



Year 1
Evaluation
Report



1 June 2021

Thank you to Worsler Bay Boating Club, the Motu Kairangi Kāhui Ako and the Boat & Beach Wise Trust for their ongoing efforts in developing, testing, and piloting RŪNĀ.

Thank you to the schools, teachers and providers who gave feedback for this report.

Thanks also to our whanau of supporters who made the first year of RŪNĀ possible.

Ngā mihi nui.



MOTU KAIRANGI KAHUI AKO



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Executive summary

- This report concludes the first year of a Yachting New Zealand project that is reinventing sailing in New Zealand schools.
- The project is establishing a schools' programme called RŪNĀ.
- In the fullness of time, RŪNĀ will have three modules, Kōrinorino, Kōkōkaha and Moanamana, that will be available to clubs throughout the country to deliver in partnership with their local schools and kura.
- From June 2020 through to the end of May 2021, Yachting New Zealand has been developing the first module, Kōkōkaha – Powered by Wind.
- This module focuses on the science, technology, engineering and maths associated with harnessing the power of the wind.
- It is targeted at students in years 5 through to 10.
- It begins with a challenge to students to design a technology to harness the power of the wind.
- It provides teachers with access to 12 classroom learning experiences and a sailing experience to help students learn about wind, before they embark on designing their technology.
- The project began by creating, testing and piloting the learning experiences with teachers from the Motu Kairangi Kāhui Ako and the Worser Bay Boating Club in Wellington.
- Kōkōkaha was made available to schools throughout New Zealand in term 1, 2021, alongside New Zealand hosting the America's Cup.
- Nineteen clubs and providers were set up around the country to deliver the sailing experience component of the programme, with three roving trailers available in places where there was not a club or provider to deliver the sailing experience.
- An estimated 14,000 students in 570 classrooms from 150 schools took part in the classroom experiences during the term, with around half of these schools having some of their students participate in a sailing experience.
- A survey was sent to teachers and providers at the end of term 1, 2021, to get their feedback on how Kōkōkaha was going and to find ways in which it could be improved.
- The feedback was overwhelmingly positive with both the classroom and sailing experiences very well received.
- The major area that needs some further work is access to the sailing experiences, with the booking processes and cost being the major barriers to wider participation.
- This report summarises and analyses the feedback received and makes a series of recommendations for the next 12 months of the project.

List of recommendations

1. Put in place a central calendar of sailing experience availability for term 4, 2021, and term 1, 2022, for the Yachting New Zealand trailers and providers.
2. Start sending emails to schools and kura from the beginning of term 3, 2021, letting them know what is available during term 4, 2021, and term 1, 2022.
3. Work to secure links to the NZL SailGP Team, NZ Ocean Racing Team, NZL Sailing Team and Emirates Team New Zealand and use these contexts to support promotional activity.
4. Work with Sport NZ to get an article in the Education Gazette early in term 3 as part of the 'In Our Backyard' project.
5. Work alongside rugby, cricket and football with Sport NZ to establish a presence on an 'In Our Backyard' portal by the end of 2021.
6. Increase the use of social media to promote Kōkōkaha, including education and teacher focused sites.
7. Add a video to the entry page and the classroom experiences page showing more context than just the America's Cup.
8. Implement a targeted programme to engage with high deprivation communities and communities with high proportions of Māori and Pacific students.
9. Continue to run Kōkōkaha in project mode, alongside the development of the remaining two RŪNĀ modules, through to the end of May 2022.
10. Design and establish procedures for Yachting New Zealand to oversee the sailing experience booking process right through to the point where the school is finalising the date with the provider.
11. Implement a standard cost of service of \$300 per day across the country. Agree with providers to a standard daily rate for the delivery of sailing experiences. Find sources of funding to centrally fund the difference between the cost of service and providers' daily rate.
12. Work with Sport New Zealand and regional sport trusts to smooth the process for schools to apply to the Tū Manawa fund for costs of participating in the sailing experiences component of RŪNĀ modules.
13. Design, size and establish a RŪNĀ administration position within Yachting New Zealand, effective from June 1, 2022.
14. Review all activity photos and make sure each step is included.
15. Review all videos on classroom activities and update as required.
16. Ensure a step-by-step guide for each activity is in place.
17. Review and improve 'Wind and Waves', 'Capturing Wind' and 'Harvesting Wind' learning experiences.
18. Provide a list of resources required for each Kōkōkaha classroom learning experience.
19. Develop a menu showing all classroom learning experiences in one place.
20. Review the 'Take Action' section in Kōkōkaha and implement changes to make it easier to complete the challenge.
21. Develop videos and guides for teachers for the Kōkōkaha technology challenges.
22. Review the memorandum of understanding requirements and explore adding a programme of learning and development for providers.
23. Make water skills for life and safer boating skills more explicit in the sailing experience component of the programme.

