



MINISTRY OF EDUCATION NEW ZEALAND

Te Tāhuhu o te Mātauranga Aotearoa



**Final Evaluation Report
for the Teach First NZ programme
pilot delivered in partnership with
the University of Auckland**

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and Eliza Stevens
NZCER

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Abbreviations and terms used

Affiliate schools	Schools that support Teach First NZ and provide “away practicums” in Year 2 for participants in schools in another context (mid to high decile)
Clinic	Extended workshops timetabled throughout the year as part of taught programme
Cohort 13	Participants who began the programme in 2013
Cohort 14	Participants who began the programme in 2014
Cohort 15	Participants who began the programme in 2015
Cohort 16	Participants who began the programme in 2016
EDUCANZ/ Education Council	Education Council of Aotearoa New Zealand (formerly the New Zealand Teachers Council)
FTE	Full-time equivalent
HoD	Head of department
ITE	Initial teacher education
LAT	Limited authority to teach
LAS	Learning area specialist (provides Faculty curriculum expertise)
NCEA	National Certificate of Educational Achievement
NZC	New Zealand Curriculum
PB4L	Positive Behaviour for Learning
Noho marae	Extended stay (including overnight) in a Māori environment
PLD	Professional learning and development
PRT/PCT	Provisionally registered/certificated teacher ¹
SII	Summer Initial Intensive
Te reo Māori	Māori language
Te Tiriti o Waitangi	Founding treaty for Aotearoa New Zealand
Tikanga Māori	Māori protocol/ways of being
VTS	Visiting teaching specialist

¹ Changes to teacher registration and certification were made in July 2015. See <https://educationcouncil.org.nz/>

Executive summary

This is the final evaluation report of the Teach First NZ programme pilot, delivered in partnership with The University of Auckland. The Teach First NZ pilot programme is an alternative field-based Initial Teacher Education (ITE) two-year programme.² The pilot programme operated between 2013 and 2016 with three annual intakes of up to 20 participants.

The New Zealand Council for Educational Research (NZCER) has undertaken a 4-year evaluation of the Teach First NZ pilot programme, with these key evaluation questions:

1. How well has the programme been implemented?
2. To what extent has the programme achieved its overall outcomes and objectives?

Our first report focused on the programme's first year, with Cohort 13.³ The second report focused on Year 2 for Cohort 13 and Year 1 for Cohort 14.⁴ The third report focused on Year 2 for Cohort 14 and Year 1 for Cohort 15, and began to look at the programme's alumni pathways.⁵ This final report incorporates data relating to Year 2 for Cohort 15, but its main purpose is to draw together findings from the 4 years of the evaluation to make overall conclusions or evaluative judgements about the pilot programme.

In the annual evaluation reports we identified four key success elements of the Teach First NZ programme:

- rigorous selection
- programme responsiveness
- effective support and mentoring
- immersion in the classroom.

As part of our process for making summative judgements we reviewed all evaluation criteria to prioritise those aspects that evidence showed were critical. The “essential features” that emerged

² A full description of the Teach First NZ pilot programme can be found in previous evaluation reports.

³ The report: *2013 Annual Evaluation Report for the Teach First NZ Pilot Programme Delivered in Partnership with The University of Auckland* can be found at <http://www.educationcounts.govt.nz/publications/schooling/146589>

⁴ The report: *2014 Annual Evaluation Report for the Teach First NZ Pilot Programme Delivered in Partnership with The University of Auckland* can be found at <http://www.educationcounts.govt.nz/publications/schooling/2014-annual-evaluation-report-for-the-teach-first-nz-programme>

⁵ The report: *2015 Annual Evaluation Report for the Teach First NZ Pilot Programme Delivered in Partnership with The University of Auckland* can be found at <http://www.educationcounts.govt.nz/publications/schooling/2015-annual-evaluation-report-for-the-teach-first-nz-programme>

from this process are closely related to the key success elements identified in earlier reports. We conclude that in order to be effective the Teach First NZ programme must:

1. attract and select people who have the capability to become effective beginning teachers and leaders in schools in low socioeconomic communities
2. provide a responsive, cohesive programme
3. partner with schools
4. retain participants in teaching (particularly in schools serving low socioeconomic communities) or in wider education, in ways that build a community of Teach First NZ alumni.

The successful implementation of these essential features is critical for an employment-based ITE programme. In Teach First NZ's case there is an additional emphasis to help tackle educational inequality by partnering with secondary schools serving lower socioeconomic communities. In combination these features provide a powerful platform for this model of an alternative pathway into secondary teaching.

We found that the third essential feature is the weakest part of the current Teach First NZ platform. There is variability in the way these features play out in relation to partnerships with schools, including mentoring and in-school support, and participants' match with the school. We give more attention to these essential features in the concluding chapter of this report.

This final report confirms that, in general, the Teach First NZ programme continues to be effectively implemented, and has achieved its overall outcomes and objectives to develop effective beginning teachers who lead, and contribute, to reducing educational inequality in New Zealand.

Evaluation methodology

Each year we collected data from four main sources:

- programme and participant documentation
- interviews with first-year participants and key personnel in schools and with the Teach First NZ partnership
- online surveys for second-year participants, their mentors, and co-ordinators
- online survey (*Me and My Class*, NZCER) for students in participants' classes.

A notable strength of our evaluation methodology is that it has taken an intact population approach, including all participants, mentors, co-ordinators, and principals involved in the

programme, rather than drawing a sample. Response rates are high (see Methodology chapter). Three participants who left the programme before the annual data collection were not interviewed.

The evaluation explored 21 focus areas, which each had between one and five evaluative criteria (see Appendix 1). Interview schedules and surveys were designed to collect information about all areas and criteria. This report, like the three annual reports, is structured by the areas for investigation. In this final evaluation report, across the 4 years of the evaluation, we have made an overall evaluative judgement for each area. This draws together findings from each year of the evaluation and applies the rubric shown in Table 1. The descriptors supported our evaluative judgement, but not every part of the descriptor was necessarily relevant (e.g. we may have judged on the number of exceptions but not the level of consequence). Members of the evaluation team judged each area separately, and then discussed the small number of areas where we had made different judgements, to reach agreement.

Table 1 **Rubric used to make overall evaluative judgements**

Overall evaluative judgement	Descriptor
Extremely well	Always, with no exceptions or weaknesses
Very well	Almost always, with a few exceptions or very minor weaknesses of no real consequence
Well	Mostly, with some exceptions or minor weaknesses of minimal consequence
Adequately	Sometimes, with exceptions or weaknesses of some consequence
Poorly	Not very often, with important exceptions or serious weaknesses and of real consequence

How well has the programme been implemented?

Table 2 shows the focus areas for the first evaluation question related to programme implementation, our overall evaluative judgement for each area, and a brief commentary in support of that judgement.

Table 2 Summary of evaluative judgements relating to programme implementation (EQ1)

Focus area	Evaluative judgement	Commentary
Who the programme attracts (EQ1) and status of teaching (EQ2)	Very well	The programme was successful in attracting high-quality applicants, some of whom may not otherwise have undertaken teaching (particularly in schools serving lower decile communities) at this time. Participants were attracted by Teach First NZ's mission, by their ability to learn on the job, and for some, to earn as they learned. There were growing numbers of high-calibre Māori, Pasifika, and male applicants across the 3 cohorts of the pilot, which was the criterion for the status of teaching focus area (EQ2).
Summer Initial Intensive (SII)	Well	Overall, participants felt the SII prepared them for teaching. School personnel noted that they needed to provide participants with intensive support initially as most participants had little actual classroom experience. Participants reported that the SII strengthened their cultural understandings, and the noho marae was a particular contributor to this. A few participants in Cohorts 14 and 15 wanted more opportunities to learn about Pasifika education in preparation for teaching in schools with large numbers of Pasifika students. The SII contributed to a strong sense of connectedness within cohorts.
The taught programme	Very well	There has been a strong and fluid partnership between the Faculty at The University of Auckland and Teach First NZ in relation to programme implementation, with a clear vision of effective teaching. Participants in all cohorts commented positively on the core curriculum of the taught programme, and highlighted the value of the ongoing coursework and assignments for connecting theoretical understanding with the practicalities of working in the classroom. The focus on tikanga Māori was also highlighted as a strength of the programme.
Visiting specialists	Very well	The vast majority of participants from all cohorts reported that they found visits and feedback from both their visiting teaching specialists (VTS) and learning area specialists (LAS) useful. We judged that these specialists provided regular high-quality observation, mentoring, and feedback for improvement to participants.
Programme responsiveness	Extremely well	Teach First NZ has actively sought feedback from participants, mentors, and co-ordinators on how the programme could be improved. Teach First NZ has also made changes in response to findings from the annual evaluation reports. Programme responsiveness has been noted as one of the strengths of the programme.
Affiliate schools	Adequately	The away practicum has not been implemented as intended. Participants in their second year spend 3 weeks, at the end of the school year, in a school that is very different from their host school. This timing means

Focus area	Evaluative judgement	Commentary
		that it is less valuable in terms of teaching practice but provides time away to see how another department and school function.
Quality of school support for participants	Adequately	<p>Most schools provided good support to participants. Some issues were resolved early in the pilot programme. However, variability of school support for participants remained an issue for a small number of participants, including a higher proportion of those in teo Māori departments. A small number of participants were placed in schools that found it challenging to provide the level of support required, or to expose participants to effective teaching practices.</p> <p>Although many participants were receiving very good support, because of the consequences for the few in less supportive environments we judged this dimension overall as adequate.</p>
Mentor teachers	Well	The mentor role was found to be critical to the success of the programme and to participants' progress. We judged that the quality of mentoring improved over the 4 years of the pilot programme. Most mentors provided regular high-quality observation, mentoring, and feedback; however, this is an area where there is still variability and room for improvement.
Host schools' preparation for, and support in, their roles	Well	After the first year, when there were a few "teething problems" related to communication with schools, most staff in schools felt prepared for and supported in their roles. There was a sizeable minority of mentors in each year who were less positive about the mentor training and a few who were less positive about the level of support from the Teach First NZ partnership.
Participants' connections with the Teach First NZ community including alumni engagement	Very well	Across all cohorts, participants' connections are strongest with their own cohort, followed by other cohorts, the wider Teach First NZ partnership community, and finally the global network for Teach for All. Most participants consider that the Teach First alumni are important to them. An active group of participants from across all cohorts monitors alumni activity and plans for future growth and direction.
Viability of the programme	Well	The programme has successfully adjusted to the larger number of schools and participants, but placing <i>all</i> participants in a supportive environment remains a challenge.

Overall, we judge that the pilot programme has been effectively implemented. Points we have noted in the past continue to be important. These include:

- the selection of high-calibre—and resilient—participants
- strong mentor support with allocated 0.2 time allowance

- a responsive and relevant programme with clear communication between the Teach First NZ partnership personnel and those who provide school-based support.

There is still variability in the host school experience for participants, with a few participants placed in departments or schools that find it challenging to provide the level of support required, or to expose participants to teaching that has a positive impact on students' wellbeing, progress, and achievement. This variability in experience is the biggest challenge for the successful implementation and sustainability of the programme.

To what extent has the programme achieved its overall outcomes and objectives?

Table 3 shows the focus areas for the second evaluation question, our overall evaluative judgement for each, and a brief commentary to support that judgement.

Table 3 Summary of evaluative judgements relating to programme effectiveness (EQ2)

Focus area	Evaluative judgement	Commentary
Effectiveness of participants' teaching	Well	In making our judgement we have excluded the five participants who left during their first year. Of the 51 participants remaining, a small number (one or two of each cohort) struggled in their first year. Nearing the end of the second year all participants had made considerable progress and were more confident, had stronger relationships with students, and were playing a stronger role in their department and often in the school than they had done in their first year. Many other school personnel commented on the impact participants were having with students, both academically and in a pastoral role.
Participants' contribution to school pastoral life	Very well	Participants were advised not to be too involved outside of the classroom in their first year. Nevertheless, most participants did take on extra activities. They were considered to be very well integrated into their school and to be supporting sports and cultural events and activities, staff professional learning and development (PLD), and homework and National Certificate of Educational Achievement (NCEA) revision centres.
Leadership Development Strand	Very well	In their first year, participants were showing leadership within the classroom and their department. Almost all in their second year were taking on leadership roles (often through their Leadership Project). The Leadership Project was seen by a number of participants and other staff members as having a significant impact in the school.
Programme impact on quality of teaching and learning in participating schools	Very well	Most principals and co-ordinators considered that participants had had either a "high positive impact" or "some positive impact" on teaching and learning in the school. Impact is most likely to be stronger in the second year of teaching and most likely to have positively affected a participant's department and/or staff professional learning.
Completion rates	Extremely well	There has been a very high completion and retention rate across the three cohorts, judged against the criterion of a 90% retention rate agreed at the start of the evaluation. Five participants out of 56 did not complete the programme. Overall, the retention rate for the three cohorts was 91%.
Ongoing involvement and retention of participants	Well	Most alumni remain teaching beyond the end of the 2-year programme. Combining the three cohorts, 40 participants of the 50 who completed the programme (80%) are teaching in New Zealand schools in 2017 (the two on parental leave are not included in this figure). Another three are teaching overseas. Of the 43 alumni who are teaching in 2017, 27 are teaching in schools serving low socioeconomic communities in 2017, 12 are teaching in decile 5–10 schools, three are teaching overseas, and one is relieving. A higher proportion of Cohort 15 alumni, who only completed the programme at

