



MANUKAU INSTITUTE OF TECHNOLOGY

Structural Problems Demand Structural Solutions

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Bridging the Divides: Transitions from Secondary to Tertiary and into Employment
NZ 3rd National Conference on Multiple Pathways and Transitions.



Creating multiple educational pathways to improve student success



Centre for Studies in Multiple Pathways

Structures

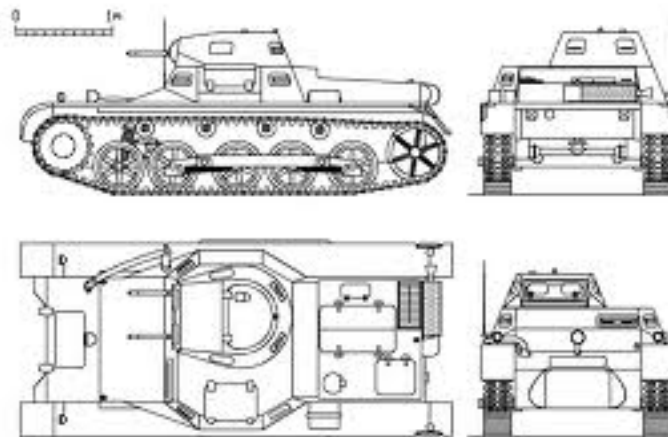
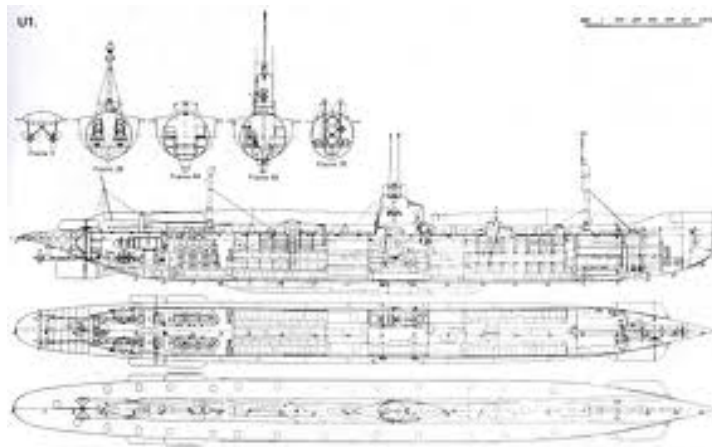


The Solutions are structural

- We are working hard to change an old model into something new or to contain new ways of working into a broken frame
- There is no evidence that this will succeed
- All our ideas for progress are trapped by this approach



Plans Fix a Future



Structures challenge change

1. Curriculum
2. Time
3. Pastoral care
4. Age Related Cohorts
5. Sectors (ECE, Middle, Secondary, PSET)
6. Policy
7. Pastoral Care
8. Partnerships
9. Programmes
10. Issues – e.g. Disengagement



Structures challenge change

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TIME



Time

1. Length of courses
2. Time tables
3. The teaching day
4. The availability of assistance
5. Linear progression
 - a) Year based cohorts
 - b) End-on qualification levels
6. Course based / Self Directed ratios



Grouping of students

- Age-related cohorts
- Sectors



Age Related Cohorts

- Years separated by Xmas holidays
- Grouping by number of birthdays
- Year-end roll over
- Equating qual. levels with year levels
- school leaving age etc



Sectors

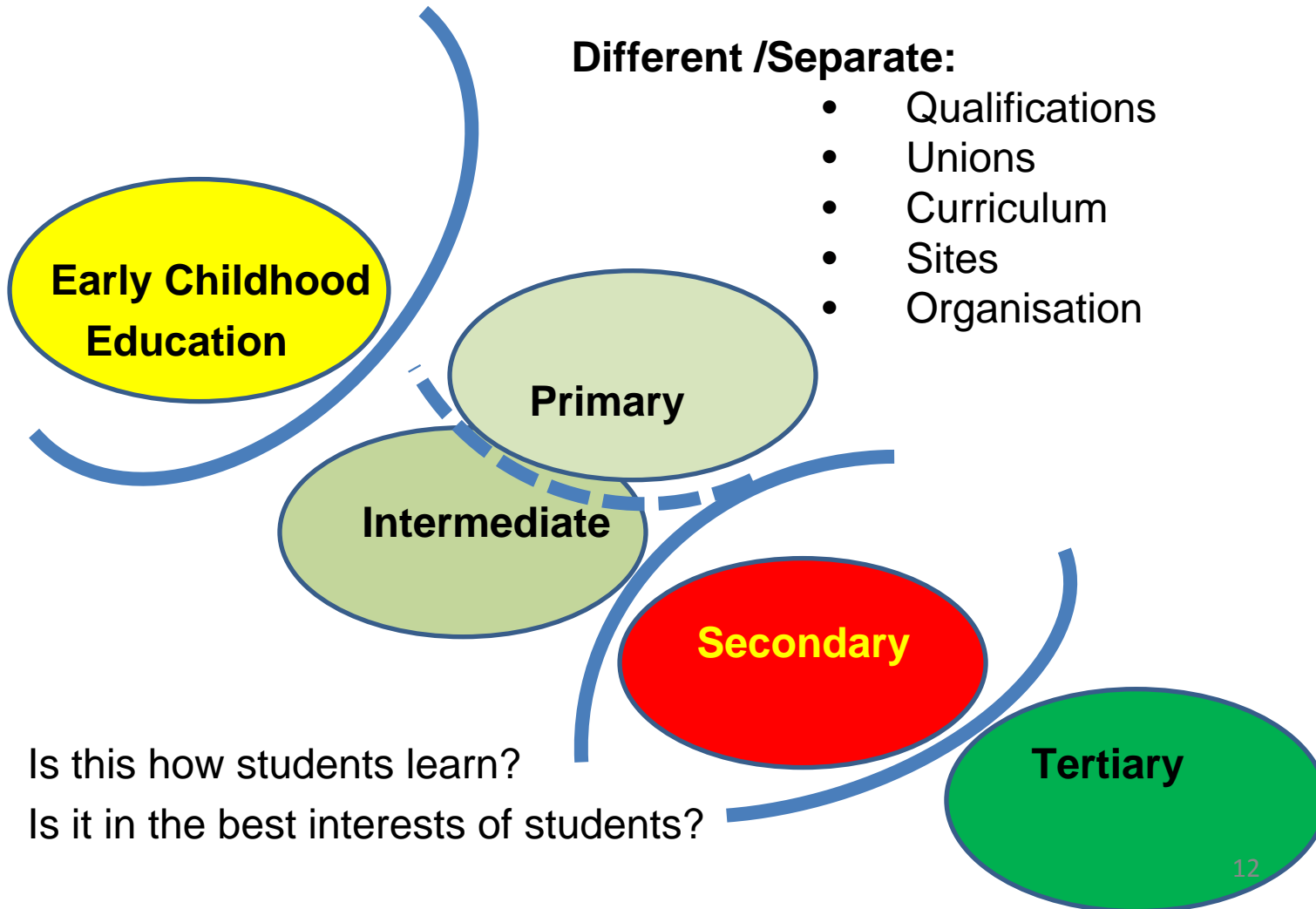
- Accidental development of sectors
- Based on expansion
- Unrelated to development / learning
- Destroy seamlessness
- Move some too quickly, others too slowly
- Is it time to reconsider sectors and have a planned approach?
- Create those difficult transistions