Background

Yachting New Zealand is reinventing how it supports clubs to engage with schools and kura throughout Aotearoa New Zealand. For the last 15 years the Volvo Sailing...Have A Go! schools' programme has delivered well on Sir Peter Blake's vision of every child in Aotearoa New Zealand having the opportunity to have a go at sailing.

It is now time to build on this strong base and expand the schools' programme to encourage an even broader and more diverse cross section of Kiwi kids to become involved with the sport.

Yachting New Zealand is developing a schools' programme called RŪNĀ that uses an integrated, place-based, experiential curriculum that focuses on exploration, innovation and environmentalism to engage Kiwi kids in solving real life problems in their local community.

Aim

RŪNĀ helps Kiwi kids develop water skills for life and safer boating skills while researching local history, harnessing the power of the wind and restoring marine ecosystems.

Vision 2025

It is envisaged that in 2025 there will be a network of sailing clubs throughout Aotearoa New Zealand that have been established as Education Outside the Classroom (EOTC) centres in partnership with Yachting New Zealand, a local cluster of schools and kura, and their community, including Iwi. It is envisaged that each of these centres will be resourced with personnel and equipment to help deliver RŪNĀ. In addition to these centres, it is envisaged that three mobile trailers will be in operation around the country supporting other clubs and communities to deliver aspects of RŪNĀ in partnership with their local schools.

What is RŪNĀ?

RŪNĀ supports Kiwi kids to learn from the past to 'steer' toward a sustainable future.

RŪNĀ involves three modules:

- Kōrinorino o Ngā Tupuna – Following in the wake of our ancestors (social studies and local history - focuses on understanding local settlement stories).
- Kōkōkaha – Harnessing the power of wind (science, technology, engineering and maths - focuses on designing sustainable energy solutions).
- Moanamana – Building NZL's Blue Belt (science and education for sustainability - focuses on restoring marine ecosystems).

Each module is made up of in-classroom learning experiences delivered by teachers, supported by a sailing experience, and followed by a call for students to take action.

Each module is designed for students in years 5 through to 10 but can be easily adapted for older or younger children.

Each module includes opportunities to develop water skills for life and safer boating skills to ensure Kiwi kids learn and develop the knowledge and skills to safely enjoy our marine environment.

