



Photo: Brookfield School students

Kiwi Can

Bay of Plenty, January 2018

KEY SUMMARY POINTS

Respondents		Schools
10 Principals		Deciles 1 to 3 = 4 Deciles 4 to 6 = 4 Decile 7+ = 2
Impact of Kiwi Can		
Principals who gave a rating of 'quite a lot to 'a lot'		
Students learnt new skills	9 / 10	<i>"Students often refer to Kiwi Can values during class time – resilience."</i> <i>"Playground behaviour. Class behaviour in response to challenges."</i>
Positive impact on engagement in learning	8 / 10	<i>"Students actively listening using respect, no calling out or talking when others are talking to the class."</i> <i>"Students more confident in asking questions or asking for help if necessary."</i>
Improvement in student attitudes	8 / 10	<i>"Respect towards one another has improved considerably."</i> <i>"Students are motivated to do better because of the weekly goal. They take pride in doing well."</i>
Improvement in student behavior	8 / 10	<i>"The students relate well to the Kiwi Can tutors and want to be seen by them as exhibiting the skills and attitudes learned in the sessions."</i> <i>"Taking responsibility for their own learning and behaviour by being more organised and prepared"</i>
Cultural responsiveness of Kiwi Can	7 / 10	<i>"Very hands on & suitable for all; Caters very well for all students."</i> <i>"They understand how to relate to the different groups of students."</i>
Organisation and delivery	9 / 10	<i>"Our leaders are fantastic and very organised each week."</i> <i>"The tutors deliver well-constructed lessons that are related to the school focuses"</i>

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EXECUTIVE SUMMARY

All Principals were unanimously appreciative of Kiwi Can and hold the programme and the Kiwi Can Leaders in high regard.

Feedback from Principals shows that Kiwi Can is having a positive impact at an individual, class and school-wide level. The values, themes and skills taught in Kiwi Can are reflected in the way students approach everyday activities whether they be classroom-based learning tasks or playground games.

Readiness to learn was a discussion point in Principals' feedback; students understand the concept of showing respect and therefore listen to the teacher, are more focused on tasks and more engaged in learning. Feedback included reports of increased confidence to ask questions and higher levels of participation in activities.

The programme is reported to be fostering a positive learning culture with individuals taking personal responsibility for their learning and encouraging their peers to try their best. Students are approaching challenges with greater positivity and take pride in their achievements.

Interpersonal skills have reportedly improved which has impacted on students' ability to work and play together effectively.

Responses show that the programme is meeting the cultural needs of students, however, it is recommended that programme Managers and Leaders work with school to explore how further improvements in this area might be possible.

In terms of the organization and delivery of Kiwi Can, Principals were unanimous in their praise of the positive energy Leaders bring to their schools in addition to their strong management and facilitation skills.



Photo: Brookfield School students

THE KIWI CAN PROGRAMME

Kiwi Can is a values and life skills programme for Year 1 to Year 8 students (5-12 years old) in primary and intermediate schools throughout New Zealand. Trained Kiwi Can leaders deliver high-energy, fun, safe and interactive lessons that align with the schools' goals, curriculum and include a range of physical, mental and creative challenges.

Kiwi Can themes include: positive relationships; integrity; resilience and respect. The Kiwi Can programme is delivered to the whole school, with every child attending a Kiwi Can lesson every week of the school year.

The programme aims to equip young New Zealanders with:

- A sense of self-worth and self-confidence
- The ability to take responsibility and be accountable for actions
- Valuable life skills
- A 'can do' attitude to the challenges of life.

Kiwi Can supports positive youth development, more cohesive school communities, and stronger communities at large by:

- Promoting pride in and respect for other people, property and the community
- Reducing anti-social behaviour such as bullying, bad language and graffiti
- Encouraging the next generation to have pride in themselves, their environment and their nation.

Kiwi Can, Bay of Plenty

In 2018, 10 schools were enrolled in the Kiwi Can programme in the Bay of Plenty. Of those schools, four had a decile rating¹ between 1 and 3, four had a decile rating between 4 and 6 and two had a decile rating of 7 or more.

