.	Key Competency reviews and goals in E-Portfolios. Attendance records. Tutor progress reports.
Experience success at Matapuna	Gain level 1 qualification in first enrolment. Gain a learner's license. Supported to address any barriers to learning.	Achieve license and First Aid Certificate. Gain a level 2 qualification. Manage barriers to learning. Progress into employment or higher education.	TEC EPI statistics are achieved. Progression rates are improving.
Literacy	Communicate with tutor, class and key staff appropriately. Locate and use information for a purpose using digital and non-digital tools. Make simple inferences from texts. Manage written tasks relevant to learning. Recognise familiar words and a few specialised words. Use appropriate vocabulary for differing situations.	Interact and communicate with a wide variety of people in a few different contexts appropriately. Evaluate information, interpret meaning and explain. Analyse differing points of view. Manage written tasks to specific contexts. Understand some academic vocabulary specific to industry etc.	NCEA Literacy requirements are met. All students progress against the reading LAT. All students use the Pathways Awarua.
Numeracy	Perform simple accurate calculations and arithmetic. Perform simple measurements.	Identify and understand basic mathematical concepts. Interpret graphs and basic statistics. Knows what strategy and when to use it.	NCEA Numeracy requirements are met. All students progress against the Numeracy LAT. All students use the Pathways Awarua.

IT Literate	Able to use IT to locate information for a specific purpose. Able to perform basic tasks in Word, Excel, and power point.	Able to integrate information located using IT to make meaning relevant to given tasks. Confident users of Word, Excel, PowerPoint and the world wide web. Able to use a range of technologies and programmes.	Units. Observations. Class activities.
Contributing community members	Be aware of the wider community needs and are prepared to participate in their community. Develop knowledge of the local community.	Be involved with community activities & aware of environmental and social challenges that effect the community. Use knowledge of the local community identify services and needs.	Community services units. Centre wide activities. Classroom fundraising or community support activities.
Manatangata	Are aware of the Matapuna Tikanga and values. Understand basic Māori Tikanga in everyday and formal settings. Identify their cultural identity, and begin to identify similarities and differences in individual's perspectives. Recognise and understand the place of Te Tiriti o Waitangi in Aotearoa New Zealand.	Demonstrate Matapuna values and Tikanga. Follow appropriate Tikanga in formal settings. Describe their cultural identity and other diverse perspectives in Aotearoa New Zealand, including Māori and Pacific. Recognise and understand the place of Te Tiriti o Waitangi in Aotearoa New Zealand.	Powhiri, any noho including end of year trip, panui, karakia at formal Matapuna events. Key Competencies re values. Whakapapa. Introduce the Treaty into start of year lessons.

APPENDIX B - Matapuna Key Competencies Booklet

Reviewed: 1 Initial _____ Date _____
2 Initial _____ Date _____
3 Initial _____ Date _____
4 Initial _____ Date _____

Comments:

Acknowledgements

Cover photo: Matapuna graduates of 2017, All photos used belong to Matapuna Training Centre, Microsoft clipart used

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MATAPUNA TRAINING CENTRE
Whakamanatia Te Tangata | Empowering People

Student Name: _____

Remember to sign off the back page once reviewed

Use a different coloured highlighter for each review



Key competencies

Managing Self

Reliable and responsible

Beginning

Attendance is 60% or lower
 Never or rarely on time – needs reminders
 Not organised in advance
 Needs constant reminders and oversight - is not yet reliable
 Needs to work on honesty and become trustworthy – usually does not demonstrate the Matapuna Values
 Is not yet able to follow instructions and complete tasks

Advanced

Rangaitiranga: Attendance is between 85% and 100%
 Always in class on time – never needs reminding
 Is always organised and ready for learning, reliable - committed and responsible
 Is honest, trustworthy and demonstrates Matapuna Values consistently
 Follows instructions and completes assigned tasks

Developing

Attendance is between 60% and 85%
 Mostly on time – only needs a few reminders
 Is organised in advance sometimes
 Is sometimes reliable – starting to be committed and responsible
 Is mostly honest and trustworthy and sometimes demonstrates the Matapuna values.
 Sometimes follows instructions and completes tasks