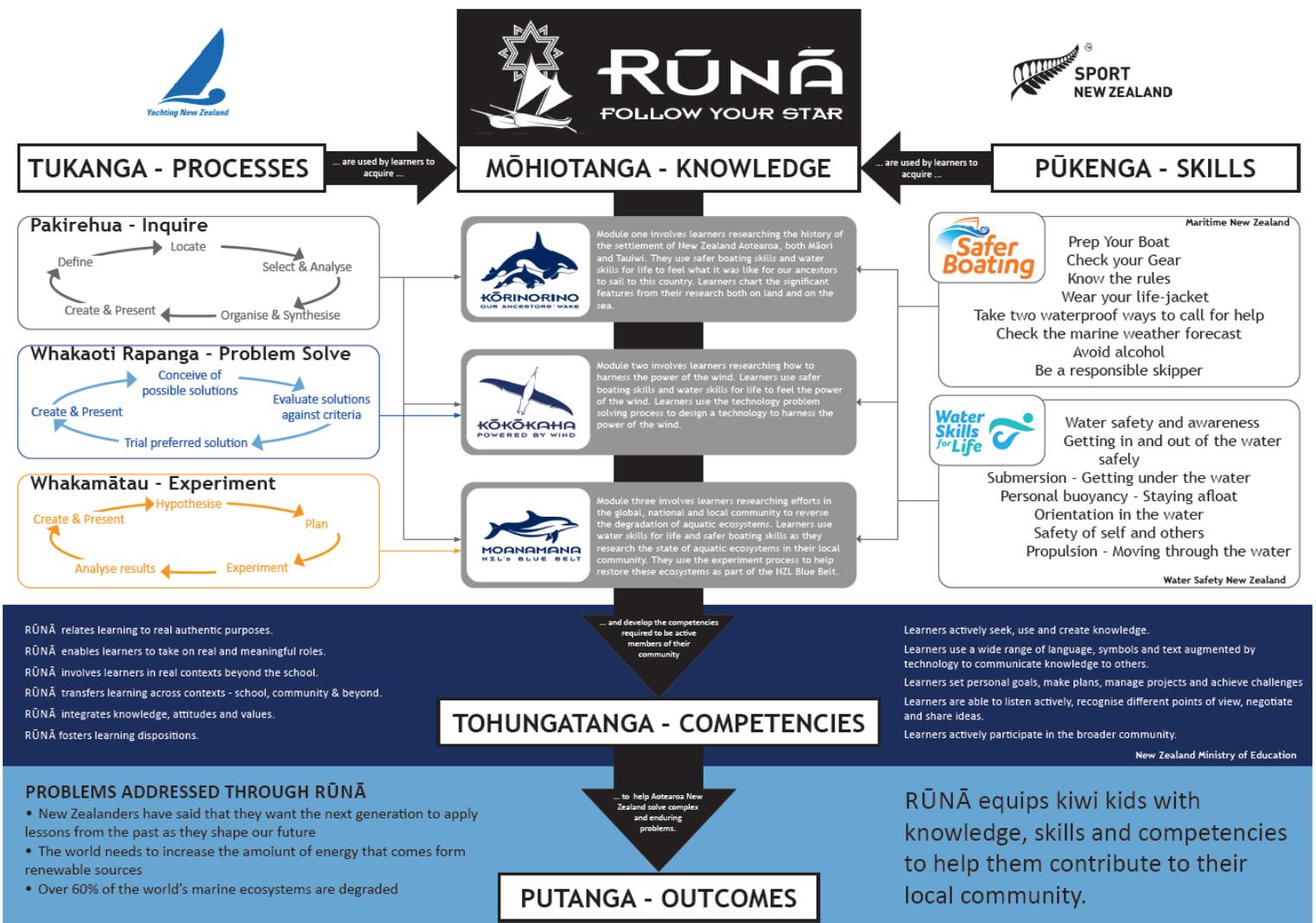
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Kōkōkaha is the first of the three modules to be fully developed and was launched alongside New Zealand hosting the 36th America's Cup. The final two modules, Kōrinorino and Moanamana, will be designed, tested and piloted with schools during 2021, with the goal of going live from 2022.

Kōrinorino will be developed using the same service design process as Kōkōkaha. The format for this module will be the same as Kōkōkaha with a challenge, a set of classroom experiences, a sailing experience and a call to take action. In this module, students research the history of the settlement of Aotearoa New Zealand, both Māori and Tauīwi. They use safer boating skills and water skills for life to feel what it was like for our ancestors to sail to this country. Students chart the significant features from their research both on land and on the sea.

The process for developing Moanamana is slightly different to that used to create Kōkōkaha and Kōrinorino. This module is intergenerational, with students in the future building on the work their peers have done in the past. During Moanamana, students research efforts in the global, national and local community to reverse the degradation of aquatic ecosystems. Students use water skills for life and safer boating skills as they research the state of aquatic ecosystems in their local community. They use the experiment process to help restore these ecosystems as part of the NZL Blue Belt.

Figure 1: RŪNĀ curriculum structure (view in full size [here](#))



Project timeline

RŪNĀ is being developed over a five-year period from 2020 through to 2025. The project involves three stages; Initiate, Expand, Sustain.

Initiate (2020-2022)

Initially one club will be established as an EOTC centre. Established in existing yacht clubs in partnership with Yachting New Zealand, EOTC centres are places where local schools come to participate in the experiential components of each of the three knowledge modules of RŪNĀ. Teachers from the Motu Kairangi Kāhui Ako are working with the Worsler Bay Boating Club in Wellington to develop, test and pilot RŪNĀ as the prototype EOTC centre.