Current Sectors

Different /Separate:

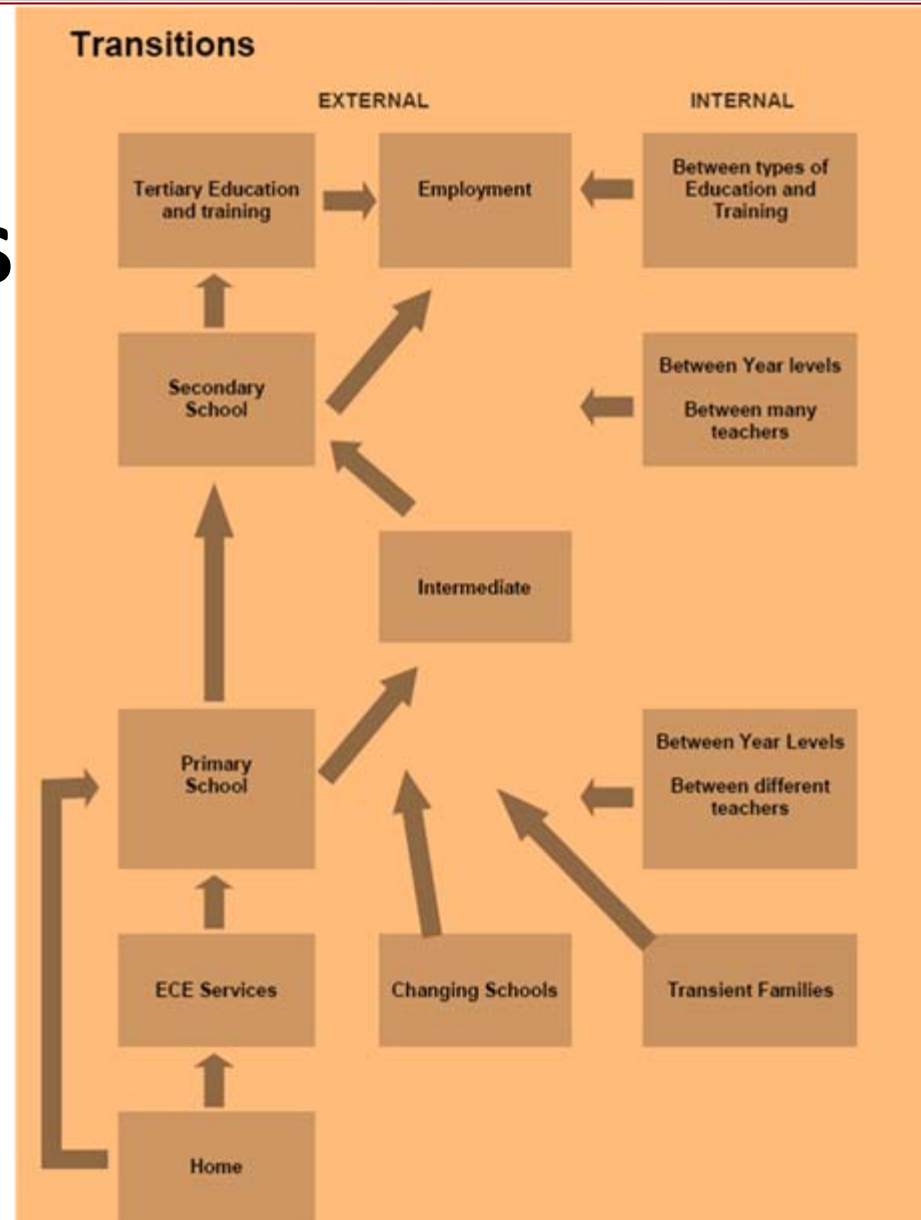
- Qualifications
- Unions
- Curriculum
- Sites
- Organisation