¹ Deciles are a measure of the socio-economic position of a school's student community relative to other schools throughout the country. Decile 1 schools are the 10% of the schools with the highest proportion of students from low socio-economic communities, whereas decile 10 schools are the 10% of the schools with the lowest proportion of these students.

THIS REPORT

The Youth Development Trust Western Bay of Plenty requested an analysis of feedback from their Kiwi Can schools. Findings will be used to report back to local programme funders and to support applications to new funding streams.

The survey

A paper-based, self-report survey was used to gather feedback from the Principal or a nominated representative in each of the 10 Bay of Plenty Kiwi Can schools. Questions in the survey fell into two parts.

Part 1: Four questions explored Principals' perceptions of the impact of Kiwi Can on student learning, behaviour and attitude.

1. To what extent have most of your students learnt new skills?
2. To what extent has there been a positive impact on student engagement in learning?
3. To what extent has there been an improvement in student attitudes?
4. To what extent has there been positive improvements in student behaviour?

Part 2: A further two questions gauged Principal's satisfaction with the delivery of Kiwi Can:

5. How satisfied are you that the programme has been delivered in a way that is culturally responsive to student needs?
6. How satisfied are you with the organisation and delivery of Kiwi Can in your school?

Answers to each question were on a five-point scale where '1' = 'not a lot', '2' = 'very little', '3' = 'a little', '4' = 'quite a lot' and '5' = 'a lot'.

Principals were also invited to provide a written response to each of the six questions.

Data analysis

The survey gathered quantitative and qualitative data from respondents. Descriptive statistics have been calculated for quantitative data. Qualitative feedback has been analysed thematically and quotes included to illustrate key ideas.

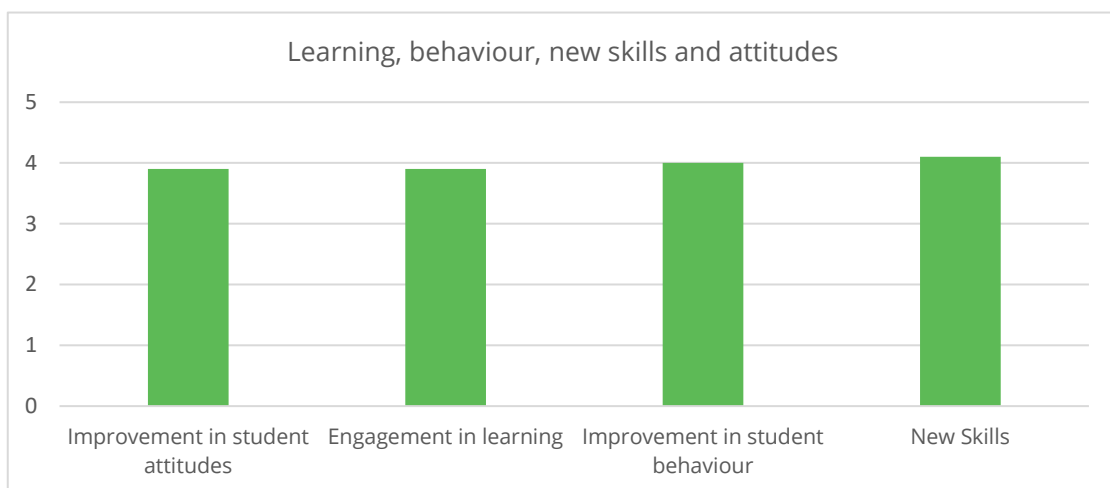
FINDINGS

Part 1: New skills, learning, behaviour, and attitude

Principals' were asked how participation in Kiwi Can had impacted on students learning 'new skills', increased 'engagement in learning', improvements in 'student behaviour' and improvements in 'student attitude'.

Responses were combined and averaged to find the mean score for each question, see Graph 1. Results were very similar for each question with mean scores ranging between 4.1 for 'new skills' and 3.9 for 'improvement in student attitude'. Scores in each category fell in the rating of 'quite a lot' indicating that Principals perceive Kiwi Can to be positively impacting students.