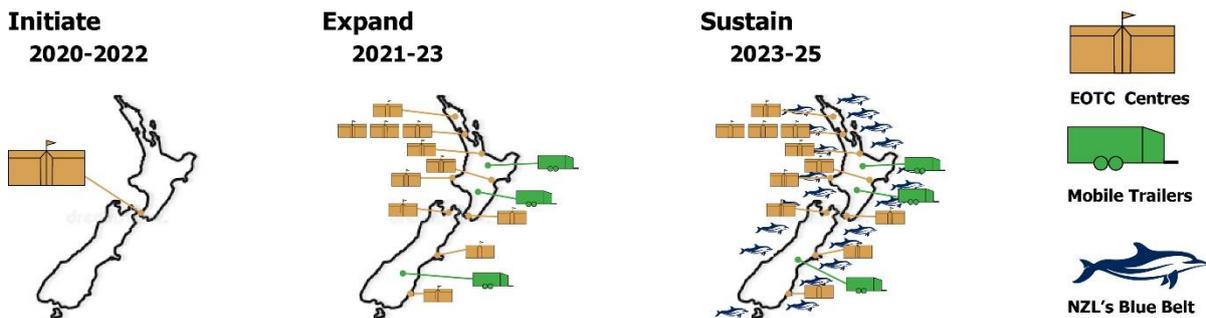
Expand (2021-2023)

An additional group of clubs will be established as EOTC centres and will be supported to deliver RŪNĀ based on the model developed in Wellington. Nationwide delivery to schools will begin through a combination of these centres and the mobile trailers. Equipped with sail boats and tactile resources to ignite student inquiry, the mobile trailers support clubs throughout New Zealand that are not EOTC centres to engage with their schools and deliver the experiential components of RŪNĀ.

Sustain (2023-2025)

Yachting New Zealand and Sport NZ will develop a business case for ongoing long-term support of the schools' programme so it can become a sustainable part of the Aotearoa New Zealand education landscape well into the future. Helping build New Zealand's Blue Belt is something that sailing clubs around the country will do in partnership with schools and iwi as part of the Moanamana component of RŪNĀ once it is fully implemented.

Figure 2: RŪNĀ project timeline



Project method

Yachting New Zealand is using a service design process to develop RŪNĀ. Service design positions the customer at the centre of the service development process, working with the service provider to build and refine the service. In this case, the customer is schools and teachers, the service provider is Yachting New Zealand and its member clubs, and the end users are students. The aim of service design is to create a service that is useful, usable and desirable for customers while being effective and efficient for providers.

Figure 3: Service Design Model

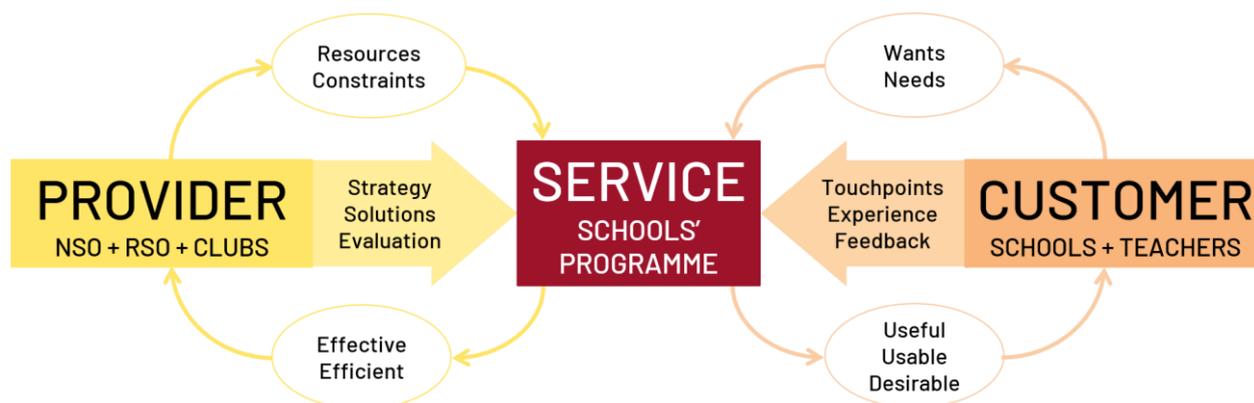
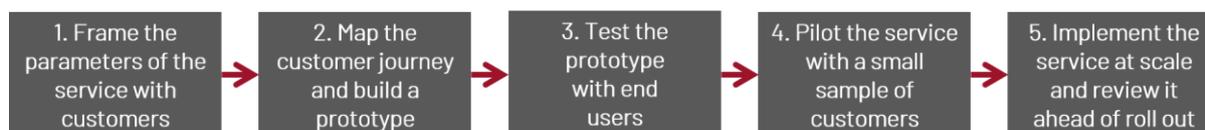


Figure 4: Service Design Process



The service design process for RŪNĀ has so far followed five steps:

1. Frame the parameters of the service with customers

- RŪNĀ has its roots in a clubroom rebuild project at Worsler Bay Boating Club. As part of the rebuild feasibility process, the club and the Boat & Beach Wise Trust worked with the Motu Kairangi Kāhui Ako to frame the RŪNĀ curriculum as a service that could be delivered out of the club once the building was complete.