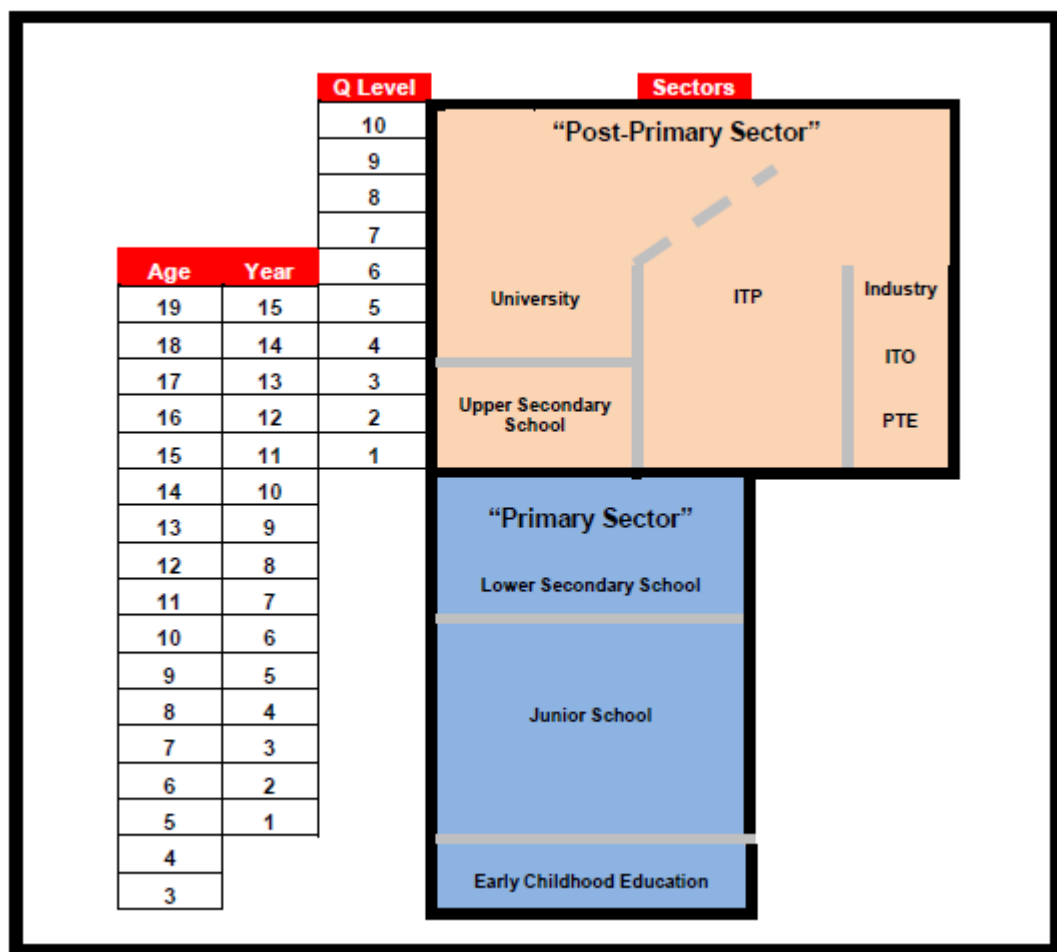
Tricky Transitions

4-5 Major
Transitions

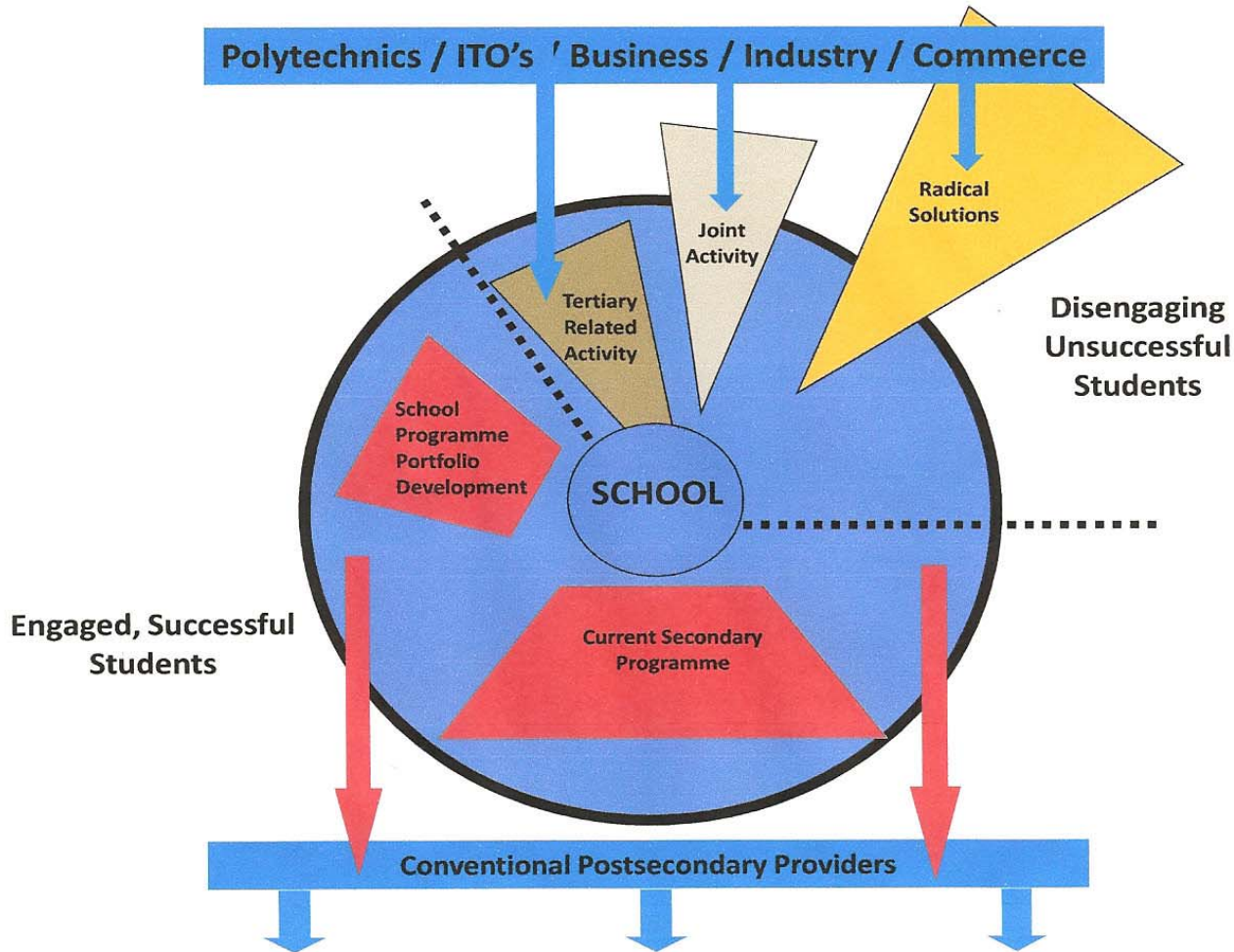
Perhaps 17
Minor
Transitions



NEW STRUCTURE 1 : Two Sectors

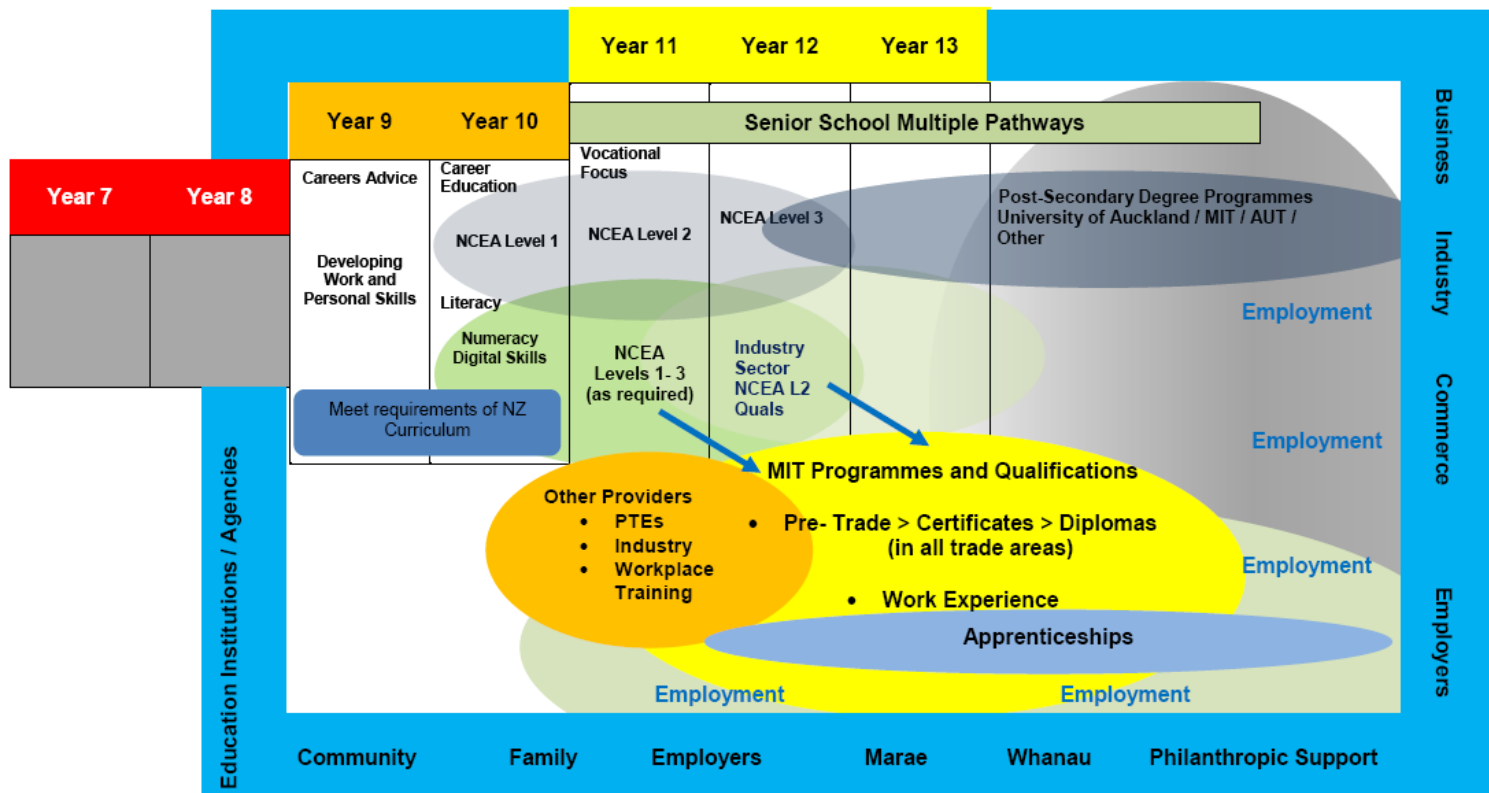


NEW STRUCTURE 2 : Ways of Working





NEW STRUCTURE 3 : School Programme



Programmes



MIT Tertiary High School

Challenging the structures:

- Dual enrolment
- Early access to tertiary programmes
- Simultaneous integration of sectors
- Working across levels
- Multiple qualifications
- Teachers from different sectors



And the results?

School 1	86	89	66
School 2 *	8	77	65
School 3	91	92	80
School 4	99	97	94
School 5 **	98	99	93
School 6	75	80	74
School 7 *	81	96	79
School 8	91	98	85
School 9	95	98	88
School 10	91	93	84
School 11 *	92	88	76
School 12	85	96	100



And the results?

School 1	86	89	66
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An Issue approached as a structure : Disengagement



A NEW WAY OF LOOKING AT: Disengagement / Dropping Out

- Process not an event
- Pastoral care needs to follow students
- Home relationships critical
- **Disengagement is made more likely by school structures, sector organisation, and a focus on age cohorts.**