Positive Attitude / Willingness to learn

Beginning

Reluctant to give new learning or experiences a go
 Uses put downs to self and/or others
 Looks for the easy option all the time
 Cannot accept feedback and advice
 Is not happy, friendly or optimistic

Developing

Willing to try new things – experiences or learning
 Does not use put downs but does not support others either
 Accepts average work and does not look to improve
 Is learning to accept feedback and advice
 Is sometimes happy, friendly and optimistic

Advanced

Matauranga: Has a "Can do" attitude and will give anything a go
 Is confident that they can learn and that others can too/supports others
 Looks for ways to improve their/others learning/work etc
 Seeks out feedback and advice
 Is always happy, friendly and optimistic

Language Text and Symbols

Relevant Programmes

Engaged Students

Exceptional People

Listening and speaking

Progressions Steps

1–3

Able to verbally communicate with tutor, class and staff appropriately.

4–5

Interacting with other students at the centre, visitors and members of the public

5–6

Interact and communicate with a wide variety of people in different contexts appropriately



Reading

Progressions Steps

1–3

Able to decode and comprehend
 Able to make simple inferences.

4–5

Able to decode and comprehend step 4 writing
 Able to identify more complex inference

5–6

Evaluate information, interpret, meaning and explain
 Able to analyse differing points of view



ICT

Progressions Steps

1–3

Able to use IT to locate information for a specific purpose
 Able to perform basic tasks in Microsoft Office suite

4–5

Able to integrate information, pictures, diagrams using IT to make meaning relevant to the tasks
 Confident users of Microsoft

5–6

Able to confidently use a range of technologies and programmes to produce quality work



Language Text and Symbols

Mathematics

Progressions Steps

1—3

Perform simple accurate calculations and arithmetic
Perform simple measurements

4—5

Can identify and understand basic mathematical concepts
Can interpret graphs, statistics, diagrams, tables, images
Able to estimate reasonableness of answers

5—6

Strong basic facts
Knows what strategy and when to use it
Accurately estimates reasonableness of answers



Writing

Progressions Steps

1—3

Manage written tasks relevant to learning
Locate and use information to support writing

4—5

Manage written tasks specific to context
Use information to improve writing response

5—6

Written work contains a range of sentence structures is paragraphed and has an introduction and conclusion
Can include evidence to support points of view etc



Personal Care and Expectations

Beginning

Often comes to class not well presented
No clear goals for life, learning, or education
Has not yet learned to self-reflect and assess self

Developing

Most of the time has good presentation
Beginning to develop goals for life, learning and education
Is supported to self-reflect and self-assess

Advanced

Maintains good personal presentation (clean, tidy, self & clothing)
Has clear goals in life, for learning, and education
Able to independently self-assess and review own progress towards goals

Resilience

Beginning

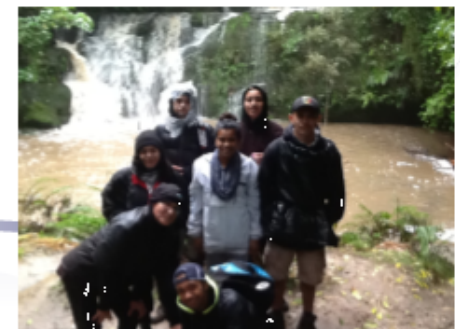
Is resistant to any change and does not like change
Gives up easily when faced with a challenge
Does not ask for help or seek support
Cannot admit to mistakes and/or does not learn from them

Developing

Is becoming adaptable and flexible when situations change
Sometimes gives up when faced with challenges
Starting to seek support and ask for help when needed

Advanced

Is adaptable and flexible—understands situations change, responds well
Does not give up when faced with challenges or setbacks
Is able to seek support and ask for help when needed
Accepts when they have made mistakes and learns from them



Relating to others

Communication and Interactions

Beginning

Needs to develop listening skills
Does not contribute ideas
Does not respect other's opinions and ideas
Unable to negotiate
Little or no student initiated communication