2. Map the customer journey and build a prototype

- In 2019, Yachting New Zealand adopted the framework as something that could be useful for all clubs across Aotearoa New Zealand. Work began on developing a prototype of the service in term 2, 2020, with a group of teachers mapping out what the RŪNĀ service would look like and designing draft learning experiences for one of its modules, Kōkōkaha.

3. Test the prototype with end users

- During term 3, 2020, the learning experiences for Kōkōkaha were tested with a group of students in the Kāhui Ako. Feedback from the testing process was used to shape the experiences into a draft Kōkōkaha service.

4. Pilot the service with a small sample of customers

- The Kōkōkaha service was piloted during term 4, 2020, with a group of schools in the Kāhui Ako. Feedback from the testing process was used to shape the experiences into a full-blown service that was made available to schools and kura across Aotearoa New Zealand from the beginning of the 2021 school year.

5. Implement the service at scale and review it ahead of roll out

- Kōkōkaha was delivered across the country during term 1, 2021. At the end of term 1, 2021, lead teachers in schools who registered for Kōkōkaha were invited to complete a survey about their experiences. The response rate to this survey was 51 percent. Providers who were involved in delivering Kōkōkaha were also asked to complete a survey. The provider response rate was 75 percent. This report summarises the feedback from these surveys and provides recommendations as to how Kōkōkaha might be improved as it moves to full roll out as an enduring service for schools and kura in Aotearoa New Zealand.

Demographics

Registration

Yachting New Zealand began promoting Kōkōkaha in September 2020. The first step was to send an email to all schools and kura in New Zealand inviting them to register for Kōkōkaha. An article in the Education Gazette was published in October 2020 and a further email was sent to all schools and kura in November 2020.

The result of this promotional activity was that 243 schools and kura registered for Kōkōkaha. On average, these schools and kura each registered 3.85 classrooms to participate, which meant a total of 935 classrooms registered for the programme.

Overall, 9.1 percent of schools and kura registered for the programme. Broken down further, 211 or 9.9 percent of primary and intermediate schools and kura registered, and 20 or 5.6 percent of secondary schools registered.

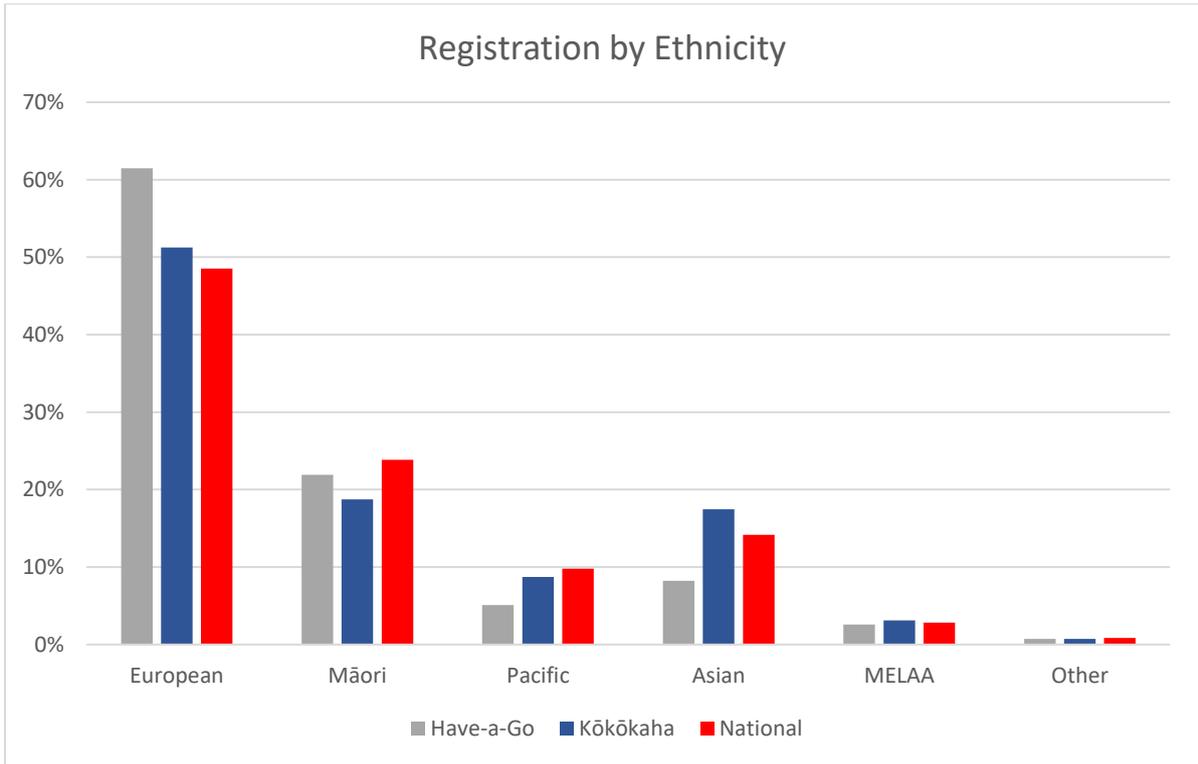
Table 1: Registration numbers by school type