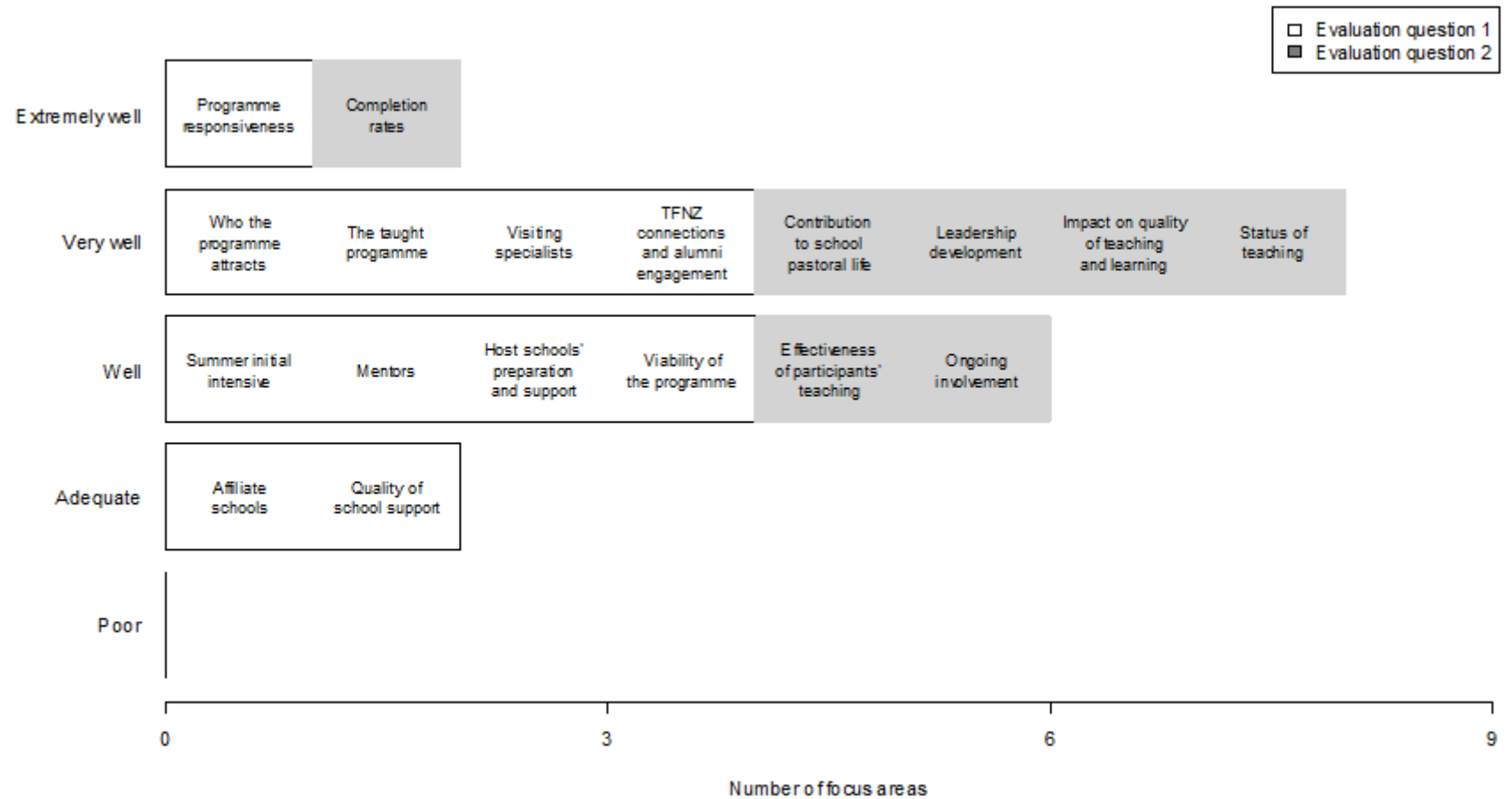
Focus area	Evaluative judgement	Commentary
		the end of 2016, are teaching (94%). This compares with 89% of Cohort 14 and 71% of Cohort 13 (three of these are teaching overseas). We do not have data that enables us to judge whether those who are not currently teaching (four of these are in full-time study) or who are teaching in higher decile schools are continuing to contribute to reducing educational inequalities.

We judge that the programme has achieved its outcomes and objectives very well. There has been a very high completion rate and nearly all alumni have remained in teaching or are involved in education. Almost all participants have made a positive impact on teaching and in their host school and many have undertaken leadership roles within the school, noticeably supporting other staff with resources and digital fluencies.

Summary of evaluative judgements

Figure 1 shows our evaluative judgement for each focus area, presented in rank order.

Figure 1 Evaluative judgements, in rank order



Background and scope of the evaluation

The Teach First NZ pilot programme is an alternative field-based initial teacher education (ITE) programme.⁶ The pilot programme operated between 2013 and 2016 with three annual intakes of up to 20 participants. The programme is administered by the non-profit Teach First NZ Trust in partnership with The University of Auckland's Faculty of Education (the Faculty). Some of the funding for the programme is philanthropic (see <http://teachfirstnz.org/organisation/our-partners>), although many of the core aspects of the programme (e.g. university tuition and mentoring) are funded by the New Zealand Ministry of Education (the Ministry). After the Summer Initial Intensive (SII), participants teach in schools serving low socioeconomic communities on a 0.6 full-time equivalent (FTE) loading for 2 years with a limited authority to teach (LAT). At the end of successful completion of 2 years' teaching, participants are eligible to apply for registration and to become provisionally certificated teachers (PCTs).

The New Zealand Council for Educational Research (NZCER) has undertaken a 4-year evaluation of the Teach First NZ pilot programme. Three annual reports have been published, and are available from the NZCER website or at <http://www.educationcounts.govt.nz/publications>. This final report brings together findings from across the 4 years to make an overall evaluative judgement about the pilot programme. The key evaluation questions are:

1. How well has the programme been implemented?
2. To what extent has the programme achieved its overall outcomes and objectives?

The evaluation was designed to provide timely and relevant information to:

- support decision making about ongoing implementation of the Teach First NZ programme pilot
- develop a deeper understanding of alternative pathways into the teaching profession, particularly pathways for talented potential teachers
- generate learning about effective approaches to aspects of ITE
- understand the effectiveness of the programme in terms of its stated immediate, medium-, and long-term aims.

More broadly, the evaluation contributes to national and international understandings of ways to prepare knowledgeable and effective teachers who are able to have positive effects on students' motivation and engagement, and ultimately on outcomes for students.

⁶ A full description of the Teach First NZ pilot programme can be found in previous evaluation reports: <http://www.educationcounts.govt.nz/publications>

The purpose of the evaluation was not to compare the quality or effectiveness (impact on student learning outcomes) of the graduates of the pilot programme with other “alternative” or “traditional” ITE programmes in New Zealand. Nor was the purpose of this evaluation to compare Teach First NZ with the Exemplary Models of Postgraduate ITE programmes, which began in 2013. Value for money was also not within the mandate or scope of this programme evaluation.

We developed evaluation criteria and identified possible data sources to address both key evaluation questions. This approach was endorsed by the Teach First NZ partnership. The criteria are set out in Appendix 1, along with other details of the evaluation approach. Interview and survey questions were based on these criteria. The data collection instruments used in 2016 are provided in Appendices 2 and 3. Instruments used in previous years are available in the annual evaluation reports.

Methodology

Sources of data across the evaluation

Each year of the evaluation we have collected data from four main sources:

- programme and participant documentation
- interviews with first-year participants and key personnel in schools and with the Teach First NZ partnership
- surveys for second-year participants, their mentors, and co-ordinators
- student surveys (*Me and My Class*, NZCER).

Response rates for the participant, mentor, and co-ordinator surveys ranged from 60% to 100% (see Table 4). At the site visits we spoke with nearly everyone (see Table 5). Further detail about response rates, data collection, and analysis in 2013–15 is provided in each of the annual reports. A brief summary of 2016 data collection is included in this chapter.

A strength of the evaluation methodology is that it has taken an intact population approach, including all participants, mentors, co-ordinators, and principals involved in the programme. The three participants who left the programme before the annual data collection were not able to be interviewed.

Table 4 Summary of survey response rates 2014–16

Respondent	2014	2015	2016
Participant	13 (87%)	15 (79%)	13 (76%)
Mentor	15 (87%)	14 (74%)	14 (75%)
Co-ordinator	9 (100%)	10 (77%)	9 (69%)
Principal	3 (60%)	Not surveyed in these years	
LAS/VTs	5 (100%)	Not surveyed in these years	

The response rate in the first year of the survey is higher than in subsequent years but we have no explanation for that. It is possible that co-ordinators who were surveyed in 2014, 2015, and 2016 chose not to complete the 2016 survey, considering they had already provided information in previous years.

Table 5 Summary of interview response rates 2013–15

Respondent	2013 ⁷	2014	2015
Participant	16 (100%)	19 (95%)	18 (90%)
Mentor	16 (100%)	19 (95%)	18 (90%)
Co-ordinator	8 (100%)	10 (100%)	15 (100%)
Principal	9 (100%)	8 (89%)	7 (100%)
Teach First NZ partnership personnel	12 (100%)	8 (100%)	5 (100%)

2016 data collection

In 2016 we surveyed Cohort 15 respondents (see Appendix 3), and interviewed Teach First NZ partnership personnel to provide opportunities for them to reflect on the pilot programme (see Appendix 4). Surveys for Cohort 15 respondents were emailed in mid-September 2016. Table 6 gives survey response rates. The overall response rate was 77%. There was no clear pattern in the school context of those participants, co-ordinators, and mentors who did not complete the survey, indicating that we have data from across the range of Teach First NZ experiences.

Table 6 Online survey responses in 2016 for Cohort 15

Respondent	Number approached	Number returned	Percentage
Participant	17	13	76
Co-ordinator	12	9	75
Mentor	18	14	78
Total	47	36	77

Because of the small sample size, survey data were analysed according to frequencies and we did not do further (e.g. cross-tabular) analysis. This report incorporates the 2016 data, but the data are only reported in relation to the overall evaluative judgement (that is, to confirm or diverge from findings in previous years).

Me and My Class student survey

Me and My Class is a survey designed by NZCER for Years 4–13 students (see Appendix 5). It explores students' perspectives on learning in their classroom. We used this survey to gain student perceptions of Cohort 15 participant teachers' effectiveness in providing pedagogically rich

⁷ In 2013, the first year of the evaluation, we also interviewed 10 Heads of Department (HoD), 21 other teachers in the school, four VTS, and four University of Auckland Faculty staff not involved in the Teach First NZ programme.

learning opportunities and in engaging students in their learning. Teach First NZ participants were provided with their class data so they could use their results to reflect on and improve their teaching. We were interested in seeing if there were discernible patterns in the aggregated data and looked particularly at those items where students strongly agreed.

In 2016 we obtained results for 16 of the 17 participants from the *Me and My Class* survey for 535⁸ Year 9 and Year 10 students in May and for 245 Year 9 or Year 10 students in September.⁹ Table 7 shows the number of students surveyed in May and in September. We are not sure why fewer students completed the September survey. It is most likely to be related to time of year and other demands on schools and participants.

Table 7 *Me and My Class* survey responses

Class surveyed	Number of students responding in May	Number of students responding in September
Cohort 15 Year 9	227	68
Cohort 15 Year 10	308	177
Total	535	245

Making overall judgements against criteria

The evaluation explored 21 specific focus areas (or dimensions) for investigation, which each had between one and five evaluative criteria (see Appendix 1). Interview schedules and surveys were designed to collect information about all areas and criteria.

In this final evaluation report for the 4-year evaluation, we make an overall evaluative judgement for each of the focus areas or dimensions. This synthesises findings from each year of the evaluation and applies the rubric shown in Table 8.

Table 8 **Rubric used to make overall evaluative judgements**

Overall evaluative judgement	Descriptor
Extremely well	Always, with no exceptions or weaknesses
Very well	Almost always, with a few exceptions or very minor weaknesses of no real consequence
Well	Mostly, with exceptions or minor weaknesses of minimal consequence
Adequately	Sometimes, with exceptions or weaknesses of some consequence
Poorly	Not very often, with important exceptions or serious weaknesses and of real consequence

⁸ Some participants only had results for senior classes and we did not include these in our analysis as not all participants had senior classes at the same level.

⁹ These times were determined by Teach First NZ as most useful and least disruptive for participants and schools.

To reach an overall evaluative judgement for each dimension, we followed this process:

1. Where a focus area had more than one criterion, we identified key criteria shown from previous years of the evaluation to be most important for yielding understanding of that dimension of the programme.
2. We collated findings from the annual evaluation reports (2013, 2014, and 2015), and the 2016 survey data into a table for each focus area. This enabled us to easily identify differences and similarities between years, and to see the “big picture” for each dimension.
3. We analysed each dimension using a tool based on activity theory; this meant that as an evaluation team we looked for patterns in the data, generalisations, exceptions, contradictions, surprises, and puzzles (Capper & Williams, 2004).
4. Separately we formed an overall evaluative judgement then together came to an overall judgement, which considered both the pattern across the years of the evaluation, and where the programme had culminated in 2016. We also considered the consequence of any variability or weakness in a dimension. The rubric descriptors supported our evaluative judgement, but not every part of the descriptor was necessarily relevant (e.g. we may have judged on the number of exceptions but not the level of consequence).

This report

This report, like the three annual reports, is structured by the areas for investigation that pertain to each evaluation question. For each dimension, an overall evaluative judgement is given, along with a brief commentary as evidence of how we reached that conclusion. This highlights essential or critical features, gives examples, and illuminates any notable differences across the years of the evaluation. Further detail is available in the three annual evaluation reports. The annual reports also include the voices of participants, mentors, co-ordinators, principals, and Teach First NZ partnership personnel. We do not use direct quotation in this synthesis report except sparingly as illustration in the discussion section.

The next chapter addresses evaluation question 1 (implementation of the programme), followed by a chapter that addresses evaluation question 2 (whether the programme has achieved its desired outcomes). In the final chapter we discuss the Teach First NZ pilot programme overall, and describe the essential features we believe are important for the future success of the programme.

Evaluation question 1: How well has the programme been implemented?

This chapter focuses on programme implementation. It examines each aspect of the programme including attracting and selecting participants, the taught programme experienced by participants, support from schools including mentoring, and viability of the programme.

Who the programme attracts

Key criteria:

The programme attracts high-calibre participants, some of whom may not otherwise have undertaken teaching (particularly in schools serving lower decile communities) at this time.

Growing numbers of high-calibre Māori, Pasifika, and male applicants for the programme (the criterion for “status of teaching” under the second evaluation question).

Overall evaluative judgement: Very well

The programme was successful in attracting high-quality applicants, some of whom may not otherwise have undertaken teaching (particularly in schools serving lower decile communities) at this time. Participants were attracted by Teach First NZ’s mission, by their ability to learn on the job, and for some, to earn as they learned. There were growing numbers of high-calibre Māori, Pasifika, and male applicants across the 3 cohorts of the pilot, which was the criterion for the status of teaching focus area (EQ2).

The participants

We judge that the programme was successful in attracting high-quality applicants, some of whom may not otherwise have undertaken teaching (particularly in schools serving lower socioeconomic communities) at this time. Participants were perceived by the evaluation team, based on the professional judgements of the different groups of people we talked to, to be high calibre. The rigorous selection process was identified by school personnel as one of the key strengths of Teach First NZ.

The proportion of participants in each cohort who had considered teaching decreased over the 3 years, to under half of Cohort 15. The proportions of Māori participants, Pasifika participants, and male participants in each cohort increased over the 3 years. Across the three cohorts, 30% (17

participants) are Māori or Pasifika, and 36% (20 participants) are male.¹⁰ Participants were attracted to the Teach First NZ programme for a range of reasons: most commonly the programme’s mission and the opportunity to learn on the job, which for some included the financial incentive.