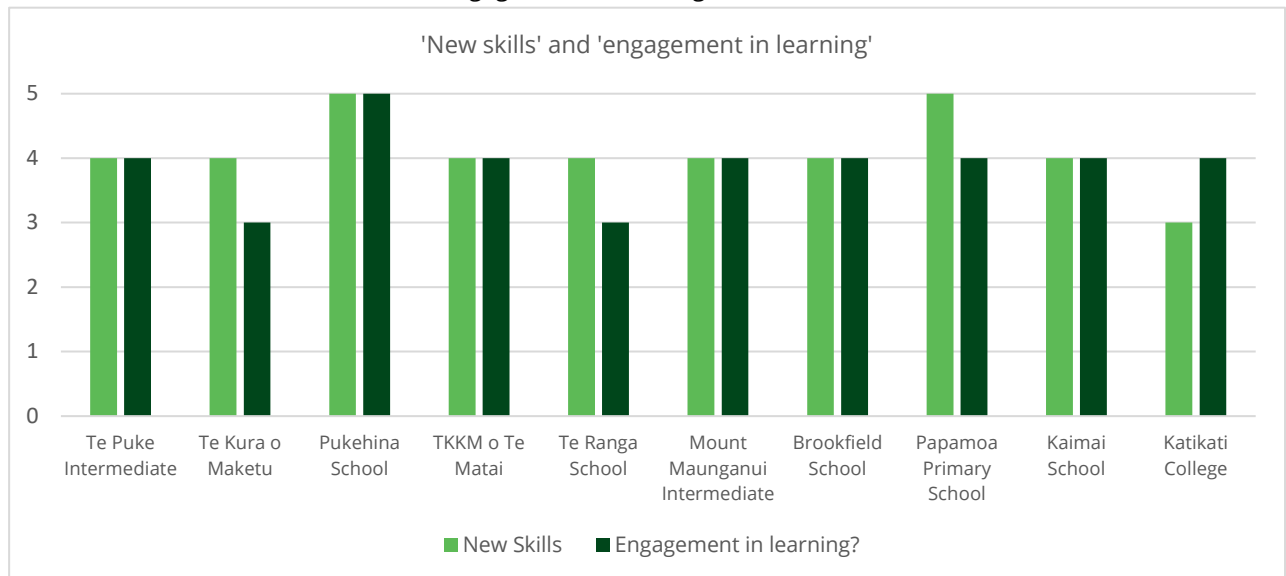
Graph 1: Mean scores for Principals responses to the impact of Kiwi Can on student learning, behaviour, new skills and attitude.



NEW SKILLS AND LEARNING BY SCHOOL

Principals' responses to the questions about learning 'new skills' and Kiwi Can's impact on 'engagement in learning' were analysed for each school. Most Principals allocated a rating of '4', 'quite a lot' for each question. Pukahina School gave a rating of '5', 'a lot' for 'new skills' and 'engagement in learning', see Graph 2.

Graph 2: Principals' responses to questions about how Kiwi Can has impacted on 'new skills' and 'engagement in learning' (n=10).



New skills – what the Principals said

Analysis of feedback from 9 Principals who commented on how students had demonstrated 'new skills' returned positive findings:

Approach to learning: Four Principals reported a change in how students approached learning, particularly in terms of readiness to learn and resilience in overcoming challenges. Comments related to improved listening skills, focus, effort and students being proud of their achievements.

"STUDENTS: listening more attentively and effectively to instructions/directions, following simple clear instruction more carefully, understanding learning intention, understanding success criteria, asking more relevant questions, more focused on task, finding resources to help complete tasks more efficiently, proud of what they have achieved, can say they did their best, being better listeners."

"Students often refer to Kiwi Can values during class time – resilience, in particular."

"They are ready to learn when they enter the class and routine has meant that they can anticipate what is going to happen next."

Student behaviour: Four Principals indicated that Kiwi Can had influenced the way students participate in classroom activities, games and in the playground.

