Check and Connect

At Ōtaki College

Starting Questions

What do you know about Check and Connect?

What does a Mentor look like?

Check and Connect is a US programme that has proven itself to improve student learning outcomes through regular hui (connecting) focussing on a student's progress or progress support (checking).

Background

The US based CnC programme (introduced into NZ) uses external mentors - this is the model trying to be replicated in NZ.

Yet, in rural and semi-rural areas where there are few NGOs available to provide mentors, this becomes a barrier.

So a need arose to adapt the US programme to work in a NZ school environment.

Background

Our premise is: if a school is a Relational/PB4L school, one of the key features is taking on a solution-based approach.

ŌC put forward the premise, that despite the CnC concern that teachers could not take on a mentoring role for fear of relational breakdowns, if you worked in a school that had a Relational/PB4L focus, this concern could be overcome.

Relational/PB4L schools know students better so we are on the front foot when working with our rangatahi. When things go wrong, we have PB4L and relational processes to move past this.

We can put a Mentor around them ASAP. There are no hang-ups about getting key information around a student. We have access to the key players around a student (teachers, caregivers, agencies) to make quality next steps. Therefore ŌC had the opportunity to become a pilot school.

"A student shared he found the language used in maths a barrier to his learning. The mentor got in touch with the maths teacher and asked that he break down the concepts. The maths teacher found that helpful too as it helped them understanding the specific need of that student to be more confident in maths"
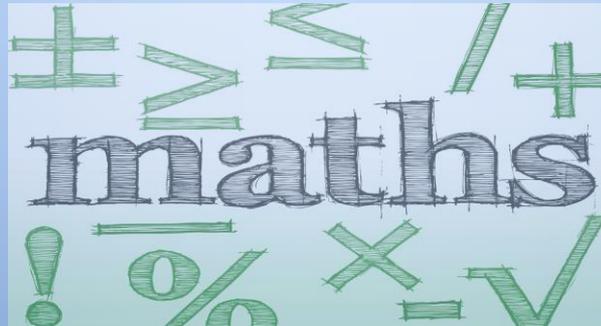
How Do We Connect?

Connecting through regular hui. This may be as frequent as 1 hr/wk and will involve whanau (initially) once or twice a term. Regular hui are important as they help rangatahi reflect on their learning.
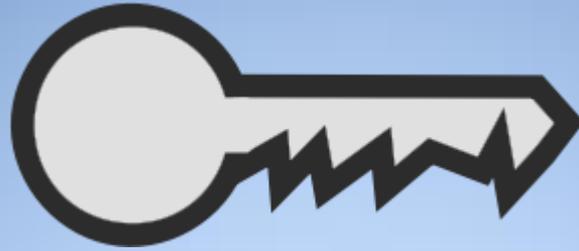
Check and Connect helps rangatahi identify and use their strengths to:
(1) see academic success in their learning as they approach NCEA, and,
(2) work through (problem solve) areas of concern when they arise.

What is Checked?

Attendance, achievement and pastoral data are regularly checked and then rangatahi problem solve identified areas that hinder their potential to achieve.
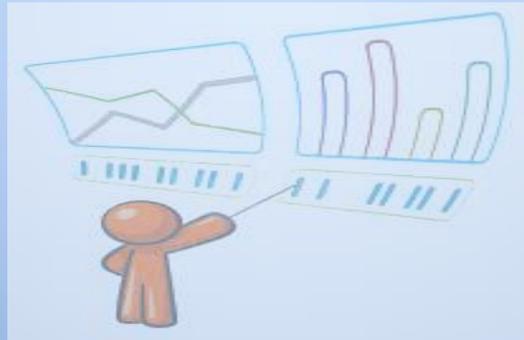
Attendance Rate	Pastoral Attendance	Pastoral Discipline	Pastoral Uniform	Pastoral Positive	Short term goal	Notes and follow up	Home Contact
100%	1	18	1	9	Keep out of trouble: no mucking around.	Great attendance Future Goals still Sport, Mechanics 2017 subjects: PTD1, SOS, ODE, MAT, ENG, HOR	
97%	1	22	2	13	Rahui rugby going well.	Class much better now that Social Studies much better! Science bit better - but slow and a little dull.	Y
99%	2	30	2	18	Organised and prepared for each class.	CGT: Maths tricky.	Y
96%	2	37	5	21	Organised and prepared for each class - esp chromebook		
96%	2	44	7	22		Reliever for science going well!	
95%	2	44	7	23	Be on time.		Y
98%	2	44	9	24	Be on time	Good week this week, last week too many lates.	Y
97%	2	47	10	25	Be on time	No silly niggles. AFS warning given.	Y

The CnC Focus is to view each day through our strengths.