In all cohorts there was a small number of participants who did not complete the programme—a total of five across the three cohorts. While personal and familial reasons were given in most cases, there were two participants for whom “fit” with the programme was also perceived to be a factor. We discuss completion and retention rates later in this report.

Participating schools

A total of 23 schools participated in the Teach First NZ pilot programme, employing between one and five participants. These schools, and the number of participants in each cohort, are shown in Table 9.

Table 9 Participant placements 2013–15 (as at the start of each cohort)

Participating schools (decile)	Cohort 13	Cohort 14	Cohort 15	Total number of participants for the pilot programme
Mangere College (1)	English Maths			2
Okaihau College (2)	Te reo Māori			1
Sir Edmund Hillary Collegiate (1)	English Chemistry			2
Alfriston College (2)	English Te reo Māori	English Physics	Te reo Māori	5
Papatoetoe High School (3)	English Maths	Chemistry	English	4
Southern Cross Campus (1)	English	English	Maths	3
Tamaki College (1)	English English	Maths	Maths	4
Tangaroa College (1)	English Maths	Chemistry		3
Tikipunga High School (2)	Te reo Māori English	Physics		3

¹⁰ The annual evaluation reports provide these data for each cohort. Teach First NZ also reports demographic data: <http://teachfirstnz.org/organisation/our-impact>

Participating schools (decile)	Cohort 13	Cohort 14	Cohort 15	Total number of participants for the pilot programme
Aorere College (2)		English Maths	Te reo Māori	3
Kelston Boys High School (3)		English Chemistry		2
Massey High School (4)		English Te reo Māori		2
Northland College (1)		Te reo Māori	English English	3
Onehunga High School (3)		English Maths	Chemistry English	4
One Tree Hill College (3)		English Maths	Physics	3
Waitakere College (3)		Maths		1
Edgewater College (2)			Chemistry	1
Auckland Seventh Day Adventist High School (1)			English	1
Otahuhu College (1)			Maths	1
De La Salle College (1)			Chemistry	1
Manurewa High School (1)			Physics English	2
James Cook High School (1)		English	English Te reo Māori	3
Whangaroa College (1)			Te reo Māori English	2

Programme factors: Teach First NZ and Faculty components

This section focuses on those programme components that the Teach First NZ partnership controls or manages (as opposed to those aspects that the school determines, such as the participant's timetable and mentoring). It is focused around delivery of the Faculty courses, including the SII, and related university assignments.

Summer Initial Intensive

Key criteria:

- Participants felt well prepared to begin teaching in schools serving low income communities.
- SII strengthened participants' understandings of the cultures of their students and how to incorporate this understanding into their teaching.
- SII built a sense of “connectedness” within the cohort.

Overall evaluative judgement: Well

Overall, participants felt the SII prepared them well for teaching. School personnel noted that they needed to provide participants with intensive support initially. Participants reported that the SII strengthened their cultural understandings, and the noho marae was a particular contributor to this. A few participants wanted more opportunities to learn about Pasifika education in preparation for teaching in schools with large numbers of Pasifika students. The SII fostered a strong sense of connectedness within each cohort.

Overall, participants felt the SII prepared them for teaching, also recognising that nothing can really fully prepare new teachers for the reality of being in the classroom. Participants reported that the SII strengthened their cultural understandings (the noho marae was a particular contributor to this), although a few participants in Cohorts 14 and 15 wanted more opportunities to learn about Pasifika education in preparation for teaching in schools with large numbers of Pasifika students. The SII contributed to a strong sense of connectedness within each cohort.

The programme was responsive to feedback from Cohort 13 about areas where participants identified they needed more initial preparation. Subsequent cohorts were provided with more opportunities for practical and pedagogical input regarding teaching their subject, more time in their host school before starting, more time practising teaching, and support from programme personnel specialists. Some participants each year have commented on the value of practice teaching and suggested that more time be allocated to the SII “school”. School personnel noted that participants required intensive support initially as most had little actual classroom experience.

The taught programme

Key criteria:

- Participants experience a strong core curriculum.
- Participants judge the coursework to be intellectually challenging and practically relevant.
- Participants confront and rethink assumptions about learners.
- There is a common clear vision of effective teaching.

Overall evaluative judgement: Very well

There has been a strong and fluid partnership between the Faculty and Teach First NZ in relation to programme implementation, with a clear vision of effective teaching. Participants in all cohorts commented positively on the core curriculum of the taught programme, and highlighted the value of the ongoing coursework and assignments for connecting theoretical understanding with the practicalities of working in the classroom. The focus on tikanga Māori was also highlighted as a strength of the programme. Improvements needed or weaknesses in the taught programme were more likely to be noted by participants in the first two cohorts. By the third cohort (Cohort 15), any improvements suggested were minor adjustments that reflected individual participant preferences.

There has been a strong partnership between the Faculty and Teach First NZ in relation to programme implementation, with a clear shared vision of effective teaching. While the Faculty programme leader developed and administered course materials and assignments for the postgraduate diploma, other aspects such as the SII, the clinics, and ongoing communication have been shared responsibilities. The leadership component is the responsibility of Teach First NZ. The division of labour, particularly in relation to support for participants and visits to schools, has not been as straightforward in 2016 as in previous years, but has been worked through by the partnership.

We judge that the SII established a strong core curriculum and prepared participants well for teaching, including challenging their assumptions about learners. Participants commented positively on the ongoing taught programme, including usefulness of clinics, relevance of assignments, and time with curriculum specialists. Participants highlighted the value of ongoing coursework and assignments as a way of connecting theoretical understanding with the practicalities of working in the classroom. The focus on tikanga Māori was also highlighted as a strength of the programme.

Improvements or weaknesses in the programme were more likely to be noted by participants in the first two cohorts. A small number of participants in the first cohort (Cohort 13) commented on a lack of clarity in some assignments and course booklets, but the partnership responded to this for subsequent cohorts. In Cohort 14, a few participants wanted more time with curriculum specialists, more strategies that were relevant for maths and science classrooms, and more challenge, including Māori perspectives on education. In the third year of the pilot any improvements suggested by Cohort 15 participants were minor adjustments reflecting individual participant preferences.

Learning area specialists and visiting teaching specialists

Key criterion: LAS and VTS provide regular high-quality observation, mentoring, and feedback to participants.

Overall evaluative judgement: Very well

The vast majority of participants from all cohorts reported that they found visits and feedback from both their VTS and LAS useful. We judged that these specialists provided regular high-quality observation, mentoring, and feedback to participants.

In 2014, the Teach First NZ partnership made a distinction between the LAS who, through their university role provide curriculum support at the clinics and throughout the year, and the VTS who are employed by the Teach First NZ partnership and visit participants in specific curriculum areas but do not teach within the programme.

The vast majority of (but not all) participants from all cohorts reported that they found input, visits, and feedback from both their VTS and LAS useful. We judged that VTS and LAS provided regular high-quality observation, mentoring, and feedback to participants. The provision of resources, curriculum knowledge, and subject-specific strategies was particularly important for participants whose school mentors taught in a different curriculum area.

In 2014 we reported that some participants said they would like more visits, and others felt that too many perspectives complicated and fragmented the directions they could take. Neither of these issues was very evident in 2015 or 2016, confirming that participants are very happy with the support they receive.

Programme responsiveness

Key criterion: The programme has evidence of its responsiveness to feedback from participants and participating schools.

Overall evaluative judgement: Extremely well

Teach First NZ has actively sought feedback on how the programme could be improved from participants, mentors, and co-ordinators. They have also made changes in response to findings from the annual evaluation reports. Programme responsiveness has been noted as one of the strengths of the programme.

Throughout the evaluation period we heard examples of how the programme had been adapted and adjusted to take account of feedback. In part this has been enabled by the small size of the programme, but it is also testament to the commitment of partnership personnel. They have actively sought feedback on how the programme could be improved from participants, mentors, and co-ordinators. They have also made changes in response to findings from the annual evaluation reports.

As might be expected, the biggest changes to the programme came after the first year. The selection process was adapted to provide a stronger assessment of participants' cultural

competence and a more nuanced experience for Māori applying for the programme. The SII, noho marae, and clinics were also adjusted to take account of feedback from 2013, and these changes were well regarded by those involved.

Cohort 14 brought participants with different strengths, needs, and expectations. These were addressed during the year and resulted in a major rethink about how the partnership addresses Te Tiriti o Waitangi. Smaller, but still important adaptations in 2015 were the formalisation of a triadic observation and discussion, the introduction of voluntary professional learning groups, and a focus on engagement with mentors—how participants can proactively engage and use the support they have. In 2016, changes were again smaller programme refinements related to observations and mentors’ reporting of participants’ progress against the Graduating Teacher Standards and Practising Teacher Criteria.

Affiliate schools

Key criterion: Affiliate schools provide useful learning experiences for participants.

Overall evaluative judgement: Adequately

The away practicum has not been implemented as intended. Participants in their second year spend 3 weeks at the end of the school year in a school that is very different from their host school. This timing means that the away practicum is less valuable in terms of teaching practice but provides useful time to see how another department and school function.

Affiliate schools are those in which participants spend a 3-week “away practicum” in Year 2 of the programme. It has been a New Zealand Teachers Council requirement—continued by its successor the Education Council—that all student teachers in ITE programmes have practicum experiences in a range of schools. The stipulation that Teach First NZ participants do a practicum in a school other than their host school is intended to meet this requirement for “range”. The University of Auckland organises the practicum, placing participants in a school that is different from their host school (e.g. by decile, location, size). Participants can request a placement at a particular school.

Originally we planned to evaluate the extent to which affiliate schools were aware of their responsibilities to the participants and their ability to provide useful learning experiences for participants. We also wanted to know if affiliate schools felt well supported by the Teach First NZ partnership and how useful the planned teacher exchange was judged by the affiliate school.

The expectations for the away practicum were that it would be an opportunity for participants to:

- engage in professional networking with colleagues in the host department
- reflect on their developing philosophy of teaching
- engage with a very different school culture (usually where the socioeconomic status of the community is very different)

- teach some lessons as and when appropriate
- talk about teaching and learning with hosts.

The original goals of the practicum, where an “affiliate fellow” swapped places with a participant, were unable to be realised for timetabling and logistical reasons and the Teach First NZ partnership reverted to a simplified model which met the Education Council’s requirements.

Due to changes in the timing and implementation of the away practicum, we have not given affiliate schools a strong focus in the evaluation. Teach First NZ described these practicums as “positive and productive”, but also reported that the required 3-week block (an Education Council requirement) was very challenging for host schools because of the length of time participants must be released. Also, the timing of the away practicum at the end of the year meant it was less valuable in terms of improving teaching practice.

Support for participants from host schools

This section is about the support that participants get from host schools. An important component of this is the quality of mentoring. “Mentor teachers” also has its own set of evaluative criteria, discussed in the next section.

Quality of school support for participants

Key criterion: The quality of mentoring, and school support has enabled participants to be successful beginning teachers.

Overall evaluative judgement: Adequately

Over the course of the evaluation we identified four school-based aspects as being crucial for participant success:

- the capability of the mentor and quality of the mentoring relationship
- a timetable that allowed participants and mentors to work together
- the assignment of participants to classes that were likely to respond well to them
- a well-functioning subject department, in a well-functioning school.

Most schools provided good support to participants. Some issues were resolved early in the pilot programme. However, the variability of school support for participants remained an issue for a small number of participants, including a higher proportion of those in te reo Māori departments. A small number of participants were placed in schools that found it challenging to provide the level of support required.

Although many participants were receiving very good support, because of the consequences for the few in less supportive environments we judged this dimension overall as adequate.

In the annual evaluation reports, four school-based aspects were identified as being crucial for participant success:

- the capability of the mentor and quality of the mentoring relationship (discussed in the following section)
- a timetable that allowed participants and mentors to work together
- the assignment of participants to classes that were likely to respond well to them
- a well-functioning subject department, in a well-functioning school.

We use these aspects as headings to further “unpack” the criterion that the quality of mentoring, and school support has enabled participants to be successful beginning teachers.

Timetabling allowing participants and mentors to work together, and opportunities to observe other teachers

Timetabling constraints were evident in some schools in the first year of the pilot programme, and were attributed to the late notice that a participant would be joining the school. By the second year of the programme there were just two instances of timetabling causing a challenge, and by the third and fourth years of the programme no issues were reported with scheduling time for participants and mentors to work together.

Nearly all participants across the three cohorts had the opportunity to observe other teachers, including those in other departments. Some mentors were particularly proactive about this and “negotiated” with teachers in other departments to enable observations to happen. A theme notable in mentor responses was that participants had not taken up this opportunity as much as they could have. Nearly all participants in Cohort 15 had observed other teachers (although we did not collect data on how often this had occurred). All but one of those who had observed other teachers judged it to be very helpful or helpful.

In the 2015 report we suggested it was worth considering how much emphasis the observation of other teachers should be given in the programme. A suggestion from a mentor was that this could be seen as an expectation for participants, and could contribute to coursework on a Faculty course.

Assignment of classes likely to respond well

After the first year of the pilot when they were constrained by already established timetables, schools worked hard to assign appropriate classes to participants. Schools approached the assignment of classes differently but ensured that participants had a range of classes within their curriculum area. Schools also endeavoured to assign beginning teachers to classes that were taught by experienced teachers in another curriculum area which provided additional support for participants. This was not identified as an issue in the latter years of the pilot.

A well-functioning department in a well-functioning school

Nearly all participants reported positively on how the school community had responded to them, with just one or two exceptions in each cohort. Nearly all participants felt fully accepted as staff

members, with other staff treating them as if they were PCTs. Participants' access to PLD varied and some participants had much wider access to it than others. Participants without school-wide PLD support often found external support or received additional Teach First NZ support.

Across the 4 years of the pilot, a well-functioning department continued to be an important contributor to participant success. Such a department included supportive and effective experienced teachers and was well resourced and managed. Department members worked together collegially on planning and assessment. Where a participant was in a strong department, as were the majority of cases, that department provided "wrap-around" support alongside the mentor. Co-ordinators in some schools provided pastoral care or subject-specific information to strengthen the mentoring that participants required. Participants placed in very small or less organised departments had less support in learning to teach, even with a good mentor, than participants in larger or well-organised departments.

There was most variability for participants teaching te reo Māori, some of whom had very limited departmental support and even had to take on responsibility of head of department, and others who were well supported.

For Cohort 15, the importance of appropriate school placement was raised more often by interviewees than in previous years. Some were concerned about being placed in schools that found it challenging to provide the level of support required.