Disengagement Process

Identifiers

Stages

Interventions

	← DISENGAGED → ENGAGED →						
Affendance	Drop out Total absences	Periodic absences Once a week or more	Unjustified absences Clear absences in classwork	Pattern of unjustified absences	Identified unjustified absences increasingly completed	Regularities in school increasingly apparent	Affendance Attendance appropriate - all absences explained
Academic "On track"	No success / clear failure pattern	Clearly disappointed and perhaps even decreased No clear idea of future and education	Clearly one behind the expected school level	Difficulties in one or several curriculum areas Increasingly clear - not "on track"	Some fall off in achievement	Confused No success Decreasing school expectations	Academic "On track" "On track" to succeed both in the broad spectrum of all year and on track for high school graduation
Literacy / Numeracy	Has trouble to undertake basic school necessary skills	Reluctant to read and do writing - consistently across both work	Struggles to read High level - unable to cope with demands of classroom	Clearly reads and does maths well Below school level	Not confident with general literacy / numeracy demands	Clearly proud of own school level in reading and writing	Literacy / Numeracy Literacy / Numeracy appropriate level in reading and writing
Learning Difficulties	Learning issues / difficulties are major barrier to continued learning	Learning issues clearly identified and remediation urgent	Good learning skills Identified and remediation urgent	Good learning skills Remediation / issues	Good learning skills Remediation / issues	No known learning difficulties / issues	Learning Difficulties Learning Difficulties / Issues
School Relationships with School	Disruptive Bully and not liked Unpleasant towards others	Refuses to appear in regularity in assemblies, NOT discipline meetings, etc	Increasingly drawn to the attention of Deans and others for discipline matters	Some of school rules and a little "out of control"	Violence Violence matters of discipline and behavior	OK - draws what is expected No real issues with school	School Relationships with School Pleasant, cooperative, thoughtful, respectful with teachers and fellow students
Willing / Harassment	ATHEIS is expelled School draws for bullying OR he/she forced to change school	ATHEIS bullies bullying in others in others OR is bullied by others regularly	ATHEIS is a bully in others OR is bullied by others	ATHEIS is a bully in others OR is bullied by others	ATHEIS is a bully in others OR is bullied by others	Normal and free of issues in relationships with others	Willing / Harassment Normal and free of issues in relationships with others
Interest / Motivation	Not interested or motivated at all - no chance to work at all	Low personal aspirations	Jokes Issues of lack of success through defying	Good life largely in around the educational school	Low interest in work Low involvement	High levels of interest - motivated about learning - happy to work hard	Interest / Motivation High levels of interest - motivated about learning - happy to work hard
Family	Little or no family arrangements / no time to work	Poor / little communication with school	Not that in Family / in one or some have experience of better education	High family expectations	Little with both parents / caregivers Stable income	Little with both parents / caregivers Stable income	Family Little with both parents / caregivers Stable income
Social Group Indicators	Little exposure to NZ Lone learners in NZ	Friends / Family disengaged / disengaging	Low income Living with a wider group	Parents related to at least high school graduation level	Parents related to at least high school graduation level	Good income In with a group that extends beyond school	Social Group Indicators Good income In with a group that extends beyond school
Support from teachers	Little connection with class and teacher Teacher unable to help	Inconsistent / inconsistent teacher role with class and teacher	Teacher role with class and teacher	Teacher role with class and teacher	Teacher role with class and teacher	Good relationship with a range of teachers Viewed positively by teachers	Support from teachers Good relationship with a range of teachers Viewed positively by teachers
	← HIGH RISK → LOW RISK →						



The key signs of disengagement

- Attendance
- Academic (on track)
- Literacy / Numeracy
- Learning Difficulties
- School relationships
- Bullying / Harrassment
- Interest / Motivation
- Family
- Social Group / Interaction
- Support from Teachers



- Attendance
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- Interest / Motivation
- Family
- Social Group / Interactio
- Support from Teachers

	← HIGH RISK →						← ENGAGED →						
Attendance	Drop out Total absences	Periodic absences Does not show each week or more	Unjustified absences - clear direction to class work	Pattern of unjustified absences	Identified unjustified absences increasingly completed	Relationship to school Incentive apparent	Attendance appropriate - all absences explained	Attendance					
Academic "On track"	No success / does follow pattern	Clearly disappointed and perhaps even decreased No clear sign of future and education	Clearly one behind the expected school level	Difficulties in one or several curriculum areas Inconsistent show - not "on track"	Some fall off in achievement	Continued high success	"On track" to succeed both in the level expected of that year and on track for high school graduation	Academic "On track"					
Literacy / Numeracy	Has trouble to undertake basic and essential numeracy skills	Reluctant to read and write - consistently absent from work	Struggles to read - struggles to write - unable to cope with demands of classroom	Clearly reads and writes - reads well - writes well	Not confident with general literacy / numeracy demands	Confident with general literacy / numeracy demands	Clearly confident of own school level in reading writing and maths	Literacy / Numeracy					
Learning Difficulties	Learning issues / difficulties are major barrier to continued learning	Learning issues clearly identified and remediation urgent	Good learning strategies in place	Good learning strategies in place	Good learning strategies in place	Good learning strategies in place	No known learning difficulties / issues	Learning Difficulties					
School Relationships with School	Uncooperative / apathetic / rude / angry / hostile / uninterested / uninvolved / unresponsive	Reluctant to appear in regularly in meetings, etc	Inconsistent attendance in the absence of clear and obvious reasons for absence	Good school relationships and a "like" feel of school	Positive relationships with school and staff	OK - clear what is expected / no real issues with school	Pleasant, cooperative, thoughtful, responsive and with teachers and fellow students	School Relationships with School					
Bullying / Harrassment	ATHEM is targeted / bullied / teased / teased / OR he/she is teased / teased / OR he/she is teased / teased	ATHEM bullies / bullies / OR he/she bullies / bullies	ATHEM is bullied / bullied / OR he/she is bullied / bullied	ATHEM is a bully / bully / OR he/she is a bully / bully	ATHEM is a bully / bully / OR he/she is a bully / bully	ATHEM is a bully / bully / OR he/she is a bully / bully	Normal and free of issues in relationships with others	Bullying / Harrassment					
Interest / Motivation	Not interested or motivated at all / no desire to work at all	Low personal aspirations	Issues / issues of lack of success through difficulty	Good level of interest in school / issues	Good level of interest in school / issues	Good level of interest in school / issues	High levels of interest - motivated about learning - happy to work hard	Interest / Motivation					
Family	Little or no family arrangements / no family support	Poor / little communication with school	Not clear in Family / OR he/she is not clear in Family / OR he/she is not clear in Family	Good level of communication with school / issues	Good level of communication with school / issues	Good level of communication with school / issues	Little or no family support / issues	Family					
Social Group Indicators	Little connection to school / Low success in school	Friends / Family / Friends / Family / Friends / Family	Low success in school / issues	Mixing with a wider group	Friends / Friends / Friends / Friends	Friends / Friends / Friends / Friends	Good success in school / issues	Social Group Indicators					
Support from teachers	Little or no support from teachers / issues	Inconsistent / inconsistent / inconsistent / inconsistent	Little or no support from teachers / issues	Mixing with a wider group	Friends / Friends / Friends / Friends	Friends / Friends / Friends / Friends	Good success in school / issues	Support from teachers					
	← HIGH RISK →						← LOW RISK →						