Developing

Sometimes listens to others views
Shares ideas sometimes
Respects different opinions
Is beginning to learn how to negotiate
Some student initiated communication in and

Advanced

Aroha & Manaakitanga: Always listens to others views respectfully
Always shares ideas and makes contributions
Interested in different views and opinions and uses to modify knowledge
Can negotiate for self and others and sees different solutions
Able to communicate with a wide range of people



Leadership

Beginning

Reluctant to take on leadership roles

Developing

Will take on a leadership role with support

Advanced

Able to take on a leadership position with ease and confidence

Respect

Beginning

Does not consider others and how wellbeing is affected by their actions/ words
Decisions and actions are based on emotions

Developing

Demonstrates some tolerance of diversity and caring for other's personal well being
Beginning to think before acting/speaking

Advanced

Wairuatanga & Manaakitanga: Respects the individual diversity and supports the personal wellbeing of all
Takes responsibility for their words and actions

Participating and Contributing

Relevant Programmes

meet the needs of students and wider community

Engaged Students

Exceptional People

In the wider community...

Beginning

Is not active in any wider community groups or activities
Reluctant to participate in centre-organised activities that occur in the community

Developing

Is developing knowledge of being a contributing citizen
Participates in centre-organised activities that occur in the community

Advanced

Whanaungatanga & Kotahitanga

Is part of groups or organisations in the wider community
Has a developed sense of being community minded and a contributing citizen
Contributes positively to centre organised activities that occur in the community



Twilight Netball Competition 2017



C Company House—Tairāwhiti



Visiting local marae—Ko Au project

Participating and Contributing

At Matapuna...

Beginning

Works as an individual in class

Not familiar with environment yet

Not participating in centre activities yet

Advanced

Whanaungatanga: interacts with students & tutors from other classes,

Belongs at Matapuna and is 100% comfortable

Confident to participate in all centre activities

Developing

Participates in class learning and activities

Is familiar with where classes and staff are located

Will participate in some centre activities



Centre Activity—Learning the ins and outs of Ki o Rahi

Relating to others

Relevant Programmes

Engaged Students

Exceptional People

Teamwork

Beginning

Is unable to work with others on tasks or goals

Does not work well yet with other genders/cultures/ages/beliefs

Unable to co-operate and compete and does not understand the difference

Does not recognise any authority of tutors or staff – does not follow directions

Advanced

Kotahitanga & Rangatiratanga

Always works well with other's on tasks and goals

Works well with other genders/ages/cultures/beliefs

Knows when to co-operate and when to compete

Recognises the authority of tutors and staff and follows directions

Positively represents Matapuna at all times

Developing

Sometimes works well with others on tasks or goals

Sometimes works well with other gender/age/cultures/beliefs

Is beginning to understand the difference between co-operation & competition and demonstrates this

Recognises the authority of some tutors and staff and sometimes follows directions

Usually represents Matapuna positively



Managing self Relating to others Participating & Contributing Thinking
Language Symbols & Texts

Thinking

Problem Solvers & Independent Thinkers



Beginning

- Not yet able to identify options before making decisions
- Not yet able to identify problems
- Is unaware of actions and consequences
- Does not seek advice or ask for help
- Follows other people's decisions most of the time

Developing

- Is starting to identify options before making decisions
- Identifies problems more consistently
- Demonstrates some awareness of actions and consequences
- Sometimes seeks advice/help
- Makes own decisions sometimes



Advanced

- Can identify and assess options before making decisions
- Recognises problems accurately and uses initiative to find solutions
- Thinks about consequences before acting and makes good choices
- Knows when to seek advice/help and does
- Thinks independently and makes own decisions



Say the problem Think of solutions Explore consequences
Pick the best solution

APPENDIX C

Matapuna Training Centre Student Report Template



MATAPUNA
TRAINING CENTRE

Progress Report Term (), (YEAR)

Name:

NSN:

Enrolment Start Date:

Enrolment End Date:

0. Has not attended	1. Has made minimal progress	2. Below Average
3. Good	4. Very Good	5. Excellent
		6. NA Not Applicable