These concerns were still expressed in 2016. With this variability in school and departmental support there appeared to be greater recognition from the Teach First NZ partnership that participants need different types and levels of support. Teach First NZ partnership personnel, including VTS and LAS, stepped in to provide additional support when required while acknowledging that participants themselves needed to find ways to manage challenging situations.

The Teach First NZ partnership personnel recognised the tension and balance between putting participants in environments where they have support, and wanting to have an impact in schools where for some participants the support is "not that great". This is something that needs to be considered in relation to the viability of the programme as it grows.

Mentor teachers

Key criteria:

- Mentor teachers provide regular high-quality observation, mentoring, and feedback to participants.
- Mentors help participants to become part of the wider school community.

Overall evaluative judgement: Well

The mentor role was found to be critical to the success of the programme and to participants' progress. We judged that the quality of mentoring improved over the 4 years of the pilot programme. However, this is an area where there is still some variability.

Mentoring is a critical component of the programme and ineffective mentoring can impact negatively on participants' learning and, therefore, on the overall quality of the programme. Overall, we perceived mentor relationships to be stronger in the second half of the pilot than in the first 2 years.

Selection of mentors

Selecting the right mentor for each participant has not always been easy, and schools appeared to weigh up a number of factors before assigning a mentor to a participant. In 2015 it was notable that more mentors were in a different department from their participant mentee. On the whole this was working well, with mentors providing core support supplemented by others (such as HoD or VTS/LAS), providing more subject-specific support. A Faculty member in 2016 queried some schools' decisions regarding mentor appointments; for example, giving one teacher responsibility for mentoring a number of participants and other first-year teachers.

The mentor role

The mentor role is multifaceted, and requires pedagogical knowledge, subject-specific knowledge, observations of lessons with associated feedback, support with classroom management, and helping participants to become part of the wider school community. Participants valued all of these roles, rating feedback after classroom observation and pastoral support particularly highly.

Quality of mentoring and the quality of the mentoring relationship

We judged that the quality of mentoring improved over time. In 2013, relationships between participants and mentors were of variable quality and in a few cases did not meet participant needs due to irregular observations or feedback. In 2014, there was still some variation in the frequency of observations and the extent and nature of feedback but, in general, participants valued their mentors' pedagogical knowledge, pastoral support, feedback from observations, and help with behaviour management. In 2015 we reported that overall mentoring support was stronger and more consistent than in previous years. Most Cohort 15 participants responding to the survey in 2016 strongly agreed that they felt well supported by their mentor(s) and the remainder agreed that they felt well supported.

The frequency of classroom observations and mentors' individual approaches to them varied, although most aimed for fortnightly or weekly observations. These formal observations were often combined with more informal "walk throughs" or "pop-ins". Most mentors reported decreasing the frequency of observations as the participants gained confidence and experience in the second or third term and certainly in the second year. The focus of observations also changed from routines and classroom management (common at the beginning), to planning, and strategies such as questioning, group work, and active listening.

Participants themselves reported needing a less "hands-on" approach in their second year, and that the emphasis tended to shift from classroom management and lesson planning to student achievement and reflective practice.

Host schools' preparation for, and support in, their roles

Key criteria:

- Host schools (principals, co-ordinators, and mentors) feel well supported by the partnership.
- Host schools rate their preparation and support for their roles as high quality.
- Mentor teachers are well supported by the partnership.

Overall evaluative judgement: Well

After the first year, when there were a few “teething problems” related to communication with schools, most staff in schools felt prepared for and supported in their roles. There was a sizeable minority of mentors in each year who were less positive about the mentor training and a few who were less positive about the level of support from the Teach First NZ partnership.

Views on mentor training and meetings

Over the years of the pilot programme, most mentors were satisfied with the amount and nature of PLD. However, there were a few mentors in each year who were less positive; this was sometimes related to their level of previous experience as a mentor (e.g. a few mentors considered that training should take more account of this experience and of other approaches to mentoring already operating in schools). A few mentors also wanted a better understanding of what participants had covered in university study, to maximise alignment with mentor support. This trend did not disappear during the pilot, with five out of 12 mentors in 2016 disagreeing that they were happy with the nature of mentor PLD. More were happy with the amount of PLD they received.

Many mentors commented positively on their own learning from the experience of being a mentor. However, a Faculty member in 2016 reflected that not all mentors were strongly committed to ongoing learning and improvement of their role.

Support for mentors and co-ordinators

The Teach First NZ team anticipated at the start of the pilot that their main point of contact with the school would be with the mentor, once initial contact with the principal had been established. Early in the 2013, the importance of the school co-ordinator role was recognised and, with one exception, principals devolved this responsibility, usually to a member of the senior leadership team. That year, the first year of the pilot, there were different perspectives from staff in schools about the quality of support and communication by Teach First NZ. Within a small number of schools inadequate communication meant that a minority of departments were not well prepared for having a new staff member. Most co-ordinators felt well prepared for their role in the Teach First NZ programme, although in some schools the co-ordinator role was not established until after the participants had begun in the schools.

For the remainder of the pilot, the majority of mentors, co-ordinators, and principals perceived the liaison between the Teach First NZ partnership and themselves to be effective and felt well supported in their roles. Principals and co-ordinators were more likely to feel better prepared and supported than mentors. In 2016, there remained a few mentors who did not feel well supported.

Participants' connections with the Teach First NZ community including alumni engagement

Key criteria:

- Participants feel that they are part of the Teach First NZ community.
- Graduates continue to participate in the alumni programme.

Overall evaluative judgement: Very well

Across all cohorts, participants' connections are strongest with their own cohort, followed by other cohorts, the wider Teach First NZ partnership community, and finally the global network for Teach for All. Most participants consider that belonging to the Teach First alumni is important to them. An active group of participants from across all cohorts monitors alumni activity and plans for future growth and direction.

It became clear during the evaluation that the phrase "Teach First NZ community" meant different things to different people. All participants were connected with their own cohort, but connections weakened as the "community" in question was further removed from the participant. Across all cohorts, participants' connections are strongest with their own cohort, followed by other cohorts, the wider Teach First NZ partnership community, and finally the global network for Teach for All. In Cohort 15 (the cohort for which we have most recent data), nearly all who responded to the survey said it was important to them to belong to the Teach First NZ alumni community. A group of alumni and participants are working to develop Teach First NZ's support for alumni beyond the initial 2-year programme. They meet on a monthly basis and have developed an alumni survey.

We attended an alumni meeting in November. Anyone in Teach First NZ can be involved in alumni organisation. At the November meeting, agenda items included:

- describing and renaming the "alumni" identity so that it is more representative and doesn't distinguish between participants, staff, and alumni
- establishing a buddy system for participants
- establishing a working "policy" group
- social and professional events
- providing a mechanism for encouraging all cohorts to fill in the alumni survey.

Geographical location can be a challenge for maintaining connections for those not in Auckland, but Teach First NZ compensated for the financial cost and sometimes arranged meetings in North Auckland so participants could more easily take part. Alumni meetings are conducted via Zoom with alumni living overseas or away from Auckland readily taking part.

Viability

Key criterion: The Teach First NZ model can successfully adjust to larger numbers of participants.

Overall evaluative judgement: Well

The programme has successfully adjusted to the larger number of schools and participants, but placing *all* participants in a supportive environment remains a challenge.

We considered that the programme would be viable with its current cohort size if the Teach First NZ model could successfully adjust to larger numbers of participants within agreed funding arrangements. In 2013 there were nine schools in the programme, in 2014 there were 16, and in 2015 there were 20. The programme has successfully adjusted to the larger number of schools and participants. While most of the schools in the programme are positive about ongoing involvement, some principals and co-ordinators are likely to limit this involvement to one cohort (or sometimes one participant) at a time. Reasons for this include the level of support required (demand *for* and *on* mentors), falling rolls, and being able to retain participants at the end of the 2-year programme within their staffing entitlement.

As discussed earlier in this chapter, although typically participants are placed in supportive environments with well-functioning departments in supportive schools, placing *all* participants into these contexts is a challenge. In both 2014 and 2015 we posited whether assigning participants to schools that are not yet able to provide effective support and mentoring would compromise the quality of the programme. This challenge remains.

In the final discussion chapter of the report we look beyond this pilot programme and consider what the evaluation findings might mean in relation to an expanded programme.

Evaluation question 2: To what extent has the programme achieved its overall outcomes and objectives?

This chapter focuses on the criteria used to answer evaluation question 2. The second evaluation question assesses to what extent the programme achieved its overall outcomes and objectives to help tackle educational inequality by partnering with secondary schools serving lower socioeconomic communities. To answer this question, the evaluation focused on outcomes and criteria agreed with the Ministry: the effectiveness of participants' teaching; their levels of support for the pastoral life of the school; the leadership development strand of the programme; participant completion of the programme; the ongoing involvement and/or retention of participants; the programme's impact on the quality of teaching and learning in participating schools; and the status of teaching (discussed in the previous chapter as part of the "who the programme attracts" focus area). We report on enablers and barriers to success in the discussion chapter.

Effectiveness of participants' teaching

Key criteria:

- There is high engagement of students, especially Māori and Pasifika.
- Student achievement in classes taught by the participants is as good as or better than the achievement of other students in the same demographic.

Overall evaluative judgement: Well

Participants in all cohorts showed good progress from year 1 to 2 and by the end of year 2 all were judged to be teaching as well as or better than a second year provisionally certificated teacher. A very small number (one or two of each cohort) struggled more than others in their cohort in their first year. Nearing the end of the second year all participants had made considerable progress and were more confident, had stronger relationships with students, and were playing a stronger role in their department and often in the school than they had done in their first year. Many other school personnel commented on the impact participants were having with students, both academically and in a pastoral role. For 2016 Cohort 15 participants, mentors and co-ordinators agreed that participants effectively engaged their students and were able to raise their achievement. We did not disaggregate data by student ethnicity, because the majority of students in the participating schools are Māori and/or Pasifika.

This section discusses the effectiveness of participants' teaching, from their own perspectives and the perspectives of those in their schools (mentors, co-ordinators, and principals). Informed

professional judgement was one of the key measures we used to ascertain the effectiveness of participants' teaching. We asked co-ordinators and mentors about this, triangulating their considerable experience and expertise with judgements made by the participants themselves. Co-ordinator, mentor, and participant judgements included evidence of student engagement and academic progress and achievement. We also report on participants' relationships with students, presenting student engagement results from the *Me and My Class* survey.

Participants in all cohorts showed good progress from year 1 to 2 and by the end of year 2 all were judged to be achieving as well as or better than second-year provisionally certificated teachers. A very small number (one or two of each cohort) struggled in their first year. Participants and their mentors acknowledged that managing classroom behaviour and building relationships with classes in Terms 1 and 2 of the first year was a challenge (as is typical with many beginning teachers). Lesson planning and knowledge of the curriculum and assessment practices were also challenges highlighted by participants.

Nearing the end of the second year all participants had made considerable progress and were more confident, had stronger relationships with students, and were playing a stronger role in their department and often in the school than they had done in their first year. Many principals, co-ordinators, and mentors commented on the impact participants were having with students, both academically and in a pastoral role.

Data from 2016 for Cohort 15 indicates that all mentors agreed or strongly agreed that their participants were enjoying their job, were functioning well as a teacher at this stage of their development, and that their confidence had increased since the previous year. Mentors were equally positive about the participants' confidence in teaching Māori and Pasifika students.

In 2016 we asked additional survey questions related to student progress and achievement in Cohort 15 participants' classes. Table 10 shows participants' responses.

Table 10 Cohort 15 participants' perceptions of student progress and achievement

	Strongly agree	Agree	Disagree	Strongly disagree
I have a clear picture of the progress my students should be making in terms of NCEA	8	5	0	0
I have a clear picture of the progress my students should be making in terms of the NZC	3	9	1	0
I am effective as a teacher in engaging my students	3	9	1	0
I am effective as a teacher in terms of helping raise student achievement	3	9	1	0
I have good processes for tracking student progress and achievement	1	11	0	1
I am effective in managing the behaviour of the classes	0	10	2	1
I am pleased with the progress my students have made this year	3	6	4	0

All but one participant indicated they felt they effectively engaged their students and were able to raise their achievement. These data suggest participants are confident in their use of NCEA as an assessment of student progress, but slightly less confident with *The New Zealand Curriculum* (NZC). Again, all but one indicated having good processes for tracking progress and achievement, although only one participant strongly agreed with this statement. All but three participants agreed, but none strongly agreed, that they were effective in managing class behaviour. Compared with the responses to other survey items, fewer felt strongly that their students had made pleasing progress this year, which perhaps underlines participants' high expectations for themselves and their students.

Mentors' views closely reflect participants' own views of themselves. All mentors indicated that the participants were able to effectively engage their students and all but one indicated that participants were able to raise their students' achievement. Mentors were confident of their participant's use of NCEA as an assessment of student progress, and with the NZC. (One mentor disagreed that the participant had a clear picture of the progress students should be making in terms of the NZC.) All but one mentor indicated that the participants' students had made expected progress this year and that participants were effective in managing class behaviour. Slightly fewer (9 out of 12) mentors thought their participant had good processes for tracking progress and achievement.

All nine co-ordinators had a positive view of the Cohort 15 participants' overall development as effective teachers at this stage of their development.

Student engagement: Results from the *Me and My Class* survey

Me and My Class is a survey designed by NZCER for Year 4 to Year 13 students. The items are based on research into key competencies that form an integral part of the NZC. The survey explores students' perspectives on learning in their classroom. We chose to use the survey to help us assess one of the evaluation criteria for effectiveness of participants' teaching: high engagement of students.¹¹

We reported the *Me and My Class* data differently each year so it is difficult to directly compare across the 4 years of the pilot programme. However, overall, the *Me and My Class* surveys showed that students in participants' classes were engaged in their learning and the majority of students were enjoying rich learning experiences.

A summary of key findings from the student survey across the 4 years of the evaluation can be found in Appendix 2. We would caution against too much emphasis being placed on the results of the *Me and My Class* survey because we do not have data for all participants, it is the first time

¹¹ We did not disaggregate the data by ethnicity, because the majority of students in the participating schools are Māori and/or Pasifika.

many students had completed this survey, they had been exposed to different instructions and conditions, and the sample sizes are quite variable.

Participants' contribution to school pastoral life

Key criterion: Participants contribute positively to wider school activities.

Overall evaluative judgement: Very well

Nearly all participants took on extra activities in their schools. They supported sports and cultural events and activities, staff PLD, and homework and NCEA revision centres. In their second year participants took on leadership roles in sports coaching, Education Outside the Classroom, Polyfest, kapa haka, other cultural events, including performing arts, and Positive Behaviour for Learning (PB4L) School-Wide work.