School Type	Overall	Kōkōkaha
Home school		11
Activity centre	13	
Composite	176	18
Composite (Year 1-10)	2	1
Contributing	769	75
Correspondence school	1	
Full primary	1061	102
Intermediate	117	15
Restricted composite (Year 7-10)	5	1
Secondary (Year 11-15)	3	
Secondary (Year 7-10)	4	2
Secondary (Year 7-15)	108	8
Secondary (Year 9-15)	237	9
Special school	36	1
Teen parent unit	25	
	2557	243

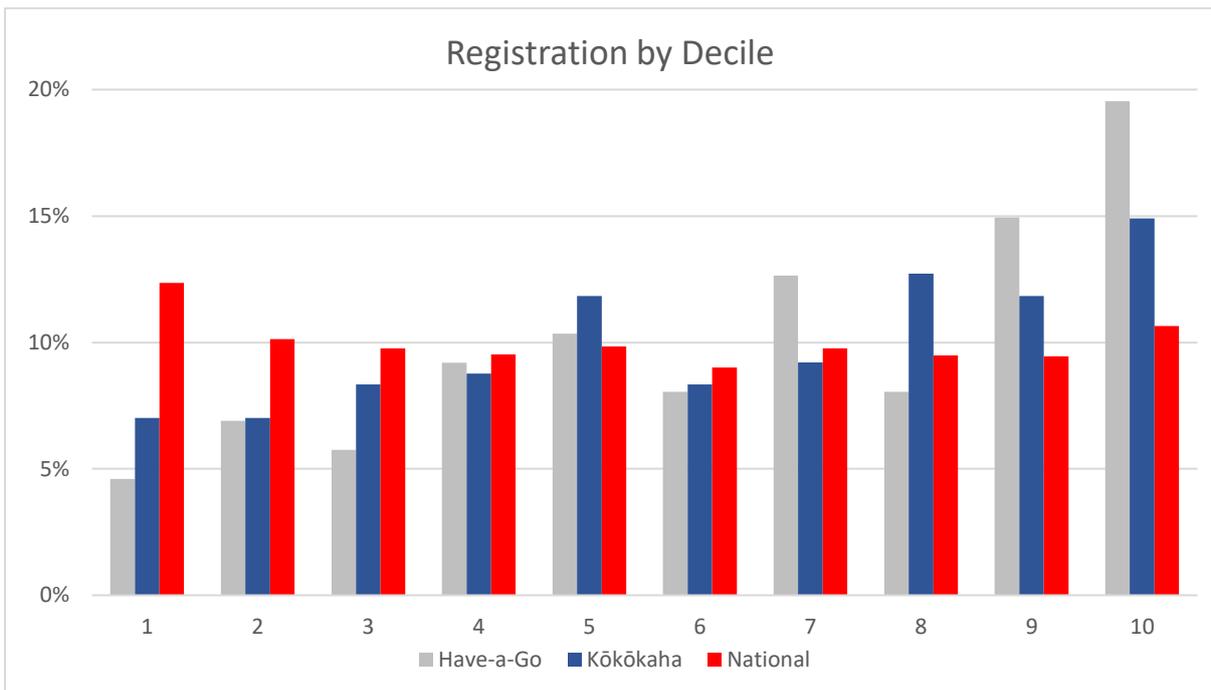
Ethnicity and socio-economic status

One of the goals for reinventing sailing in New Zealand schools is to increase the diversity of Kiwi kids engaging with the sport of sailing. Participation rates, based on ethnicity and socio-economic background, for the previous Volvo Sailing... Have-a-Go! programme were compared to the registrations for Kōkōkaha.