"Through games, discussions, group work; through exercises, activities and topics of discussion; students often refer to Kiwi Can values during class time."

"Playground behaviour. Class behaviour in response to challenges."

Inter-personal skills: Two Principals reported that Kiwi Can had supported students to develop their interpersonal skills: communication; teamwork and strategies for overcoming bullying.

"The 2018 cohort of students at TPI have lacked a lot of social skills - Resilience, communication, team work etc. Kiwi Can has focused on these skills and slowly influenced the students."

"Students have developed skills in managing bullying and using their WITS."



Photo: Te Puke Intermediate students – fence painting

Engagement in learning – what the Principals said

Seven Principals responded to a request to provide comment about impact on student engagement in learning. Of those who responded, all felt that Kiwi Can has positively impacted on how students approach learning tasks.

Kiwi Can values: Three respondents reported that the Kiwi Can values were supporting students to develop skills for learning.

"Again, the lessons taught around resilience, kindness, teamwork, communication etc., all have a positive influence on students. This results in higher levels of engagement."

"Students actively listening using respect, no calling out or talking when others are talking to the class."

"They are more resilient than they were in the past years."

Culture for learning: All seven Principals commented that the values taught in Kiwi Can are supporting students to foster a positive learning culture within their schools, including having confidence to ask questions and participate in discussions/activities and developing a sense of collective and personal responsibility for learning.

"Students more confident in asking questions or asking for help if necessary."

"Developing a cultural environment of a collective identity and responsibility."

"Through the reinforcement of the learning at learning time the students understand the importance of engaging and the appropriate way to do so."

"Our children do think of how their behaviour impacts on others."

Students like Kiwi Can: Two Principals said that their students enjoy the programme and engage well with it.

"The kids absolutely love going to Kiwi Can. They enjoy going outside and participating in the fun activities/energisers."

"Within the Kiwi Can programme the students are very engaged and the facilitators are fabulous and respected, more so than last year."