The Teach First NZ partnership advises participants to develop their classroom teaching before becoming too involved in extra activities, and in their first year to limit extra activities to homework groups or similar. We therefore focused more on this criterion in relation to cohorts in their second year of the programme. However, it was clear from our interviews with mentors and co-ordinators that participants in both their first and second years of the programme do take part in a wide range of activities and become involved in the life of the school.

Nearly all participants took on extra activities in their schools. They supported sports and cultural events and activities, staff PLD, and homework and NCEA revision centres. In their second year they took on leadership roles in sports coaching, Education Outside the Classroom, Polyfest, kapa haka, other cultural events, including performing arts, and PB4L School-Wide work. Many 2016 survey respondents described these activities as leadership activities and each listed a wide range of involvement, from two to seven extra-curricular activities.

Leadership Development Strand

Key criteria:

- In the first year participants demonstrate effective leadership of students.
- In the second year participants successfully lead a professional practice project within the school.

Overall evaluative judgement: Very well

According to the criteria and expectations of Teach First NZ we judged this aspect of the programme to have achieved its intended outcomes very well. In their first year participants were showing leadership within the classroom and their department. Their content knowledge, the resources they developed and shared, their facility with technology, and their attitude towards wanting to do the best for all students were all seen to make a valued contribution to the school.

Almost all participants in their second year were taking on leadership roles (often through their leadership project). The leadership project was seen by a number of participants and other staff members as having a significant impact on the school.

The Leadership Development Strand is a key element of the programme for Teach First NZ. Its aim is to produce teachers who will, in the long term, provide a network of leaders who are committed to and active in addressing educational inequality. Teach First NZ identifies that leadership development in the first year should be focused on developing leadership in the classroom. In their second year participants are encouraged to take on leadership roles beyond the classroom and one of the requirements of the programme is a leadership project.

The leadership project required three related sections:

1. an outcomes-focused description of the project
2. evaluation: an evaluation of progress
3. reflections: planning and managing a leadership project; leading through and with others; building relational trust.

In 2016 Cohort 15 participants described a variety of leadership roles that they had undertaken. These included leading: cultural groups, both ethnic and arts-based groups (e.g. Niuean and Tongan, and dance, music or drama); aspects of digital learning for both staff and students; PLD groups including te reo Māori for staff; sporting activities; some additional curricular-related leadership, such as academic coaching in specialised subject areas and analysis of student achievement data; and involvement with behaviour-related projects such as PB4L and restorative justice.

The Teach First NZ alumni collect data on participants' leadership roles. Table 11 shows the range of leadership roles alumni (Cohorts 13 and 14) have taken on.

Table 11 **Alumni leadership roles**

Cohort 13	Cohort 14
Community of Learning across schools literacy role	Assistant head science
English for Speakers of Other Languages and learning support	Whānau leader
Assistant dean	Senior numeracy co-ordinator
Year-level leader	Year 11 dean
HoD: English for Speakers of Other Languages	BoT staff representative
	Choir leader

Programme impact on quality of teaching and learning in participating schools

Key criterion: Participating schools can describe how (if) the programme has contributed to improving the quality of teaching and learning in their schools.

Overall evaluative judgement: Very well

All Cohort 13 and 14 co-ordinators and principals considered that participants had either a “high positive impact” or “some positive impact” on teaching and learning in the school. We do not have equivalent data for Cohort 15. Impact is most likely to be stronger in the second year of teaching and most likely to have positively affected a participant’s department and/or staff professional learning.

The three previous sections outline many contributions that participants have made in their schools. In this section we consider the impact that participants are perceived to have had on the quality of teaching and learning in their schools. Understandably, participants were much more likely to be reported as making an impact in their second year. By the second year almost all participants were seen to be making a valuable contribution to their department. The most frequently referred to contribution to departments was the creation and sharing of resources. Participants were also praised for bringing innovative ideas and fresh thinking to the school. Co-ordinators commented that participants were valued by their colleagues and by the school’s senior leadership team. Some participants have developed new courses, provided spreadsheets and student tracking processes for colleagues, or even taken over the running of a department.

Completion/retention rates

Key criterion: Retention rate for the 2 years is 90%.

Overall evaluative judgement: Extremely well (when measured against the target of 90%)

The retention rate across the three cohorts was 91%.

There has been a very high completion and retention rate across the three cohorts. Five participants out of 56 did not complete the programme, with all leaving during or at the end of the first year. While personal and familial reasons were given in most cases, there were two participants for whom “fit” with the programme was also perceived to be a factor.

Ongoing involvement and/or retention of participants

Key criterion: Alumni stay in teaching or wider education after the programme, or continue to contribute to reducing educational inequalities through other pathways.

Overall evaluative judgement: Well

Most alumni remain teaching beyond the end of the 2-year programme. Combining the three cohorts, 40 participants of the 50 who completed the programme (80%) are teaching in New Zealand schools in 2017 (the two on parental leave are not included in this figure). Another three are teaching overseas. Of the 43 alumni who are teaching in 2017, 27 are teaching in schools serving low socioeconomic communities in 2017, 12 are teaching in decile 5–10 schools, three are teaching overseas, and one is relieving. A higher proportion of Cohort 15 alumni, who only completed the programme at the end of 2016, are teaching (94%). This compares with 89% of Cohort 14 and 71% of Cohort 13 (three of these are teaching overseas). We do not have data that enables us to judge whether those who are not currently teaching (four of these are in full-time study) or who are teaching in higher decile schools are continuing to contribute to reducing educational inequalities.

In this section of the report we present the most up-to-date data we have about participant destinations after completing the programme.¹² For Cohort 13 we have 3 years of data, for Cohort 14 we have 2 years, and for Cohort 15 we are aware of participants' plans for their first year after completion of the programme. Figure 2 shows the cohort pathways graphically.

Cohort 13

Noticeably fewer Cohort 13 participants than Cohorts 14 and 15 participants obtained jobs in their host school or in other low decile schools. Schools wanted to employ the Teach First NZ participants but they had no surplus staffing. In subsequent years principals took on participants with a clearer view about their employment after the first 2 years.

Most of Cohort 13 remained in the jobs they secured in 2015 to complete their registration in 2016. For 2017 there is more diversity in participant pathways with three Cohort 13 alumni teaching in international schools, two embarking on further study, one relief teaching combined with other opportunities, and two on parental leave (see Table 12).

¹² Information accurate at end of January 2017.

Table 12 Cohort 13 destinations 2015–17

Destination	Number (2015) (n = 15)	Number (2016) (n = 15)	Number (2017) (n = 14) ¹³
Retained by host school (deciles 1–3)	4	2	1
Employment at another decile 1 school	2	1	0
Employment at another decile 3 school	2	2	1
Total at decile 1–4 schools	8	5	2
Employment decile 6 school	1	2	1
Employment decile 7 school	2	3	1
Total at decile 5–7 schools	3	5	2
Employment decile 8 school	1	2	0
Employment decile 9 school	1	2	2
Total at decile 8–10 schools	2	4	2
Teaching overseas	1	1	3
Full-time study	0	0	2
Parental leave	0	0	2
Relief teaching	0	0	1
Travelling	1	0	0
Total teaching	14 (93%)	15 (100%)	10¹⁴ (71%)
Total teaching in New Zealand	13 (87%)	14 (93%)	7¹⁵ (50%)

Cohort 14

Seventeen of the 19 Cohort 14 participants remain in teaching in New Zealand schools, with over half of them in schools serving low socioeconomic communities. Eight have remained in their host school. This picture is quite different from Cohort 13 but could be in part a reflection of the range of schools in 2014 and their approaches to employing participants. Three participants have moved to decile 8–10 schools and two are studying full time (see Table 13).

¹³ Sadly, one participant has died.

¹⁴ The two on parental leave are not included in this total.

¹⁵ The two on parental leave are not included in this total.

Table 13 Cohort 14 destinations 2016–17

Destination	Number (2016) (n = 19)	Number (2017) (n = 19)
Retained by host school (deciles 1–4)	8	8
Employment at another decile 1–3 school	3	3
Employment at another decile 4 school	1	0
Total at decile 1–4 schools	12	11
Employment at decile 5 school	0	1
Employment at decile 7 school	2	2
Total at decile 5–7 schools	2	3
Employment at decile 8 school	0	1
Employment at decile 9 school	0	1
Employment at decile 10 school	0	1
Total at decile 8–10 schools	0	3
Teaching overseas	0	0
Full-time study	1	2
Parental leave	2	0
Relief teaching	0	0
Travelling	2	0
Total teaching	14¹⁶ (74%)	17 (89%)
Total teaching in New Zealand	14¹⁷ (74%)	17 (89%)

Cohort 15

All Cohort 15 participants who completed a survey towards the end of their second year of teaching (2016) indicated an intention to remain in teaching the following year (2017), and all but one in the years beyond that. Most would remain in their current school if offered a position. All but one indicated that it was important to them to become fully certificated.

By February 2017, 11 of the 17 participants had been retained by their host school, one had a position at another decile 1 or 2 school, and two others had positions at decile 4 schools. Two participants were teaching at higher decile schools in Auckland and one was travelling and planned to teach in the United Kingdom (see Table 14).

¹⁶ The two on parental leave are not included in this total.

¹⁷ The two on parental leave are not included in this total.

Table 14 Cohort 15 destinations in 2017

Destination	Number (2017) (n = 17)
Retained by host school (deciles 1–3)	11
Employment at another decile 1–3 school	1
Employment at decile 4 school	2
Total at decile 1–4 schools	14
Employment at decile 7 school	1
Total at decile 5–7 schools	1
Employment at decile 9 school	1
Total at decile 8–10 schools	1
Teaching overseas	0
Full-time study	0
Parental leave	0
Relief teaching	0
Travelling	1
Total teaching	16 (94%)
Total teaching in New Zealand	16 (94%)

Alumni pathways

The paths that alumni take after completing the programme are an important way of judging whether the programme has achieved its overall outcomes and objectives. Teach First NZ’s mission is “to tackle educational inequality by developing top graduates into highly effective teachers and inspirational leaders in all fields” (Teach First NZ recruitment brochure).

In Figure 2 we show where alumni are in their first, second, and third years after completing the Teach First NZ programme. This is another way of presenting the data in Tables 12–14. It clearly shows that in the first 2 years after the programme, nearly all participants teach in New Zealand schools. For Cohort 13, now 3 years beyond the programme, pathways are diversifying with more teaching overseas and embarking on further study. The programmes of study for the four participants (two in Cohort 14 and two in Cohort 15) are Masters of Public Policy (two), Masters in Engineering, and a Bachelor’s degree in Philosophy (possibly combined with teaching). Another participant is enrolled on an EdD whilst teaching.

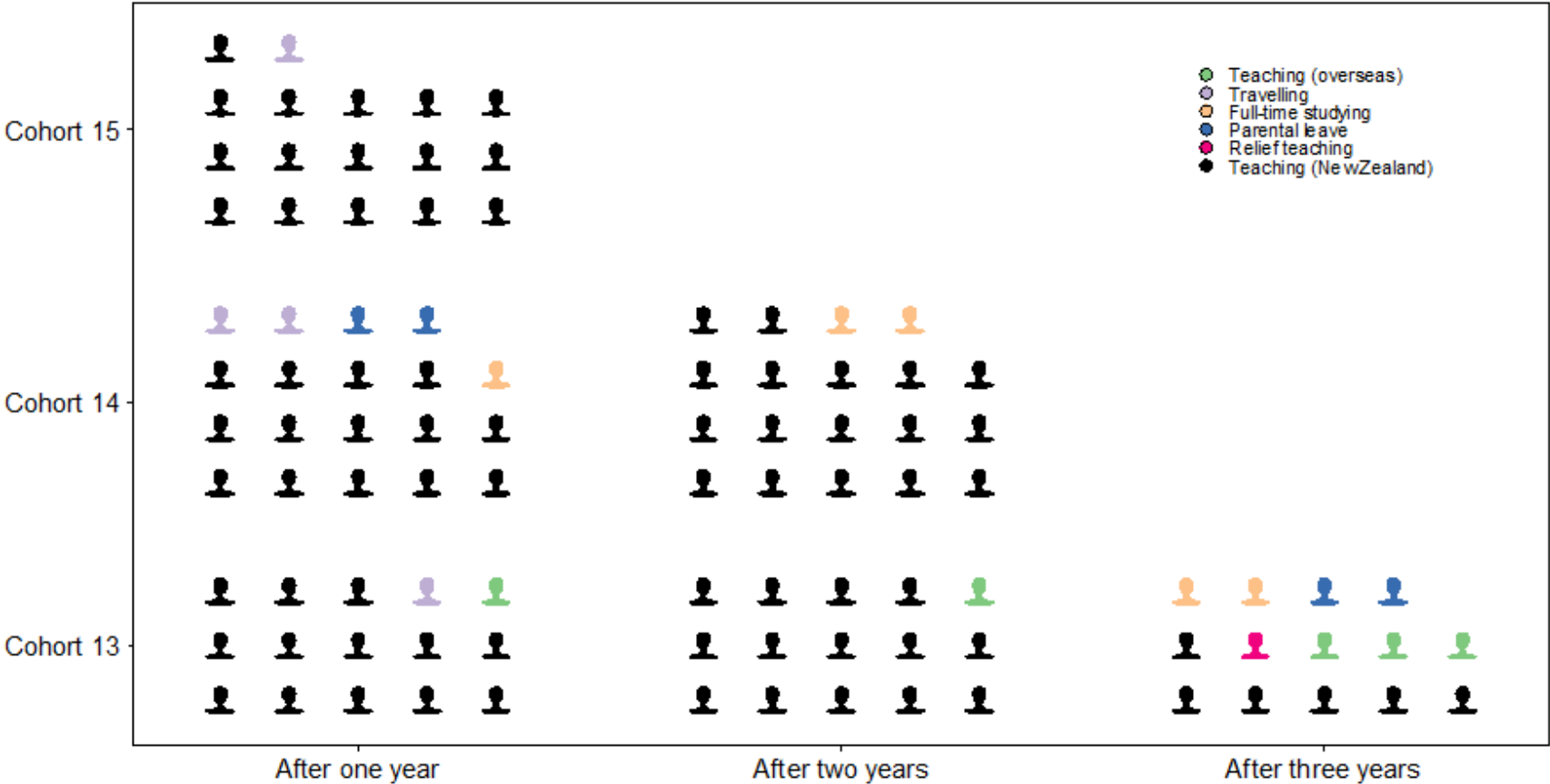
Teach First NZ positions itself more as an educational equity initiative and less as an ITE programme, and considers that commitment to its mission of reducing educational inequality

(which we report was a main reason why participants were attracted to the programme), is fulfilled not only through participants remaining classroom teachers.