The following graph compares the ethnicity of students in schools and kura that registered for Kōkōkaha to the students in schools who have participated in the past in the Volvo Sailing... Have-a-Go! programme. Each programme is also compared to the ethnicity of students overall in New Zealand schools and kura.



The following graph compares the socio-economic status of students in schools and kura that registered for Kōkōkaha to the students in schools who have participated in the past in the Sailing... Have-a-Go! programme. Each programme is also compared to the socio-economic status of students overall in New Zealand schools and kura. Each school and kura has a decile rating from one to 10. Decile one is applied to schools with the highest levels of social deprivation in their community while decile 10 is applied to schools and kura with the lowest level of deprivation in their community.



Participation

Of those who registered, we estimate that 61 percent went on to participate in Kōkōkaha and 39 percent chose not to participate.

For those who opted not to participate, the major reason given was that they ran out of time and could not fit Kōkōkaha into their term programme. Another common response was that it was not their highest priority for the term and, therefore, they had to drop it from their programme. Around two-thirds of respondents gave one of these two responses as the reason for opting not to participate. Around 10 percent of those who said they chose not to participate did so because it was too costly for them. A further 10 percent felt it was too difficult to organise. A quarter of the respondents who said they chose not to participate said that they would be interested in participating in Kōkōkaha later.

The 61 percent who participated in Kōkōkaha translates to around 150 schools taking part in Kōkōkaha during term one, 2021. Assuming an average of 3.85 classes per school, this translates to 570 classes taking part in Kōkōkaha during term one, 2021. Assuming 25 students per class, this translates to around 14,000 students taking part in Kōkōkaha during term one, 2021.

Not all the schools that participated in Kōkōkaha did or planned to do the sailing experience component of the programme. We estimate that around 50 percent, or 75 schools, did this or will do the sailing experience. Furthermore, not all the classes in these schools participated in the sailing experience. We estimate that 30 percent or 173 classes did or will do the sailing experience. This equates to around 4500 students taking part in a sailing experience.

GENERAL COMMENT

Fantastic resource, however, as always with our location trying to participate in the sailing programme proves to be too expensive for buses and we cannot always rely on parent help/transport.

GENERAL COMMENT

So FAR, my students have really enjoyed the connection to the technologies and hands on experiences to the America's Cup sailing theme. I have 3 students who want to get involved in more sailing and others who have been inspired to explore further - this for me is a real success and I definitely want to expose more students to this in the future.

GENERAL COMMENT

Thank you for involving us in the programme. I do intend to use more of the materials later in the year. My students enjoyed the sailing experience and we have developed an awesome relationship with the local sailing club that we will be using annually. They provide an amazing sailing experience for our tamariki. It is wonderful to have a resource like KŌKŌKAHA and I would like to take this opportunity to thank the team that created this fabulous resource.

GENERAL COMMENT

The whole package is very good!

Feedback from schools

Administration

The survey asked how many teachers in each school delivered Kōkōkaha. Around a quarter of schools had just one teacher delivering Kōkōkaha while another quarter of schools had two teachers delivering Kōkōkaha. Around 45 percent of schools had three to six teachers delivering Kōkōkaha. The final 5 percent of schools had 10 or more teachers delivering Kōkōkaha.

Teachers were asked how they found out about Kōkōkaha. The most common way to find out about Kōkōkaha was through an email from Yachting New Zealand, followed by searching the internet then by reading about it in the NZ Education Gazette.

Table 2: How did you find out about Kōkōkaha?

A colleague told me about it	10%
Direct email from Yachting New Zealand	36%
NZ Education Gazette Article	16%
Searching the internet	21%
TKI website	5%
Other	12%

Teachers were asked how easy the general instructions about Kōkōkaha on the website were to understand. Nearly half of teachers found the instructions on the website very easy to follow and a further third found them easy to understand.