Learning Ethics	Key Competencies		Initial		Formative		Summative	
			Step	Score	Step	Score	Step	Score
Attendance Attitude On task in class	Managing Self Thinking Skills Relating to Others	Reading						
Timeliness Centre Rules Centre Values	Participating & Contributing Using Language Symbols & Text	Numeracy						

Comments: Salutation

Summary Qualifications you are working towards:

Qualifications	Credits Achieved in Term ()	Credits Needed

Tutor Comments:

Tutor: _____

Date: _____

CEO Jodie Cook: _____

Date: _____

(PERSONAL POSITIVE QUOTE BASED ON REFLECTION OF STUDENT)

APPENDIX D - Statistics for 31 Students – 2018/2019

Students	Managing Self		Thinking skills		Relating to Others		Participating & Contributing		Using Language Symbols & Texts		Literacy Gain	Numeracy Gain	Gain out of 7 areas	Average on starting	Average at year end	Improvement	Course Completion Rate	Qualifications Achieved	
	Initial	Final	Initial	Final	Initial	Final	Initial	Final	Initial	Final									
A	2	3	2	3	3	4	3	3	2	3	4	6	6	2.4	4	Y	67%	0	
B	4	3	4	3	3	3	5	3	3	3	3	4	1	3.8	3	N	74%	1	
C	2	3	3	3	4	4	4	4	4	3	6	6	3	3.4	4	Y	66%	1	
D	3	3	4	4	4	4	3	4	4	4	4	6	3	3.6	4	Y	58%	0	
E	3	3	3	3	3	4	3	4	2	2	6	4	4	2.8	4	Y	67%	0	
F	3	4	3	4	3	5	3	5	3	3	3	3	4	3	4	Y	100%	1	
G	3	4	3	5	2	4	1	2	1	1	6	6	6	2	4	Y	82%	0	
H	3	2	3	3	3	2	3	2	3	3	6	3	1	3	3	S	79%	1	
I	2	3	3	3	3	3	3	3	3	2	4	6	3	2.8	3	Y	80%	1	
J	3	3	3	3	3	3	3	3	3	3	4	6	2	3	4	Y	88%	2	
K	3	3	3	3	3	3	3	3	3	4	3	4	2	3	3	S	62%	2	
L	3	3	3	3	3	3	3	2	3	3	3	3	0	3	3	S	84%	2	
M	3	4	3	4	3	4	3	4	3	4	4	4	3	6	3	4	Y	79%	3
N	3	3	3	3	4	3	2	4	4	3	3	3	1	3.2	3	S	82%	1	
O	3	3	4	4	4	4	4	4	3	3	3	4	1	3.6	4	Y	62%	2	
P	3	3	4	4	3	3	2	2	3	3	4	4	2	3	3	S	91%	2	
Q	3	5	3	5	4	5	4	5	3	5	3	3	5	3.4	4	Y	80%	1	
R	3	3	4	3	4	3	3	4	3	3	4	6	3	3.4	4	Y	70%	1	
S	2	3	4	3	3	3	4	4	4	2	4	4	3	3.4	3	N	95%	2	
T	2	3	4	4	3	4	3	4	4	4	3	4	4	3.2	4	Y	97%	1	
U	3	3	3	3	3	3	4	5	3	3	3	3	1	3.2	3	N	100%	1	
V	4	5	4	4	4	4	4	4	5	4	4	6	4	4	5	Y	100%	1	
W	4	3	3	4	3	4	4	4	4	4	4	3	1	3.6	4	Y	68%	1	
X	3	3	4	3	3	2	2	2	3	2	4	4	2	3	3	S	91%	2	
Y	4	3	4	3	3	3	5	2	3	3	4	6	2	3.8	3	N	55%	0	
Z	3	3	3	3	3	3	3	3	3	3	6	4	2	3	4	Y	60%	1	
AA	3	3	2	2	2	3	3	3	3	3	4	3	2	2.6	3	Y	68%	0	
BB	4	4	3	4	4	4	3	5	4	4	3	4	3	3.6	4	Y	71%	1	
CC	4	4	4	5	3	4	4	4	4	5	4	6	5	3.8	5	Y	96%	1	
DD	4	5	5	5	3	5	4	4	4	5	3	3	3	4	4	S	89%	2	
EE	3	3	3	3	2	3	2	3	3	3	3	4	3	2.6	3	Y	97%	2	
Totals													3				79%	36	