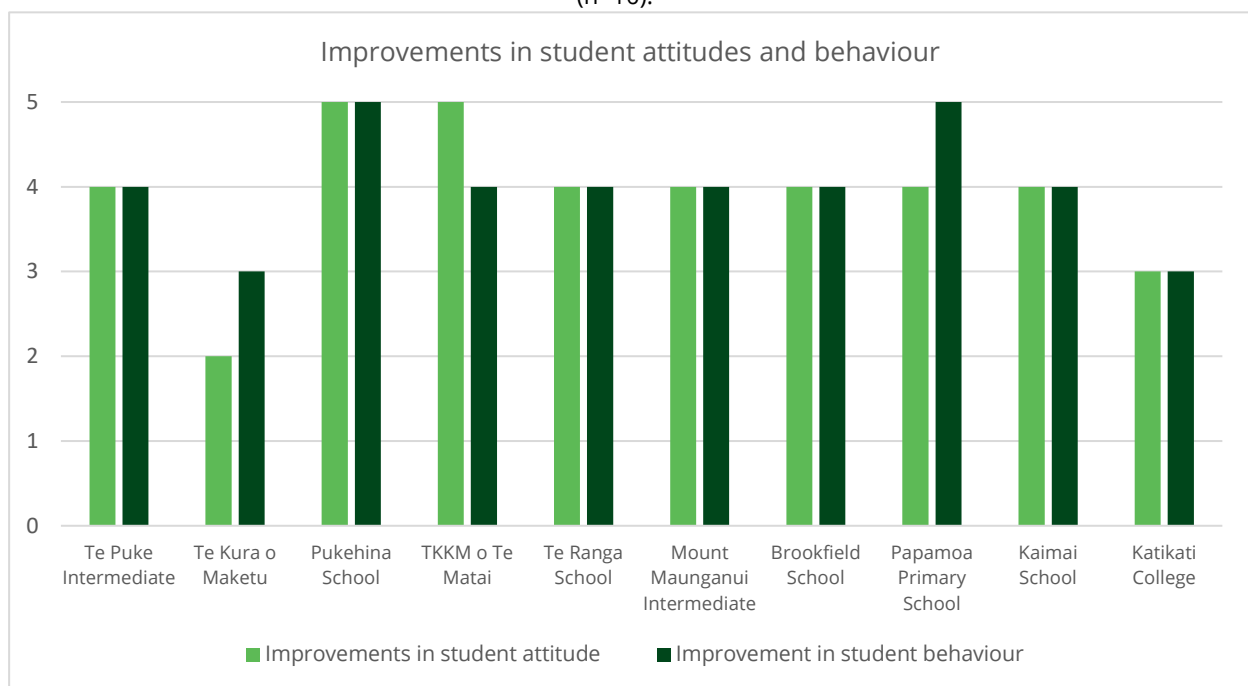


Photo: Te Puke Intermediate students with Police Officer

ATTITUDES AND BEHAVIOUR BY SCHOOL

Principals' responses to two questions about improvements in student 'attitudes' and 'behaviour' were analysed for each of the 10 schools. For each question, 8 Principals allocated a score of '4' or '5', a rating of 'quite a lot' to 'a lot'. Pukehina School and Te Kura Kaupapa Maori o Te Matai (TKKM o Te Matai) both had a score of 5 ('a lot') for 'improvements in student attitudes'. Similarly, Pukehina School and Papapmoa Primary scored '5', for 'improvements in student behaviour', see Graph 3.

Graph 3: Principals' responses to questions about improvements to 'student attitudes' and 'behaviour' (n=10).



Student attitudes – what the Principals said

Nine Principals responded to a question about how improvements in student behaviour had been demonstrated in their schools. Feedback alluded to the values and themes of Kiwi Can in the context of supporting students to develop a positive attitude towards teachers, each other and toward their own learning.

"It is about building relationships, trust, and open communication."

The Kiwi Can values: Four Principals discussed the Kiwi Can values in terms of how students approach learning and their interpersonal skills.

"Respect towards one another has improved considerably."

"Looking out for others, not giving up, ... respecting others' thoughts and feelings ... Building student resiliency when faced with adversity. Respect for each other particularly different cultures."

"During P.E. and in-class learning – extending themselves, embracing challenges and encouraging others."

Positive attitudes: Four Principals described students as being more positive in their attitudes, particularly in terms of having a 'can-do' approach and motivation to try hard and take pride in personal achievements.

"In the classroom the students want to be seen as learners that can display the Kiwi Can way and we have feedback from parents how students relate the Kiwi Can learning at home."

"Striving for excellence."

Leadership and role-modelling: Two Principals had observed an increase in students demonstrating leadership and role-modelling a positive attitude to their peers.

"We have seen an improvement in the older classes with regards to student attitudes. They are contributing more in discussions and being responsible as the older tamariki."

"Are better role models."

One respondent indicated that impact was limited to students who chose to engage with the programme.



Photo: Kiwi Can and Stars students with Rotary

Student behaviour – what Principals said

Eight Principals provided feedback on how improvements in student behaviour had been demonstrated in their school. Comments reiterated feedback around improvements in student attitudes; Principals reported that the activities and values taught in Kiwi Can classes have supported students to build knowledge and skills to help them approach everyday situations positively.

Values: Four Principals wrote about the Kiwi Can values, particularly students having increased motivation to do well.

“The students relate well to the Kiwi Can tutors and want to be seen by them as exhibiting the skills and attitudes learned in the sessions. They appreciate the recognition of the assembly certificate acknowledging role models in class and the playground.”

“Students are motivated to do better because of the weekly goal; Some great ideas to take back to the class.”

Skills and strategies: Three Principals reported that students had developed practical skills and strategies to support good behaviour.

“Through the Kiwi Can termly focus, students have become better self-managers and have a greater understanding of what kindness looks like.”

“Children watch the role plays and then get to practice in role plays what to do in situations.”