Whether you decide to continue teaching, work on broader aspects of education and policy, or transition to another sector, the role you play as an alumnus will be critical in helping to close the education gap over the long-term, and engaging others to do the same. (Teach First NZ recruitment brochure)

We would need more information from alumni to be able to judge whether they continue to contribute to reducing educational inequalities through diverse pathways. This also raises the question of how this contribution can be measured. Undertaking further qualitative research with the Cohort 13 alumni would be a useful start.

Figure 2 Cohort pathways after completion of the Teach First NZ programme



Discussion

Looking back over the annual evaluation reports

In this section we review our discussions from the previous 3 years, focusing on any trends, highlights, and challenges. In 2013 Teach First NZ was found to be providing timely and responsive support to both participants and schools. The rigorous selection process and the high calibre of the participants were seen as major strengths of the programme. We noted, however, that the quality of mentoring and the relationships between participant and mentor were variable. There were also some teething problems with communication to and within schools.

In 2014 we noted that Teach First NZ was known and accepted by personnel in schools, and that participants were valued and, for the most part, well supported by schools. We discussed the impact of involving a number of large Auckland schools, and concluded that the programme had successfully adjusted to a second cohort, and the involvement of more schools. We also emphasised the commitment that the partnership was making to bi-cultural processes and building participants' cultural competencies.

In the 2015 report we noted a number of different emphases, in part a consequence of new schools coming into the programme and in part a response to the fact that the programme was then in its third year. These emphases included more participants not having a mentor in the same department; continuing challenges for te reo Māori participants; different challenges for participants in Northland schools in relation to isolation and support; and more participants leaving (including for parental leave) than in previous years.

By the end of 2016, programme processes and structures have been embedded and alumni are contributing to the Teach First NZ community and the schools that have been part of the pilot programme. For example, one of the changes initiated by alumni is the introduction of a buddy system which matches like participants from different schools in a supportive (but not mentoring) relationship. At this time, the retention rate of participants in teaching is very high.

The essential features for programme success

Looking across the findings from the 4 years of the evaluation, we have concluded that there are four essential features that contribute to the successful implementation and outcomes of the Teach First NZ programme. These features are relevant to the wider aims of the evaluation, around developing a deeper understanding of alternative pathways into the teaching profession, and

generating learning about effective approaches to aspects of ITE. The four essential programme features are:

1. attracting and selecting people who have the capability to become effective beginning teachers and leaders in schools serving low socioeconomic communities
2. providing a responsive, cohesive programme
3. partnering with schools
4. retaining participants in teaching (particularly in low decile schools) or in wider education to build a community of Teach First NZ alumni.

Of these four features that we consider critical for programme success, three have been very well executed over the life of the pilot and one (partnering with schools) continues to be variable and less than optimal for a minority of participants. The next sections discuss our view of each of these essential features and the implications of these for future development of the programme.

Attracting and selecting the right people

You absolutely require resilience if you wish to succeed and complete this programme. It is not for the faint-hearted. As the saying says, what doesn't break you, makes you. I am very grateful to Teach First NZ for my new career. It is absolutely what I want to do with my life, and I am very proud to call myself a teacher. (Survey 2016: Cohort 15 participant)

There is no doubt that the recruitment, selection, and retention of participants is a large part of Teach First NZ's success. Teach First NZ won two graduate employer awards in 2016 for best diversity and best graduate innovation programme. Teach First NZ has attracted candidates who might have undertaken another pathway into teaching by presenting a clear and compelling mission—to “make a real impact, inspire others and positively contribute to future generations of New Zealanders” (source: *Lead the Way*, Teach First NZ promotional material). There are other incentives, such as being able to start teaching after a short period of preparation, gaining a fully funded postgraduate qualification, and being paid a salary while learning to teach.

There have been over 1,400 applicants to date and just 7% of these have been selected onto the programme. At this stage Teach First NZ has yet to attract as many suitable chemistry, physics, and mathematics and te reo Māori candidates into teaching as it would like. However, recruitment and selection data for 2017 indicate Teach First NZ has been successful in attracting higher numbers of Māori and Pasifika participants and more chemistry, physics, mathematics, and te reo Māori participants than in previous years.

Five participants out of 56 in the pilot programme did not complete the 2-year programme. This suggests that, on the whole, Teach First NZ is selecting high-quality and resilient participants. School personnel concurred. No Cohort 16 participants left the programme during the year.

Providing a responsive, cohesive programme

The success is about having the right people delivering the programme. (Interview 2015: Cohort 15 participant)

The ongoing coursework is really helpful ... it is important to learn the theory and the pedagogy as you go along. (Interview 2015: Cohort 15 participant)

The VTS gives me really good feedback and I value his expertise. The more I teach, the more I open myself up to learning. (Interview 2015: Cohort 15 participant)

In our opinion the Teach First NZ pilot programme has been responsive and cohesive. As can be expected with any new programme, implemented within a short time frame, there were some teething problems in 2013, mainly in relation to communication to and within schools. The partnership responded nimbly to concerns and addressed many problems during that first year. Refinements over the years of the pilot programme have been made based on feedback from participants and others involved. The programme partners (Teach First NZ and the Faculty) have negotiated their various roles over time and adjusted to a sometimes difficult legal and political environment. This included a legal challenge about employment practices from the secondary teachers' union, where schools voiced their support for Teach First NZ. The outcome was an adjustment of policy around the situation of employment¹⁸ which did not negatively affect the cohorts in our evaluation.

Partnering with schools

I know I'm supported—there is so much support. (Interview 2015: Cohort 15 participant)

Teach First NZ need to think carefully about where to place te reo participants. They need to be placed in a strong department like [name of school] where they can be nurtured and then move out into other schools. (Interview 2015: Cohort 15 co-ordinator)

The Teach First NZ programme should have to do a thorough investigation of the school they are putting these teachers in. It's not good enough for us just to be low decile. There should be strict criteria about whether or not these schools have the capacity to have them in here and if there are mentors good enough for their candidates. (Survey 2016: Cohort 15 mentor)

Almost all low decile secondary schools in Auckland have employed Teach First NZ participants or will join the programme in 2017. Four Northland schools have also been involved. Of the four essential features identified by this evaluation, it is the school partnership—the quality of school support for participants—that is most variable in implementation and, in some circumstances, least effective.

In writing this report we debated the extent to which success was dependent on the effectiveness of the school, the department, or the mentor. We concluded that, based on the evidence of the 4

¹⁸ From 2017 schools will be able to create positions for and employ field-based ITE “trainee teachers”.

years, if at least two of these factors were present, the participant was able to be effectively supported and nurtured as a new teacher into the profession. Making careful decisions about the classes that participants teach is a critical element in supporting participants' success in the first year. Schools need to provide high levels of initial support for the participants, and be supported by Teach First NZ to do this. Growing mentor capability has been a priority across the 4 years of the pilot.

Weaknesses of the programme that we identified in 2013 remained throughout the pilot, albeit for a small number of participants. These included: poor internal communications in some schools; variable quality of mentoring; participants being placed in departments that were unable or unwilling to support them; and participants being the strongest subject specialist in the school. It is clear that some participants have enjoyed more wrap-around support than others.

Support for participants in Northland schools is a real dilemma for the programme. Schools that most need participants find it most challenging to support them, and distance from Auckland increases demand on the partnership to augment support. The conundrum that is unlikely to be solved in the short term is that “we need to put these students into successful thriving low decile schools, when probably they're most needed in struggling low decile schools” (Interview 2016: University of Auckland Faculty member).

In general, larger schools have been better placed to provide an ideal environment to support a participant, including having a strong department, strong middle and senior leadership within the school, a mentor with the capacity and training to mentor and willingness to give time and expertise. In larger schools it can be easier to provide an ideal “fit” between mentor and participant and for the participant to find a good “fit” within the school's culture. That said, we also met participants in small schools who were enjoying very good support and who were contributing very effectively to the life of the school.

Retaining participants in teaching or in wider education

I intend to remain in teaching and education for the rest of my professional life. I've got a lot to offer and am excited about the incredible opportunities in the sector. (Survey 2015: Cohort 14 participant)

It's been hugely positive. It's been one of the best and hardest things I've ever done. Hugely challenging. Hugely rewarding. My political compass has shifted—much more aware of inequality and poverty. It has been really exciting. (Survey 2016: Cohort 15 participant)

I am looking forward to this journey going so far, and flying with it. (Interview 2015: Cohort 15 participant).

That participants have chosen to stay in teaching, many of them in schools serving low socioeconomic communities, is a mark of the programme's success.

A small number of participants left during or at the end of their first year. Additionally, a small number initially found teaching more challenging than other participants, but made significant

progress in their second year. Participants are strong ambassadors for the programme and for secondary teaching in New Zealand. Almost all participants have achieved highly, have supported their students to do well, and intend to stay in teaching at least in the short term.

Our interviews with Faculty and Teach First NZ staff members indicated the different “profile” of each cohort, with each having a distinctive “flavour and personality” and different approaches to leadership. This distinctiveness has been carried over into alumni operations. One participant suggestion is to build more internal alumni support and this would be possible as the programme enters its fifth year.

I think there is room for more sharing of knowledge and experience within and between the cohorts, especially for those of us who do not get a lot of support from our departments. Could be a buddy or working day where we present ideas and units alongside resources, or participants identify a ‘speciality’ and become an expert contact in that standard/area. (Survey 2016: Cohort 15 participant)

Beyond 2016

I still think we’re preparing highly regarded teachers for hard to staff subjects, highly valued by principals in the schools in which they’re working... I hope this thing continues, grows and thrives. I’ve always thought there was value in different pathways to teaching. (Interview 2016: University of Auckland Faculty member)

The value of teaching and learning simultaneously is very effective in preparing for a career in teaching. The quality of participants is of high value and impacts the teaching and learning of the whole school. Focusing on low decile schools invites the teacher to develop teaching and learning strategies that make a difference not only to the learners but to entire communities. (Survey 2016: Cohort 15 co-ordinator)

Teach First NZ has provided the first New Zealand employment-based route into teaching, albeit with a specific purpose (to help redress inequity in education by providing quality teachers for schools serving low socioeconomic communities) and a limited range (secondary schools and subjects where there are teacher shortages in Auckland and Northland). Teach First NZ staff told us they have achieved more than they could have hoped for 6 years ago—including changing legislation in Parliament which will influence options for entry into the teaching profession.

There have been changes during 2016, with staff changes at Teach First NZ and discussions across the partnership about the financial viability of the current model. The pilot was extended for 2 more years (2017 and 2018), but Cohort 17 will be the last cohort to operate under the pilot arrangements. The model has served those involved well but is likely to evolve significantly in future years. Whatever changes are made, the programme should retain a focus on what our evaluation concludes are essential features for success.

Nevertheless, the impact of Teach First NZ is starting to be seen and felt: there are more good teachers in schools where they are needed. This has strengthened over the pilot. Teach First NZ has plans to expand the programme. To do this it is likely to need to increase the range of subjects

offered. Expansion into rural and other areas and increasing the participant subject range will require a rethink of the model especially in relation to mentor selection and training.

Several new schools, including some in Northland, are joining the programme in 2017. Most schools new to the programme are larger and serve communities with higher socioeconomic status (that is, they are decile 3 and 4 schools). There are high proportions of Māori and Pasifika students in these schools. The addition of these schools may ensure Teach First NZ can provide appropriate and supportive environments for all participants. Another solution could be for Teach First NZ to provide dedicated external mentoring support for isolated or small schools or for participants teaching te reo Māori.

Increasingly, Teach First NZ wants to widen its focus to be seen as an “equity initiative” rather than just an organisation that prepares teachers. For example, the alumni support programme is a significant part of this, and Teach First NZ also has plans to develop a professional leadership programme for more experienced teachers in lower decile schools, seeing this as one of a growing number of ways to address educational inequity.

With these and other changes on the horizon, there is likely to be a different look and feel to Teach First NZ in the future. We trust the findings from this evaluation will inform that future.

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Appendix 1: Evaluation approach

Between April and June 2013 the evaluation team developed an evaluation plan, based on our reading of the international literature on similar Teach First sister programmes (which are independent programmes but part of the global Teach For All network), interviews with key stakeholders (the Ministry, Teachers Council, PPTA, Teach First NZ partnership), and review of the available material on Teach First NZ.

The key evaluation questions are:

1. How well (effectively and efficiently) has the programme been implemented?
2. To what extent has the programme achieved its overall outcomes and objectives?

The Ministry developed a list of indicative sub-questions for both questions, which we used as a starting point to confirm the evaluation scope, focus, and design.

We developed evaluation criteria and possible data sources to address each of the key evaluation questions. This approach was endorsed by the partnership. The first evaluation question addresses how well the programme has been implemented from the perspectives of Teach First NZ participants, host school teachers, and Faculty staff. The second evaluation question concerns impact. Tables 15 and 16 set out the evaluation criteria for each evaluation question.

Table 15 Evaluation question 1, evaluation criteria and possible data sources

Key evaluation questions	Specific areas for investigation	Evaluation criteria	Possible data sources
How well (effectively and efficiently) has the programme been implemented?	Who the programme attracts	Programme attracts high-calibre* participants, some of whom may not otherwise have undertaken teaching (particularly in schools serving lower decile communities) at this time *High calibre as defined by Teach First NZ.	Document analysis (i.e. candidate applications (with permission); candidate academic records; interviews)
	Retention rates	Retention rate for the 2 years is 90%	Programme records
	Summer Initial Intensive (SII)	School Observation and Reflection (SOAR) prepared participants well for their SII SII strengthened participants' motivation to teach in schools serving low-income communities SII strengthened participants' understandings of the cultures of their students and how to incorporate this understanding into their teaching Participants felt well prepared to begin teaching SII built a sense of "connectedness" within the cohort	Data collected by providers during and after the SII Participant interviews Programme personnel interviews
	Programme factors	There is a common clear vision of effective teaching Vision permeates coursework and practice in schools Strong core curriculum Use of case methods and teacher research Participants confront and rethink assumptions about learners	Document analysis (e.g. U of A programme resources and documents) Interviews with participants, programme and school personnel

Key evaluation questions	Specific areas for investigation	Evaluation criteria	Possible data sources
		Participants judge the coursework to be intellectually challenging and practically relevant	
	Support to participants from Teach First NZ programme	Participants feel that their wellbeing has been important to Teach First NZ Participants feel that they are part of the Teach First NZ community	Interviews with participants Surveys
	Support to participant from host school	The quality of mentoring, and school support has enabled participants to be successful beginning teachers Host schools provide optimal opportunities to support participants to develop their teaching expertise	Document analysis (participant, school staff records, minutes, resources etc.) Interviews with school personnel Participant interviews
	Host schools are well prepared for, and supported in their roles	Host schools rate their preparation and support for their roles as high quality Host schools feel well supported by the partnership	
	Selection of affiliate schools	Affiliate schools provide useful learning experiences for participants	Document analysis (e.g. programme resources and documents) Interviews with programme personnel, relevant staff in schools, participants
	Support to affiliate schools	Affiliate schools are aware of their responsibilities to the participants Affiliate schools feel well supported by the partnership The exchange is judged to be useful by the affiliate school	Document analysis (e.g. programme resources and documents) Interviews with programme personnel, relevant staff in schools
	Mentor teachers	Mentor teachers provide regular high-quality observation, mentoring, and feedback to participants	Document analysis Interviews with mentors Interviews with participants

Key evaluation questions	Specific areas for investigation	Evaluation criteria	Possible data sources
		Mentor teachers are well supported by the partnership Mentors help participants to become part of the wider school community	
	Visiting Curriculum Specialists (now called learning area specialists (LAS) and visiting teaching specialists (VTS)	LAS and VTS provide regular high-quality observation, mentoring, and feedback to participants There are explicit links between the curriculum papers in the qualification and the feedback provided by the specialists in schools	Document analysis (e.g. programme resources and documents; participant records) Interviews with LAS and VTS Interviews with participants Interviews with school personnel
	Programme responsiveness	The programme has evidence of its responsiveness to feedback from participants and participating schools	Document analysis Interviews with student teachers, school personnel, programme personnel Surveys (perhaps at end of pilots)
	Viability	The Teach First NZ model can successfully adjust to larger numbers of participants within agreed funding arrangements Host schools are able to support the programme when they self-fund participants' salaries from 2014	Interviews with stakeholders Surveys (perhaps at end of pilots, across all groups)

The second high-level evaluation question calls for a summative focus. Table 16 sets out the evaluation criteria for evaluation question 2.