Seeing the world through strengths enables us to problem solve ways to continue learning despite potential obstacles.
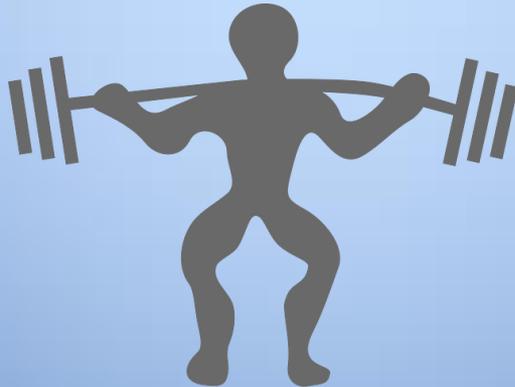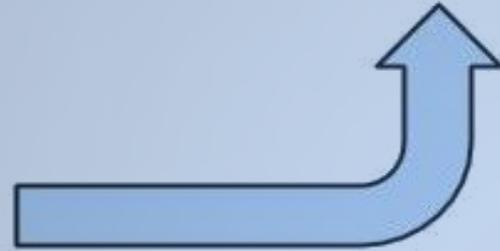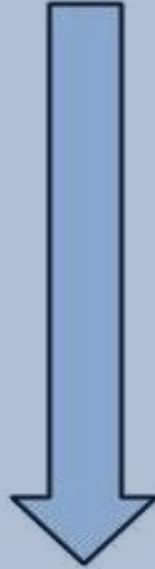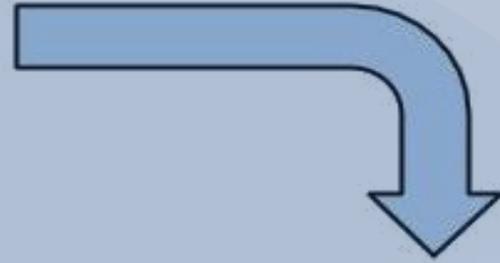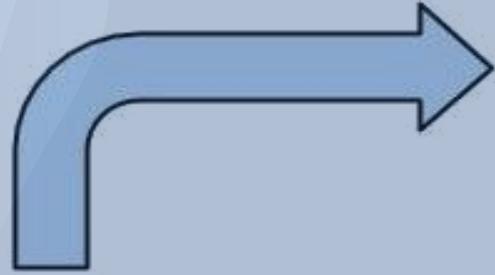
Glasser's Model of 'Choice'

Pathway Map Assessment [print on A3]
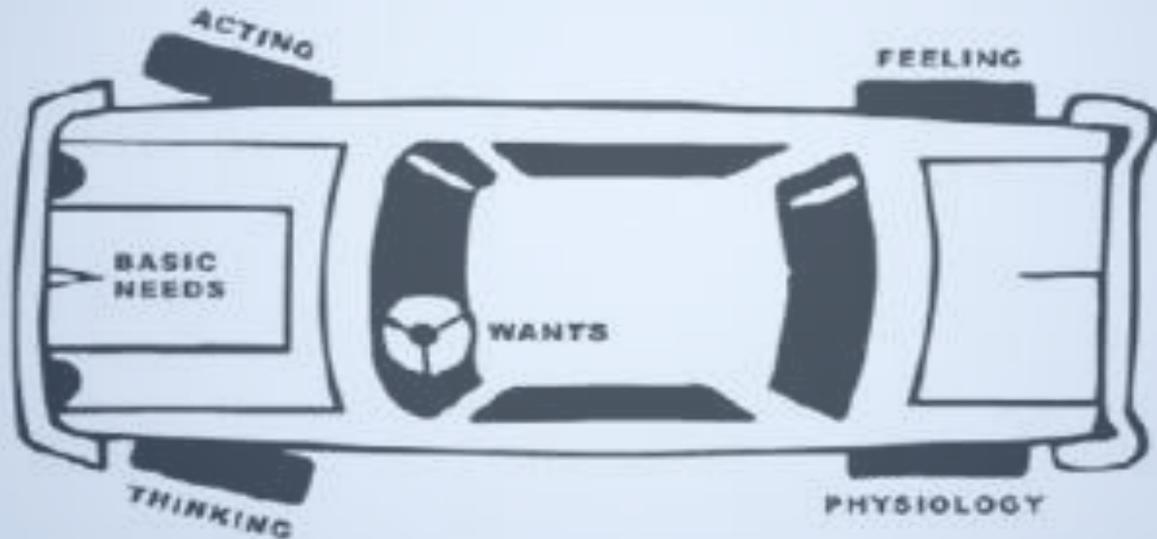
What strengths and resources does the young person have (which can be applied to engagement in school and learning)?

How do the young person's goals and values align with C&C?

What past success in education has the young person had?

Strengths and Resources

10

What is important to the young person?