Disengagement Process

High Intervention

- Direct discussion
- Mitigation put in place

Medium Intervention

- Discussion
- Plan for improvement

Low / No Intervention

Points of Praise

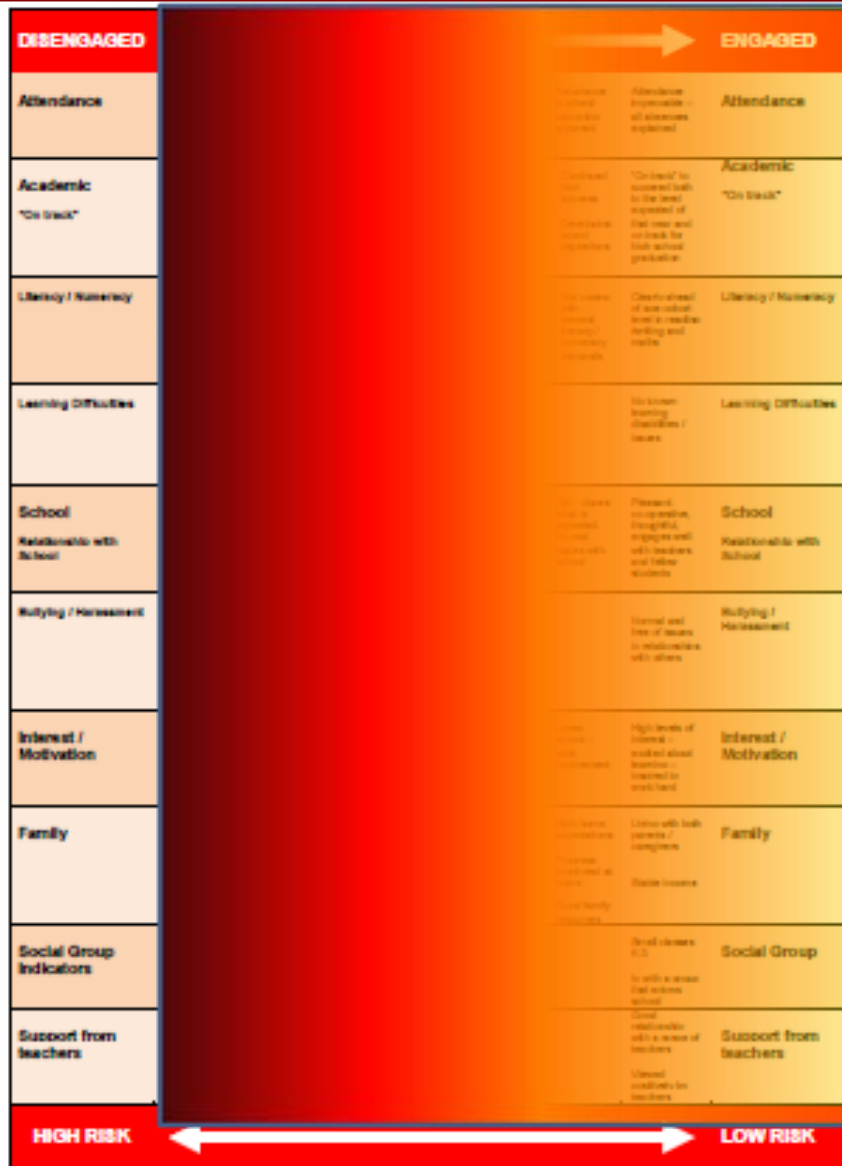
	← DISENGAGED				→ ENGAGED				
Attendance	Drops in Take attend.	Periodic absences - Once class each week or more	Unsettled absences - One absence class	Pattern of unexcused absences	Intermittent unexcused absences - increasing frequency	Resistance to attend - Secondary support	Attendance improves - all absences explained	Attendance	
Academic "On track"	No progress / slow future plans	Clearly disengaged and perhaps even disengaged - No clear idea of future and education	Clearly disengaged - "on track" - no clear plan	Difficulties to use or attend - disengagement areas - Secondary support - "on track"	Resistant to use or attend - disengagement areas - Secondary support - "on track"	Continued to attend - Secondary support - "on track"	"On track" to succeed - all to be best expected of - No clear plan for high school graduation	Academic "On track"	
Literacy / Numeracy	No or weak academic skills	Struggles to read and write - poor academic skills - Secondary support	Struggles to read and write - poor academic skills - Secondary support	Struggles to read and write - poor academic skills - Secondary support	Struggles to read and write - poor academic skills - Secondary support	Struggles to read and write - poor academic skills - Secondary support	Clear progress of academic skills - reading, writing and maths	Literacy / Numeracy	
Learning Difficulties	Learning issues / difficulties - one more barrier - continued learning	Learning issues / difficulties - one more barrier - continued learning	Learning issues / difficulties - one more barrier - continued learning	Learning issues / difficulties - one more barrier - continued learning	Learning issues / difficulties - one more barrier - continued learning	Learning issues / difficulties - one more barrier - continued learning	No known learning difficulties / issues	Learning Difficulties	
School Relationships with School	Uncooperative - Not ready and alert - Unexcused absences	Struggles to engage in regularly in activities - Disengaged - Not ready and alert - Unexcused absences	Struggles to engage in regularly in activities - Disengaged - Not ready and alert - Unexcused absences	Struggles to engage in regularly in activities - Disengaged - Not ready and alert - Unexcused absences	Struggles to engage in regularly in activities - Disengaged - Not ready and alert - Unexcused absences	Struggles to engage in regularly in activities - Disengaged - Not ready and alert - Unexcused absences	Struggles to engage in regularly in activities - Disengaged - Not ready and alert - Unexcused absences	Struggles to engage in regularly in activities - Disengaged - Not ready and alert - Unexcused absences	School Relationships with School
Mixing / Moresocial	Struggles to mix with others - Struggles to mix with others - Struggles to mix with others	Struggles to mix with others - Struggles to mix with others - Struggles to mix with others	Struggles to mix with others - Struggles to mix with others - Struggles to mix with others	Struggles to mix with others - Struggles to mix with others - Struggles to mix with others	Struggles to mix with others - Struggles to mix with others - Struggles to mix with others	Struggles to mix with others - Struggles to mix with others - Struggles to mix with others	Struggles to mix with others - Struggles to mix with others - Struggles to mix with others	Mixing / Moresocial	
Interest / Motivation	Not interested or disengaged at all - No desire to work at all	Low personal aspirations	Low personal aspirations	Low personal aspirations	Low personal aspirations	Low personal aspirations	High levels of interest - excited about learning - inspired to work hard	Interest / Motivation	
Family	Little or no family arrangements - No clear plans	Family / Family disengaged / disengaged	Family / Family disengaged / disengaged	Family / Family disengaged / disengaged	Family / Family disengaged / disengaged	Family / Family disengaged / disengaged	Family / Family disengaged / disengaged	Family	
Social Group Indicators	No connection to group - Little or no connection to group	Family / Family disengaged / disengaged	Family / Family disengaged / disengaged	Family / Family disengaged / disengaged	Family / Family disengaged / disengaged	Family / Family disengaged / disengaged	Family / Family disengaged / disengaged	Social Group Indicators	
Support from teachers	No supportive relationships with a teacher	Struggles to mix with others - Struggles to mix with others - Struggles to mix with others	Struggles to mix with others - Struggles to mix with others - Struggles to mix with others	Struggles to mix with others - Struggles to mix with others - Struggles to mix with others	Struggles to mix with others - Struggles to mix with others - Struggles to mix with others	Struggles to mix with others - Struggles to mix with others - Struggles to mix with others	Struggles to mix with others - Struggles to mix with others - Struggles to mix with others	Support from teachers	
	← HIGH RISK				→ LOW RISK				