Table 16 **Evaluation question 2, evaluation criteria and possible data sources**

Key evaluation questions	Specific areas for investigation	Evaluation criteria	Possible data sources
To what extent has the Teach First NZ programme achieved its overall outcomes and objectives?	Effectiveness of participants' teaching	High engagement of students, especially Māori and Pasifika Teaching aligns with Teach First NZ model	Student engagement surveys (year 2 for each cohort) Student attendance data Document analysis (from mentor feedback to participants (from, for example, mentor teachers, visiting specialists) Classroom observations (not in budget, but highly desirable) Interviews with mentors, curriculum specialists, other teachers in same department as the participant and principals Student achievement data if appropriate and available Further exploration is required to determine the feasibility of using student achievement data
	Support by participants for pastoral life of school	Participants contribute positively to wider school activities	Interviews with school personnel Interviews with participants
	Leadership Development Strand	In first year participants demonstrate effective leadership of students In second year participants successfully lead a professional practice project within the school From year 3, participants build on the leadership experience of the first 2 years	Document analysis (feedback from lesson observations) Examination of the participants' projects Interviews with Teach First NZ, school personnel Survey (end of year 2 for each cohort) Alumni survey (2015, 2016)
	Ongoing involvement and/or retention of participants	Alumni stay in teaching or wider education after the programme, or continue to contribute to reducing educational	Retention data Survey of alumni (2015, 2016)

Key evaluation questions	Specific areas for investigation	Evaluation criteria	Possible data sources
		<p>inequalities through other pathways</p> <p>Programme graduates can articulate their key learnings from the 2 years as they begin their journey as alumni, and can describe how the 2-year programme has helped shaped their future paths</p>	
	Programme impact on quality of teaching and learning in participating schools	Participating schools can describe how (if) the programme has contributed to improving the quality of teaching and learning in their schools	<p>Interviews with school personnel from participating schools</p> <p>Survey of teachers from participating schools (2016)</p>
	Status of teaching	Growing numbers of high-calibre Māori, Pasifika, and male applicants for the programme	Programme data
	Enablers and barriers to success		Participant survey at end of 2 years
	Alumni engagement	Graduates continue to participate in alumni programme	<p>Programme records</p> <p>Alumni surveys in 2015, 2016 (two cohorts)</p>

Appendix 2: *Me and My Class* student survey

In the first 3 years of the evaluation we administered the *Me and My Class* survey once, but asked schools to also survey a comparison class that was similar in composition. In 2016 we agreed with Teach First NZ that we would administer the survey twice, we would not ask for a comparison class, and would therefore have time series rather than comparative data. The survey was administered in May and September 2016, in the second year of Cohort 15's programme, with participants choosing a Year 9 or Year 10 class. We cannot verify that the same students completed the survey at the different time points and so have not provided an analysis showing difference over time.

We would caution against placing too much emphasis on the surveys. We do not have data for all participants; it is the first time many students had attempted this survey and they have been exposed to different instructions and conditions, and the sample sizes are variable.

Table 17 summarises the findings from *Me and My Class* surveys across the 4 years of the evaluation.

Table 17 *Me and My Class* key findings

	2013	2014	2015	2016
Sample	Year 9 Cohort 13 (<i>n</i> = 107) Year 10 Cohort 13 (<i>n</i> = 101)	Year 9 Cohort 13 (<i>n</i> = 49); Cohort 14 (<i>n</i> = 142) Year 10 Cohort 13 (<i>n</i> = 128); Cohort 14 (<i>n</i> = 167)	Year 9 Cohort 14 (<i>n</i> = 71); Cohort 15 (<i>n</i> = 170) Year 10 Cohort 14 (<i>n</i> = 37); Cohort 15 (<i>n</i> = 205)	Year 9 May Cohort 15 (<i>n</i> = 227) Year 10 May Cohort 15 (<i>n</i> = 308) Year 9 September Cohort 15 (<i>n</i> = 68) Year 10 September Cohort 15 (<i>n</i> = 177)
Reporting	Against comparison classes	Against comparison classes and reporting larger differences between cohorts	Against comparison classes and reporting larger differences between cohorts	Data for participants' classes only, two times in the year
Key findings	Students in participants' Year 9 classes were more engaged than students in comparison classes. In Year 10 the comparison students reported higher levels of engagement than students in participants' classes. However, these differences were not statistically significant.	Participants' and comparison Year 9 classes were similarly engaged in their learning, although students in comparison classes reported higher levels of engagement and interest. Students in Year 10 participants' classes were more likely than comparison classes to report higher levels of engagement in learning. Students in participants' Year 10 classes appeared more satisfied than Year 9—the opposite of 2013.	Students in participants' classes were engaged in their learning and were not disadvantaged by being in participants' classes, in the first or second year of participants' teaching. The majority of students in participants' classes were enjoying rich learning experiences. Overall there was no statistically significant difference in responses between Cohort 14 and Cohort 15 classes.	Year 9 and Year 10 data showed a decline in engagement in learning later in the year. This is likely to be partly explained by the smaller sample in September. In a very few items, students indicated they were having richer learning experiences in September and to be more engaged in their learning. Year 10 students were more positive than Year 9 students and appeared to be more engaged later in the year.

Appendix 3: Cohort 15 survey questions

Participants: Survey questions phase 4 (Cohort 15)

About this survey

This survey asks you about your experiences of the Teach First NZ programme in your 2nd year.

The New Zealand Council for Educational Research (NZCER) has been contracted by the Ministry of Education to conduct an evaluation of the pilot of the University of Auckland Postgraduate Diploma in Teaching (Secondary Field-based), in partnership with Teach First New Zealand from 2013-16.

Your filling in the survey provides ethical consent to participation. Participation in the survey is voluntary but will ensure that your perspectives on the Teach First NZ programme contribute to the evaluation findings. This will help the programme to be responsive to your views and will support further development of the programme. It will also assist with providing information on the strengths of the Teach First NZ approach to teacher preparation, as well as areas where it can be strengthened in the future.

Each of the schools will receive a copy of the published report. No individuals will be named in anything written about this research.

If you have any questions about this survey, please feel free to get in touch with:

**Jenny Whatman
Senior Researcher and Project Leader
jenny.whatman@nzcer.org.nz
09 5500264 or 027 3532 487**

About you

* 1. Your name

* 2. Name of your school

School

3. Are you intending to remain in teaching next year and beyond?

- Yes – likely to remain next year and beyond
- Yes – likely to remain just next year
- No – not likely to be in teaching next year
- Not sure

If you are not likely to be teaching, what are you planning to do next year?

4. Would you remain in your current school if you were offered a position?

- Yes
- No
- Not sure

5. How important is it to you to become a fully certificated teacher?

- Very important
- Quite important
- Not important

About your teaching

6. How strongly do you agree with these statements?

	Strongly agree	Agree	Disagree	Strongly disagree
I enjoy my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am functioning well as a teacher at this stage of development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My confidence as a teacher has increased since last year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident teaching the Māori students in my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident teaching the Pasifika students in my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The range of classes I am teaching this year has helped build my expertise as a teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The programme course work this year has helped build my expertise as a teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teaching workload is manageable this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My course workload is manageable this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. How strongly do you agree with these statements?

	Strongly agree	Agree	Disagree	Strongly disagree
I am effective as a teacher in engaging my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am effective in managing the behaviour of the classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a clear picture of the progress my students should be making in terms of the NZC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a clear picture of the progress my students should be making in terms of NCEA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have good processes for tracking student progress and achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am effective as a teacher in terms of helping raise student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am pleased with the progress my students have made this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. What was the main action you took in response to the May results of the *Me and My Class* survey?

9. What have been the most *rewarding* aspects of becoming a teacher?

10. What have been the most *challenging* aspects of becoming a teacher?

11. What other aspects of school life outside classroom teaching are you involved with this year?

- Sports coaching
- EOTC
- Kapa haka
- Cultural events / groups
- Arts / performing arts
- Homework centre
- Tutoring / tutorials
- NCEA scholarship or revision classes
- Providing support to other teachers (for example, ICT, resources)
- Other aspect (please specify)

12. How has this involvement impacted on your teaching?

13. Please describe any leadership roles you have taken on this year, in your department, in the school and community, or in the wider education sector.

About the programme

14. Rank the following programme aspects in order of importance to your development as a teacher this year (1 to 10, where 1 is the most important)

<input type="text"/>	Summer school assessment paper
<input type="text"/>	Clinics
<input type="text"/>	Leadership project
<input type="text"/>	Visiting Teacher Specialists
<input type="text"/>	Learning Area Specialists
<input type="text"/>	Online community
<input type="text"/>	GTS/PTC portfolio
<input type="text"/>	Professional inquiry
<input type="text"/>	Alumni events
<input type="text"/>	Mid year intensive noho marae (MYI)

15. How strongly do you agree with these statements?

	Strongly agree	Agree	Disagree	Strongly disagree
I feel well supported by the Teach First NZ / University of Auckland partnership team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel well supported by the Visiting Teacher Specialist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel well supported by the Learning Area Specialist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel well connected with other Teach First NZ participants in my cohort.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel well connected with other Teach First NZ participants in other cohorts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to me to belong to the Teach First NZ alumni community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to me to belong to the Teach for All global community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. How strongly do you agree with these statements?

	Strongly agree	Agree	Disagree	Strongly disagree
As a Teach First NZ participant I have had a positive impact on how other people perceive teaching as a profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a Teach First NZ participant I have had a positive impact on how other people perceive teaching in schools serving low socio-economic communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach First NZ has had a positive impact on how other people perceive teaching as a profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach First NZ has had a positive impact on how other people perceive teaching in schools serving low socio-economic communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

About your school

17. How strongly do you feel about these statements?

	Strongly agree	Agree	Disagree	Strongly disagree
I feel fully accepted as a member of the school community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel well supported by my Teach First NZ coordinator.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel well supported by my Teach First NZ mentor(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Do you have more than one person as your mentor?

- Yes
- No

19. Is at least one of your mentors in the same subject area/department as you?

- Yes
- No

20. How helpful do you find these different aspects of support from your mentor(s)?

	Very helpful	Helpful	Not helpful	N/A not had this support
Feedback on lesson planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback after classroom observation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observation of mentor's lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice on classroom management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pedagogical knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specialist subject knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guidance on assessment of student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pastoral support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there any other aspects of support that you found particularly helpful?

21. What has changed about your mentor's support this year, if anything?

22. How helpful have you found support from staff other than your mentor?

	Very helpful	Helpful	Not helpful	N/A not had this support
Feedback on lesson planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback after classroom observation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observation of other teachers' lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice on classroom management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pedagogical knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specialist subject knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guidance on assessment of student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pastoral support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there any other aspects of support that you found particularly helpful?

23. How strongly do you agree with these statements?

	Strongly agree	Agree	Disagree	Strongly disagree
Departmental meetings are often used to discuss student achievement and strategies to improve achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers share ideas for how to help students improve their performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We use teaching as inquiry to check what we are doing and to keep developing our practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyone in the school has high expectations for the learning of all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

General

24. Are there any changes that would improve the programme for future participants?

25. Is there anything else you would like to add about your experience of the *Teach First NZ* programme in general?

Thank you very much for your time.

Host school mentors: Survey questions phase 4 (Cohort 15)

About this survey

This survey asks you about your role as a mentor for a Teach First NZ participant and about your observations of how the cohort 15 participant is functioning in their second year in the programme and within the school.

If you are mentoring more than one participant, please fill in a different survey for each participant.

The New Zealand Council for Educational Research (NZCER) has been contracted by the Ministry of Education to conduct an evaluation of the pilot of the University of Auckland Postgraduate Diploma in Teaching (Secondary Field-based), in partnership with Teach First New Zealand from 2013-16.

Your filling in the survey provides ethical consent to participation. Participation in the survey is voluntary but will ensure that your perspectives on the Teach First NZ programme contribute to the evaluation findings. This will help the programme to be responsive to your views and will support further development of the programme. It will also assist with providing information on the strengths of the Teach First NZ approach to teacher preparation, as well as areas where it can be strengthened in the future.

Each of the schools will receive a copy of the published report. No individuals will be named in anything written about this research.

Please leave blank any questions that do not apply.

If you have any questions about this survey, please feel free to get in touch with:

Jenny Whatman
Senior Researcher and Project Leader
jenny.whatman@nzcer.org.nz
09 5500264 or 027 3532 487

About you and your role in the programme

* 1. Your name

* 2. Name of your school

School	<input type="text"/>
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* 3. Name of participant you are mentoring (NB: if you are mentoring more than one participant, please fill out one survey for each participant.)