To what extent does the young person move towards their learning goals through strengths? (Mark on the scale from 1-10)

1

Past

1

Future
Check & Connect goal: Engagement in school and learning

What is this young person's sense of competence, connection with important others and freedom to choose in the school context?

To what extent do the young person's learning goals and values get hindered by these obstacles? (Mark on the scale from 1-10)

What past struggles has the young person had in education and not successfully overcome?

What has been tried?

10

Obstacles

What are the key obstacles for the young person to engagement in school and learning?

What part do these obstacles play in the young person's disengagement?

Small achievable goals

Easy to set, easy to track, easy to build momentum.

Great for whanau engagement. More positive to negative contact.

Intended Results

Attend	**Engage**	**Invest**
Students attend school regularly and successfully complete high school	Students engage academically, behaviorally, cognitively, and affectively in school	Students set goals for their future and invest time, effort, and talents into reaching those goals
Goal: Dropout prevention	Goal: School completion with academic, social, & emotional competence	Goal: Readiness for achieving college, career, and life goals

Check and Connect Mentors:

Do not give up on their rangatahi. Mentors see this as an investment into rangatahi success.

Will **support** them for the **two** years through 1 to 1 **weekly** hui

Make regular **contact** with whanau

Complete **weekly** data entries to MOE

Have **monthly** hui with an external supervisor to ensure they are doing all they can to support rangatahi

Check and Connect Mentors:

Pilot was with 10 students. Yet through not wanting to use up teachers Non-Contacts we improvised ...
2 Deputy Principals,
Senior Dean (PB4L Lead Teacher)
2 Deans,
2 Teacher Aids. *A teacher aide, health nurse, community constable, kaumatua, if trained through this relational approach can be used.*
1 Te Ara Matua (Alt Ed) tutor.

Choosing a Mentor

- Proven ability to **build relationships** with students and whanau
- Proven ability to **follow process**
  - data driven (but onus lies on student)
  - goal setting with students
  - record and track progress of goals
  - map pathway forward
- Able to stay within the parameters of the **mentor role** (not morph into a counsellor or disciplinarian …)
- Able to **adapt** and learn on their feet (CnC has less structures that PB4L School Wide)

Mentors

Trainers: Neville and Laurence: Practical and Theoretical. A good balance!

All mentors had training in CnC, Cognitive Behavioral and Transactional analysis. This was great PLD where motivating learning is the pathway forward.

Supervision. An external supervisor Mark (provided through MOE): was effective to maintain focus, provide different mentoring ideas and be an ear.

Identifying causes of behaviour

Alterable variables [1] What is the alterable variable (event) you want to identify the cause for?	Before What happened first? Where were you? Who was there?	Thinking What were the key thoughts (images, memories etc.) during/before the event?	Emotions/Sensations What were the key feelings (emotional and physical) before/during the event?	Actions What did you do (or not do) as a result of the thoughts and feelings you had?	After What was the effect on others? What was the effect on you?	Key causes [2] Given this information, what do you think the probable causes of the behaviour are?
John did not attend school on Thursday afternoon last week. This is the third time that has happened in the last month. John has science and PE on Thursdays.	John was at lunch with his friends Manu and Oliver. Science was the next period. Manu and Oliver are also in John's science class and doing well. The friends were talking about the upcoming assessment which was important for credits.	*This is fun. Enjoy being with these guys.* *I'm dumb compared to these two...* *I'm gonna fail that assessment I know it...and look even more stupid.*	Happy Light-Hearted Some shame and sadness Increased anxiety and shame	Kept chatting away with the boys till we started talking about the science assessment.... ....decided I didn't want to go to the science class Made an excuse to the boys that I had to go to the Doctor Went to the park till school was over then went home.	Felt relief that I didn't have to go to science and be shown up as a dummy... Had some regrets that I missed PE cos I like that...but it is better just to stay away rather than risk bumping into the teacher. No one else is effected badly, so it's ok.	John feels *incompetent* in science when he *compares himself* to his *friends* who are doing well. He reacts to his feelings of *shame sadness* and *anxiety* by *avoiding* the science class His *relief* provides a *short term reward*

Outcomes

1 teacher to 1 student is manageable

Need to keep regular slot with student for student to see mentor's commitment to them

Students love seeing their data and problem solving

Students feel pride when achieving small goals

Harder with transient students - no consistency

Older (Yr 10 and above) students more influenced by peer relationships rather than mentor.

Main Barrier

Time !

RESULTS (after 1 year)

Data: 70% reduction in negative pastoral entries (some record halved!) from 2014 to 2015

Data: Works best for students in Yrs 8 - 9. We saw better results with younger students.

Data: Pick students on the borderline between Tier 1 and 2.

Data: CnC works when mentor fosters a focus on learning with that student.

Relationships

Questions