“Taking responsibility for their own learning and behaviour by being more organised and prepared. Showing less aggression and more controlled behaviours, seeking help if there is an issue, feeling safe and secure in their environment, set personal goals of behaviour, together responsible for influencing others’ behaviour positively, looking continually for ways to improve.”

One Principal felt that there had been little change in student behaviour.

Part 2: Cultural responsiveness, organisation and delivery

Principals were asked to respond to two questions about the cultural responsiveness of Kiwi Can and the organisation and delivery of the programme to gauge their levels of satisfaction.

CULTURAL RESPONSIVENESS BY SCHOOL

Seven out of 10 respondents indicated 'quite a lot' or 'a lot' when asked how satisfied they were that Kiwi Can was being delivered in way that is culturally responsive to student needs, See Table 1.

Table 1: Cultural responsiveness of kiwi Can

School	Not at all	Very little	A little	Quite a lot	A lot
Te Puke Intermediate			✓		
Te Kura o Maketu		✓			
Pukehina School					✓
TKKM o Te Matai					✓
Te Ranga School					✓
Mount Maunganui Intermediate					✓
Brookfield School					✓
Papamoa Primary School				✓	
Kaimai School				✓	
Katikati College			✓		

Nine respondents provided a comment about the cultural responsiveness of Kiwi Can. Six Principals indicated that the Kiwi Can leaders were delivering the programme to meet the cultural needs of all their students.

"Yes, the instructors are cognisant of the requirements of our students."

"Very hands on & suitable for all; Caters very well for all students."

"They understand how to relate to the different groups of students."

Three Principals suggested that cultural competence could be improved:

"I think developing a better understanding of ... students/learners would be helpful."

"Perhaps some Te Reo might help in lessons."

One respondent felt that the programme did not reflect the cultural needs of the school.

ORGANISATION AND DELIVERY BY SCHOOL

Respondents were asked about the organisation and delivery of Kiwi Can in their schools. Nine out of 10 gave a rating of 'quite a lot', or 'a lot' indicating a high level of satisfaction, see Table 2

Table 2: Principal satisfaction with the organisation and delivery of Kiwi Can (n=10)

School	Not at all	Very little	A little	Quite a lot	A lot
Te Puke Intermediate			✓		
Te Kura o Maketu				✓	
Pukehina School					✓
TKKM o Te Matai					✓
Te Ranga School					✓
Mount Maunganui Intermediate					✓
Brookfield School					✓
Papamoa Primary School				✓	
Kaimai School				✓	
Katikati College					✓

A request for comments relating to the organisation and delivery of Kiwi Can returned positive feedback from Principals:

"Our leaders are fantastic and very organised each week."

"Kids love Kiwi Can. Colm & Ana are organised, positive and have built a great relationship with my class, including high expectations. I feel this programme is very effective and needed in our school; The teachers are highly organised for each theory & practical session."

"The tutors deliver well-constructed lessons that are related to the school focuses, They are very flexible to be involved and support with other programmes giving them a higher profile with the students."



Photo: Te Puke Intermediate Kiwi Can student visit Kohanga Reo

Final comments

"We appreciate having Hannah and Max as our leaders. They get along with everyone at school and in our community."

"Max and Hannah have been excellent instructors. A couple of the best we have had. We are sorry to see Max go."

"They supply excellent ideas to take back to class. I love Kiwi Can and my students do too. I think it is highly valuable. Ana & Colm have gone the extra mile. They also help out with sport and are happy to help out where they can. A very good initiative indeed. Very well suited for intermediate aged students."

"It's great when the Kiwi Can messages align with the school values. This means strength in delivery and raised effectiveness. Kiwi Can is part of Brookfield School!"

"The school appreciates the fact we can have this programme delivered and the work the tutors do for the students. This is also conveyed by our whanau who see it as a great addition to the school curriculum and how it relates to the core values the school believe in."

"We have enjoyed having Kiwi Can at our school, the non-negotiable time set aside for the key competencies is very welcome. The staff are wonderfully engaging and do a great job with the students. Thanks :)"



Kane Williamson visits Kiwi Can students