Disengagement Process

Conventional view of
Disengagement

Even movement from
being engaged to being
disengaged



Disengagement Process

Development of signs
Not across the board or
even.

Spikes represent areas
For intervention focus

	← DISENGAGED → ENGAGED →							
Absence	Drop out Total absences	Periodic absences more days not work or late	Unjustified absences - absent from class work	Pattern of unjustified absences	Identified unjustified absences - increasingly unexplained	Reluctance to attend increasingly apparent	Absence increasing - all absences explained	Absence
Academic "On track"	No success / slow failure pattern decreased No clear line of failure and reluctance	Deeply discouraged and perhaps even depressed	Declining or no expected subject level	Difficulties in one or several subject areas Increasing absent - not motivated	Spikes in achievement and participation areas Declining absent - not motivated	Continual low scores Declining school expectations	Declined / no success to the best expectation of that year and concern for high school performance	Academic "On track"
Literacy / Numeracy	No growth achievement Decreasing country skills	Reluctant to read or write and reluctant - consistently scored below work	Reluctant to read or write and reluctant - consistently scored below work	Struggles to read or write - unable to cope with demands of classroom	Clearly reluctant to read or write well below class level	Not reading with general Literacy / numeracy demands	Clearly read at age level and is reading for pleasure and writing	Literacy / Numeracy
Learning Difficulties	Learning issues / abilities not major factor affecting learning	Learning issues clearly identified and remediation urgent	Learning issues clearly identified and remediation urgent	Questions arising on possible learning difficulties / issues	No learning difficulties / issues	Learning Difficulties	Learning Difficulties	
School Relationships with School	Disruptive Early and late, early and late, Disruptive behaviour others	Refuses to arrive in regularity in classrooms, NOT disruptive behaviour, etc	Inconsistent arrival in the absence of excuses and others for disruptive behaviour	Reacts to school rules and a "like 'out of control'?"	Engaged with school rules and a "like 'out of control'?"	Problems with school rules and a "like 'out of control'?"	Relationships with School	
 Bullying / Harassment	Bullying / Harassment	Bullying / Harassment	Bullying / Harassment	Bullying / Harassment	Bullying / Harassment	Bullying / Harassment	Bullying / Harassment	
Interest / Motivation	Low interest or motivation at all - no desire to work at all	Low personal expectations	Low personal expectations	Low personal expectations	Low personal expectations	Low personal expectations	High levels of interest in school activities and learning	Interest / Motivation
Family	Little to no family emergencies / or the week	Family / Parental concerns with school	Family / Parental concerns with school	Family / Parental concerns with school	Family / Parental concerns with school	Family / Parental concerns with school	Family / Parental concerns with school	Family
Social Group Indicators	Little exposure to RCE Low scores R.S.	Family / Parental concerns / changing	Family / Parental concerns / changing	Family / Parental concerns / changing	Family / Parental concerns / changing	Family / Parental concerns / changing	Family / Parental concerns / changing	Social Group Indicators
Support from teachers	Support from teachers	Support from teachers	Support from teachers	Support from teachers	Support from teachers	Support from teachers	Support from teachers	Support from teachers
	← HIGH RISK → LOW RISK →							



Disengagement Process

Example A

High Intervention

- Attendance
- Academic
- Interest / Motivation
- Teacher support

Medium Intervention

- School
- Family

Points of Praise

- Literacy / Numeracy
- Sound Social Group
- No issues of bullying
- No learning difficulties