4. Were you the mentor for this participant last year?

- Yes
 No

5. Are you and the participant in the same department / subject area as each other?

- Yes
 No

About you and your role in the programme

6. How often do you observe the participant's lessons this year (2016)?

- Once a week
- Once every two weeks
- Once a month
- Twice per term

7. How well do you feel you are able to support the participant?

- Very well
- Moderately well
- Not very well

8. What are the main challenges for you in supporting the participant?

9. How are these different from the challenges of the previous year, if at all?

10. How has your role as mentor changed, if at all?

11. Do you have any other comments you'd like to make about your role as a mentor?

About the participant's teaching

12. How strongly do you agree with these statements?

	Strongly agree	Agree	Strongly disagree	Disagree
The participant enjoys their job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The participant is functioning well as a teacher at this stage of development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The participant's confidence as a teacher has increased since last year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The participant is confident teaching the Māori students in their classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The participant is confident teaching the Pasifika students in their classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The range of classes the participant is teaching this year has helped build their expertise as a teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The programme course work this year has helped build the participant's expertise as a teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. How strongly do you agree with these statements?

	Strongly agree	Agree	Strongly disagree	Disagree
The participant's teaching workload is manageable this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The participant's course workload is manageable this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The participant is effective as a teacher in engaging their students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The participant is effective in managing the behaviour of their classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The participant has a clear picture of the progress their students should be making in terms of the NZC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The participant has a clear picture of the progress their students should be making in terms of NCEA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The participant has good processes for tracking student progress and achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The participant is effective as a teacher in terms of helping raise student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students in the participant's classes have made expected progress this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. What aspects of classroom teaching do you think the participant has found **most challenging**?

About the participant's leadership

15. How strongly do you agree with these statements?

	Strongly agree	Agree	Disagree	Strongly disagree
The participant has shown strong leadership in their department this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The participant has shown leadership in the school community this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The participant has shown leadership in the wider education sector this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The participant is currently carrying out a strong leadership project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The participant has shown strong leadership in their classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Do you have any comment about their leadership?

About the programme

17. How strongly do you agree with these statements?

	Strongly agree	Agree	Disagree	Strongly disagree
I feel well supported by the Teach First NZ / University of Auckland partnership team this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am happy with the amount of mentor PLD I have had from the Teach First NZ / University of Auckland partnership team this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am happy with the nature of mentor PLD I have had from the Teach First NZ / University of Auckland partnership team this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I value the programme as a contributor to the success of my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Briefly describe any changes you are aware of that have been made to the Teach First programme (since last year) as a result of feedback from participants or school staff, if any.

19. Are there any changes that would improve your experience as a mentor?

20. What have you learned as a mentor (if anything) that has contributed to your own development as a teacher/ school leader?

21. Would you be a mentor again?

- Yes
- No
- Not sure

22. Why or why not?

About your school

23. How strongly do you agree with these statements?

	Strongly agree	Agree	Disagree	Strongly disagree
Departmental meetings are often used to discuss student achievement and strategies to improve achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers share ideas for how to help students improve their performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We use teaching as inquiry to check what we are doing and to keep developing our practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyone in the school has high expectations for the learning of all their students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. How strongly do you agree with these statements?

	Strongly agree	Agree	Disagree	Strongly disagree
My role as a Teach First NZ mentor is valued by senior management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My role as a Teach First NZ mentor is valued by other teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My role as a Teach First NZ mentor is valued by programme participants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. Do you have any other comments you'd like to make about the school's role in the Teach First NZ programme?

General

26. How strongly do you agree with these statements?

	Strongly agree	Agree	Disagree	Strongly disagree
Teach First NZ has had a positive impact on how other people perceive teaching as a profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach First NZ has had a positive impact on how other people perceive teaching in schools serving low socio-economic communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. Is there anything else you would like to comment on about your experience of the Teach First NZ programme in general?

Thank you very much for your time.

Host school co-ordinators: Survey questions phase 4 (Cohort 15)

About this survey

This survey asks you about your role as a coordinator for Teach First NZ participants and about your observations of how the cohort 15 participant(s) are functioning in their second year of the programme and within the school.

Please leave blank any questions that do not apply.

The New Zealand Council for Educational Research (NZCER) has been contracted by the Ministry of Education to conduct an evaluation of the pilot of the University of Auckland Postgraduate Diploma in Teaching (Secondary Field-based), in partnership with Teach First New Zealand from 2013-16.

Your filling in the survey provides ethical consent to participation. Participation in the survey is voluntary but will ensure that your perspectives on the Teach First NZ programme contribute to the evaluation findings. This will help the programme to be responsive to your views and will support further development of the programme. It will also assist with providing information on the strengths of the Teach First NZ approach to teacher preparation, as well as areas where it can be strengthened in the future.

Each of the schools will receive a copy of the published report. No individuals will be named in anything written about this research.

If you have any questions about this survey, please feel free to get in touch with:

**Jenny Whatman
Senior Researcher and Project Leader
jenny.whatman@nzcer.org.nz
09 5500264 or 027 3532 487**

About you

* 1. Your name

* 2. Name of your school

School	<input type="text"/>
--------	----------------------

3. Number of cohort 15 participants

- 0
- 1
- 2

4. Number of cohort 16 participants

- 0
- 1
- 2
- 3 or more

5. If the answer to question 4 is '0', please give reasons for why there are no new participants this year.

About the participants' teaching

6. How strongly do you agree with these statements? Overall, the cohort 15 participants:

	Strongly agree	Agree	Disagree	Strongly disagree
enjoy their jobs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
are functioning well as a teacher at this stage of development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have increased their confidence as a teacher since last year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
are confident teaching the Māori students in their classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
are confident teaching the Pasifika students in their classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
are effective in engaging their students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
are effective in managing the behaviour of their classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have a clear picture of the progress their students should be making in terms of the NZC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have a clear picture of the progress their students should be making in terms of NCEA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have good processes for tracking student progress and achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
are effective as teachers in terms of helping raise student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
students in the participants' classes have made expected progress this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

About the participants' leadership

7. How strongly do you agree with these statements?

	Strongly agree	Agree	Disagree	Strongly disagree
The participant has shown strong leadership in their department this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The participant has shown leadership in the school community this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The participant has shown leadership in the wider education sector this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The participant is currently carrying out a strong leadership project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The participant has shown strong leadership in their classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Do you have any comments on their leadership?

About the programme

9. How strongly do you agree with these statements?

	Strongly agree	Agree	Disagree	Strongly disagree
I feel well supported by the Teach First NZ / University of Auckland partnership team this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am happy with the amount of support I have had from Teach First NZ / University of Auckland partnership team this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am happy with the nature of support I have had from Teach First NZ / University of Auckland partnership team this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I value the programme as a contributor to the success of my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Briefly describe any changes you are aware of that have been made to the Teach First NZ programme (since last year) as a result of feedback from participants or school staff, if any.

11. Are there any changes that would improve your experience as a coordinator?

12. What have you learned in your role as coordinator (if anything) that has contributed to your own development as a teacher/ school leader?

13. Would you be a coordinator again?

- Yes
- No
- Not sure

14. Why or why not?

About your school

15. How strongly do you agree with these statements?

	Strongly agree	Agree	Disagree	Strongly disagree
Departmental meetings are often used to discuss student achievement and strategies to improve achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers share ideas for how to help students improve their performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We use teaching as inquiry to check what we are doing and to keep developing our practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyone in the school has high expectations for the learning of all their students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. How strongly do you agree with these statements?

	Strongly agree	Agree	Disagree	Strongly disagree
My role as a Teach First NZ coordinator is valued by senior management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My role as a Teach First NZ coordinator is valued by other teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My role as a Teach First NZ coordinator is valued by programme participants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Do you have any other comments you'd like to make about the school's role in the Teach First NZ programme?

General

18. How strongly do you agree with these statements?

	Strongly agree	Agree	Disagree	Strongly disagree
Teach First NZ has had a positive impact on how other people perceive teaching as a profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach First NZ has had a positive impact on how other people perceive teaching in schools serving low socio-economic communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Is there anything else you would like to comment on about your experience of the Teach First programme in general?

Thank you very much for your time.

Appendix 4: Teach First NZ partnership staff: Interview questions phase 4

Teach First NZ partners: Interview questions 2016

Note that we are evaluating Cohort 15 in their second year—not Cohort 16. We are also keen to get some impressions of the 4 years, not just 2016.

1. What is your overall perception (so far) of the Teach First NZ programme in 2016? Is this different from previous years? If yes, in what ways?
2. What are the main changes you have made to the programme between 2015 and 2016 that would affect Cohort 15?
3. What do you see the schools as having gained from participation in the programme over the 4 years? Is there such a thing as an “ideal” school situation? We found in 2015 that the Northland schools were different in a number of ways from the Auckland schools—how do you manage/deal with that difference?
4. We all recognise the critical role that mentors play.
 - a. Thinking back, what do you think works well in relation to mentors and why?
 - b. What do you think has changed about mentoring over time?
 - c. Have your concerns (as expressed last year) about the problem of mentors doing fewer observations in the second year changed?
 - d. What further support do you think mentors need from Teach First NZ and within their school or wider?
5. What do you see the participants as having gained from participation in the programme? Was it different for Cohort 15 and Cohort 16 participants? Last year you told us that Cohort 15 was a “positive cohort”. Has this initial positivity flowed through to 2016 and if so what impact has this had? Are they different from previous cohorts in their second year?
6. We have noted the particular challenges for te reo Māori participants over the 4 years. What do you think can be done to support participants who are in effect the HoD as the only person in the department? Are there some global solutions to support te reo Māori participants?
7. What are the strengths of the Teach First NZ approach? Have you changed your perceptions of these strengths over time?

8. In what ways might the programme be further strengthened? In 2015 you told us about a number of things that might or could change, and a desire to avoid complacency. Can you briefly comment on:
 - a. More rigorous understanding of the impact participants have had on student achievement. Have there been any changes to how this is assessed?
 - b. Deeper understanding of bi-cultural issues. Is the mid-year noho continuing to be effective in developing deeper understanding? Have any further changes been made to the programme in response to this understanding?
 - c. What progress has been made on the recommendations noted at the time of last year's interview for Teach First NZ staff to:
 - i. observe mentors mentoring and consider more opportunities for mentor development
 - ii. review year 2 number of visits as it was felt there were too many
 - iii. provide more structured ways for participants to improve their te reo Māori
 - iv. organise the away practicum by the middle of the year.
9. Are there things you will change (or would like to change) for 2017?
10. How is the alumni organisation playing out? Is there a pattern to the alumni pathways after the first 2 years of teaching? What impact did the Teach For All Global conference have on Teach First NZ and the alumni development?
11. What have been the main challenges for you over the 4 years? How have you been able to respond to these challenges? In 2015 you thought that a shortage of STEM teachers might be a challenge—is this still the case? Do you expect these challenges to be there again in 2017?
12. What have the highlights been for you over the 4 years?
13. Is there anything else you want to tell me about your experience to date?

For University of Auckland: What synergies are there with the Masters in Teaching which started in July?

For Teach First NZ: There have been (and will be) a number of staff changes this year. What impact has that had/might this have on the organisation?

Appendix 5: Me and My Class student engagement survey

Me in My Class

Tell us how you feel and behave in this class by showing how much you agree with each of these statements. Shade one circle for each statement.

<p>1 I always try my hardest.</p> <p>Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree</p>	<p>6 I learn things I can use outside of school.</p> <p>Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree</p>
<p>2 I am always on time and organised.</p> <p>Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree</p>	<p>7 My culture is respected and valued.</p> <p>Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree</p>
<p>3 I'm really interested in what we learn.</p> <p>Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree</p>	<p>8 I want to tell other people about what I'm learning in this class.</p> <p>Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree</p>
<p>4 I have surprised myself with what I can achieve.</p> <p>Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree</p>	<p>9 I have fun.</p> <p>Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree</p>
<p>5 I always want to go to this class.</p> <p>Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree</p>	<p>10 I work well with others.</p> <p>Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree</p>

Me and My Class

About Me *Required information

Gender:* Male Female

Year level:* Y4 Y5 Y6 Y7 Y8
Y9 Y10 Y11 Y12 Y13

Ethnic group:* NZ European Māori Pacific Asian Other

Instructions

This survey helps your teachers understand what students think about the learning they do in class. Over the page are some sentences. You need to shade in one circle to show how much you agree (or disagree) with each sentence. The circles mean: "strongly disagree", "disagree", "agree", and "strongly agree". Below are two examples to show you what to do.

E1 I like this class.
 Strongly disagree Strongly agree
 For E1 the person **agrees** that they like this class, but they don't strongly agree.

E2 I work hard in this class.
 Strongly disagree Strongly agree
 For E2 the person **disagrees** that they work hard in this class, but not enough to shade "strongly disagree".

It is best to use a pen to shade in the circles. If you want to change your answer, put a cross through the circle you want to change (⊗) and fill in another circle. Please answer all the questions. If you are not sure which circle to shade in, choose the one closest to how you feel.

Confidentiality

This survey is not a test and there are no right or wrong answers. You do not need to write your name on this form, and no one else will be able to know how you answered each question.

Me and My Class

Tell us about the learning in your class by showing how much you agree with each of these statements. Shade one circle for each statement.

1 Students and the teacher respect and help each other. Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree	7 We help each other to think about how to make our work better. Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree
2 I can make mistakes and learn from them without getting told off. Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree	8 We talk about how we are learning and different ways of learning. Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree
3 The teacher uses my ideas and things I know about to help me learn new things. Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree	9 We use ideas and skills from different parts of our learning to solve problems (like using ideas from reading and maths, or art and science, mixed together). Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree
4 My teacher helps me understand how other people might be feeling or thinking. Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree	10 We learn good ways to co-operate while we learn. Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree
5 My teacher likes it when I ask questions and try out new things. Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree	11 I get to explain my thinking – how I worked something out. Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree
6 We work with people from outside school (like students from other schools, scientists, writers, sports people or other experts). Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree	12 My teacher encourages us to keep trying, especially when we get stuck. Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree

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Me and My Class

Tell us about the learning in your class by showing how much you agree with each of these statements. Shade one circle for each statement.

13 My teacher encourages us to try new things, even if they feel a bit hard at first. Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree	19 We learn ways to work out problems or challenges together. Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree
14 We learn how things like words, pictures, symbols, sounds and movements can show the same ideas in different ways. Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree	20 We use our learning to design or make new things. Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree
15 We work on real life projects that make our school or community a better place. Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree	21 We think about how our new learning changes what we already know. Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree
16 I get to do things that are about my family and culture. Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree	22 We learn good ways to say what we are thinking in different situations. Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree
17 We are allowed to disagree with others, and to change our minds if someone has a better idea. Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree	23 We learn that things we read or see can have more than one meaning. Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree
18 We learn about things that are important to different cultures. Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree	24 We talk about how we could use our learning in new situations. Strongly disagree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly agree

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