DNC gain = 4
 ss = 6
 Completed 1 in 2020
 Completed 1 in 2020
 Completed 1 in 2020
 Outlier
 from 22 students

31 Students in total

66% 20/31 improved
 22% 7/31 stayed the same
 12% 4/31 did not improve

CC rate 83%
 98%
 67%

Qual achieved 21 by 15 students
 12 by 7 students
 4 by 3 students
 \ x 2 no's had 95% and 100% CC rates - started with strong KC's

Course Completion Analysis

Qualification Analysis

2 or more qualifications achieved	8	29%
1 qualification achieved	14	50%
Nil qualifications achieved	6	19%
A qualification achieved	25	81% of all students

KC Gain	Numbers	Percentage	CC Rate	Students that achieved a qualification
0	1	3%	84%	2
1	6	19%	78%	7
2	7	23%	74%	9
3	8	26%	78%	7
4	4	13%	73%	3
5	2	6%	80%	1
6	3	10%	76%	3

only 1 student
 1 student gained 3 qualifications

Assumptions:
 Only includes students that could be tracked for 3 - 4 terms across 2019/2020
 Focuses on qualifications achieved in 2019
 Focuses on course completion rate for 2019

APPENDIX E

Tertiary Education Commission Educational Performance Indicators - Matapuna Training Centre/NZ PTE Comparison



Tertiary Education Commission Educational Performance Compared to Matapuna Training Centre for Youth Guarantee Over Time

Performance Indicator	MTC 2015	Sector Average	MTC 2016	Sector Average	MTC 2017	Sector Average	MTC 2018	Sector Average	MTC 2019	Sector Average
Course / Enrolment Completion	47%	66%	60%	61%	59%	64%	57%	63%	73%	66%
Qualification Completion	53%	60%	68%	58%	65%		72%			
	41% (new)	56%	57%	51%	41% (new)	51%	54% (new)	55%	67% (new)	56%
Retention of Students	72%	55%	63%	57%	63%	62%	62%	n/a	63%	n/a
Progression in to further study	59%	34%	41%	39%	37%	39%	44%	40%	30%	43%

Notes:

Between 2015 and 2018 the TEC have changed the methodology of how they measure course completions and qualification completion rates.

Increasingly Matapuna students are choosing to enter the workforce rather than progress to higher levels of study – this is reflected in the Progression rate for 2019 which is lower than the sector average where previously the results had been usually higher than the NZ PTE Average.

= EPs where MTC has met or exceeded the TEC commitment for that year.

= EPs where Matapuna's performance exceeded the National Averages for the PTE sector for that year.

APPENDIX F

Matapuna Individual Learning Plan Sample

Individual Learning Plan – Front Page

Student Name	Tutor Name	Programme				
		Initial	Review 1	Review 2	Review 3	

Literacy	ROA	E1	E2	E3	LAT Results	Step	Scale	NUMERACY	ROA	E1	E2	E3	LAT Results	Step	Scale
26622 (writing)															
26624 (Reading)															
26625 (Spoken)															
Strengths								Strengths							
Areas for Improvement								Areas for Improvement							
Goals								Goals							
Actions to Achieve Goals								Actions to Achieve Goals							

Key Competencies – what are my goals?	What will I do to achieve the goal?	Review Notes
<i>Managing Self, Relating to others, participating and contributing.</i>		

Individual Learning Plan – Back Page

What are my qualification and career goals?	What will I do to achieve the goal/s?	Review Notes
<i>My qualifications.</i>		
<i>My career pathway interests:</i>		

Barriers which may affect my progress	What will I do to overcome the barriers?	Review Notes

Student Signature:	Date:	Tutor Signature:	Date:
--------------------	-------	------------------	-------