DISENGAGED		← →						ENGAGED	
Attendance	Drop out Total absences	Unsettled absences - Some class work needs to be done	Unsettled absences - clear direction to class work	Patterns of unsettled absences	Unsettled unsettled absences - increasingly unpredictable	Reliance to attend secondary support	Absence frequency - all absences explained	Attendance	
Academic "On track"	No worries / over future pattern	Concerns about performance and participation in class work	Concerns about the expected school level	Difficulties to use or access resources needed for school work	Some help offered with resources	Continued high scores	"On track" to succeed both in the level expected of that year and on track for high school graduation	Academic "On track"	
Literacy / Numeracy	Has weak literacy and numeracy skills	Reluctant to read and write - comprehension poor	Reluctant to read and write - comprehension poor	Struggles to read and write - unable to use with demands of classroom	Clearly reads and writes well within class level	Not content with secondary literacy/ numeracy demands	Useful range of resources used to improve reading and writing	Literacy / Numeracy	
Learning Difficulties	Learning issues / difficulties over major learning difficulties	Learning issues clearly identified and remediation urgent	Learning issues clearly identified and remediation urgent	Conditions making it impossible to access resources needed for learning	Conditions making it possible to access resources needed for learning	Learning difficulties / issues	Learning difficulties / issues	Learning Difficulties	
School Relationships with School	Unresponsive to school and staff Unsettled relationships with school	Wishes to engage in discussions with school staff, but not responsive	Wishes to engage in discussions with school staff, but not responsive	Wishes to engage in discussions with school staff, but not responsive	Wishes to engage in discussions with school staff, but not responsive	OK - shares what is required with school staff	Placated, cooperative, engages well with teachers and fellow students	School Relationships with School	
Bullying / Harassment	Bullying is reported down to bullying OR is a victim of bullying OR is a bully to others	Bullying is reported down to bullying OR is a victim of bullying OR is a bully to others	Bullying is reported down to bullying OR is a victim of bullying OR is a bully to others	Bullying is reported down to bullying OR is a victim of bullying OR is a bully to others	Bullying is reported down to bullying OR is a victim of bullying OR is a bully to others	Normal and free of issues in relationship with others	Normal and free of issues in relationship with others	Bullying / Harassment	
Interest / Motivation	Not interested or committed to school work at all	Low personal aspirations	Low personal aspirations	Low personal aspirations	Low personal aspirations	Low school - work involvement	High levels of interest in school work - committed to school work	Interest / Motivation	
Family	Little to no family communication with school	Four / five communication with school	Four / five communication with school	Four / five communication with school	Four / five communication with school	High family involvement with school	Little to both parents / siblings	Family	
Social Group Indicators	Little involvement in RCE Low scores R.C.E.	Parents / Family decreased / disengaging	Low scores R.C.E.	Parents involved in at least high school level	Parents involved in at least high school level	Good scores R.C.E.	Good scores R.C.E.	Social Group Indicators	
Support from teachers	Little support from teachers	Increased support from teachers and disciplinary role well	Increased support from teachers and disciplinary role well	Increased support from teachers and disciplinary role well	Increased support from teachers and disciplinary role well	Good relationships with a range of teachers	Good relationships with a range of teachers	Support from teachers	
HIGH RISK		← →						LOW RISK	





Disengagement Process

Example B

High Intervention

- Academic

Medium Intervention

- Attendance
- Interest / Motivation

Points of Praise

- Many – the rest of the factors

	← HIGH RISK →						← ENGAGED →							
Attendance	Drop out Total absences	Periodic absences Does show much work or work	Unjustified absences - clear distraction in class work	Pattern of unjustified absences	Identified unjustified absences increased completion	Relationship to school improved appreciated	Attendance impossible - all absences explained	Attendance						
Academic "On track"	No success / slow failure pattern	Clearly disengaged and perhaps even disengaged to the point of failure and education	Continues below the expected level	Difficulties in one or several subject areas increasing over time "On track"	Some fall off in achievement	Continued high achievement	"On track" to exceed but to the level expected of the year and work for high school graduation	Academic "On track"						
Literacy / Numeracy	Has weak foundational literacy/numeracy skills	Reluctant to read and write and/or unable to complete school tasks	Struggles to read simple text and/or unable to complete school tasks	Struggles to read simple text and/or unable to complete school tasks	Checks read and writes and/or able to complete school tasks	Not content with current literacy/ numeracy demands	Continues to meet or exceed school literacy/ numeracy demands	Literacy / Numeracy						
Learning Difficulties	Learning issues / difficulties over time hinder continued learning	Learning issues clearly identified and prevention attempted	Learning issues clearly identified and prevention attempted	Learning issues clearly identified and prevention attempted	Learning issues clearly identified and prevention attempted	Continues to meet or exceed school literacy/ numeracy demands	Continues to meet or exceed school literacy/ numeracy demands	Learning Difficulties						
School Relationships with School	Uncooperative with staff and school Unpleasant towards others	Struggles to engage in regularly scheduled meetings, etc.	Struggles to engage in regularly scheduled meetings, etc.	Struggles to engage in regularly scheduled meetings, etc.	Struggles to engage in regularly scheduled meetings, etc.	Struggles to engage in regularly scheduled meetings, etc.	Struggles to engage in regularly scheduled meetings, etc.	School Relationships with School						
Mutual / Assessment	Struggles to engage in regularly scheduled meetings, etc.	Struggles to engage in regularly scheduled meetings, etc.	Struggles to engage in regularly scheduled meetings, etc.	Struggles to engage in regularly scheduled meetings, etc.	Struggles to engage in regularly scheduled meetings, etc.	Struggles to engage in regularly scheduled meetings, etc.	Struggles to engage in regularly scheduled meetings, etc.	Mutual / Assessment						
Interest / Motivation	Not interested or motivated at all - no work to look at at all	Low personal aspirations	Struggles to engage in regularly scheduled meetings, etc.	Struggles to engage in regularly scheduled meetings, etc.	Struggles to engage in regularly scheduled meetings, etc.	Struggles to engage in regularly scheduled meetings, etc.	Struggles to engage in regularly scheduled meetings, etc.	Interest / Motivation						
Family	Little to no family support (or the wrong support)	Poor / little communication with school	Struggles to engage in regularly scheduled meetings, etc.	Struggles to engage in regularly scheduled meetings, etc.	Struggles to engage in regularly scheduled meetings, etc.	Struggles to engage in regularly scheduled meetings, etc.	Struggles to engage in regularly scheduled meetings, etc.	Family						
Social Group Indicators	Little exposure to school social groups	Struggles to engage in regularly scheduled meetings, etc.	Struggles to engage in regularly scheduled meetings, etc.	Struggles to engage in regularly scheduled meetings, etc.	Struggles to engage in regularly scheduled meetings, etc.	Struggles to engage in regularly scheduled meetings, etc.	Struggles to engage in regularly scheduled meetings, etc.	Social Group Indicators						
Support from teachers	No supportive relationships with a teacher	Struggles to engage in regularly scheduled meetings, etc.	Struggles to engage in regularly scheduled meetings, etc.	Struggles to engage in regularly scheduled meetings, etc.	Struggles to engage in regularly scheduled meetings, etc.	Struggles to engage in regularly scheduled meetings, etc.	Struggles to engage in regularly scheduled meetings, etc.	Support from teachers						
	← HIGH RISK →						← ENGAGED →							

Structures challenge change

1. Curriculum
2. Time
3. Pastoral care
4. Age Related Cohorts
5. Sectors
6. Policy
7. Pastoral Care
8. Partnerships
9. Programmes
10. Issues

All of these are within our control and can be changed



Stuart Middleton

Manukau Institute of Technology

Manukau Institute of Technology

www.stuartmiddleton.co.nz

www.EdTalkNZ.com