Table 3: How easy to understand did you find the general instructions about Kōkōkaha on the website?

Very easy	44%
Easy	33%
About right	20%
Hard	1%
Very hard	1%

Teachers provided some ideas as to how the instructions could be improved as follows.

- Video footage could help with knots
- Clarity on sailing aspect
- Write instructions using steps e.g., Step 1.... Step 2....
- Maybe photos showing the procedure steps
- Maybe have a list of equipment that would need to be gathered or purchased for each lesson

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Teachers were asked how easy they found it to register for Kōkōkaha. About two-thirds of teachers found the registration process very easy and a further 20 percent found it easy. There were not many ideas about how to improve the registration process, although one person suggested the responses back could be quicker.

Table 4: How easy was it for you to register your school for Kōkōkaha?

Very easy	67%
Easy	21%
About right	10%
Hard	
Very hard	1%

Teachers were asked how clear the communications from the Kōkōkaha team were. Nearly half of teachers felt the communications were very clear and a further 44 percent felt they were clear. There were 7 percent of teachers who felt the communications were not very clear. These tended to be from schools who were used to the communication approach used for Volvo Sailing...Have-a-Go! in the past.

Table 5: How clear were the communications to you from the Kōkōkaha team?

Very clear	49%
Clear	44%
About right	
Not very clear	7%
Very unclear	

Classroom experiences

Teachers were asked how easy the Kōkōkaha teacher guide was to use. Around three-quarters of teachers found the guide very easy or easy to use.

Table 6: How easy to use was the Kōkōkaha teacher guide?

Very easy	44%
Easy	29%
About right	26%
Hard	1%
Very hard	

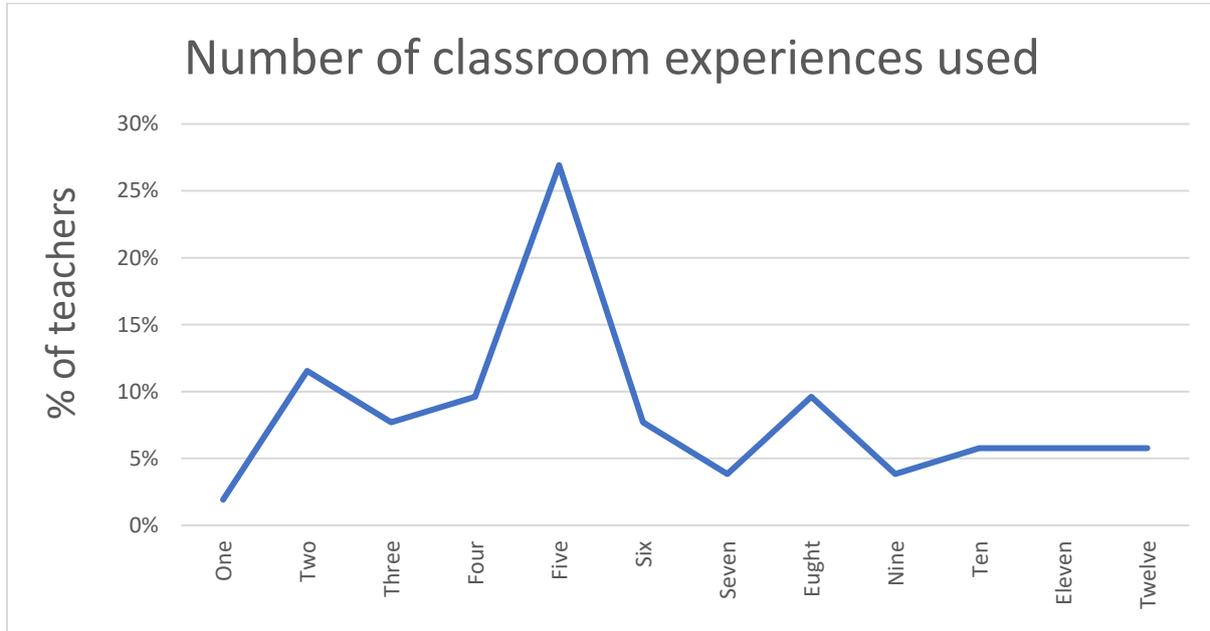
GENERAL COMMENT

The information provided through this resource is awesome, so many awesome links to a range of curriculum areas, activities, videos, and lessons are well thought out, easy to follow and have key learnings that are explicit and clear. An amazing resource that I am thankful for!

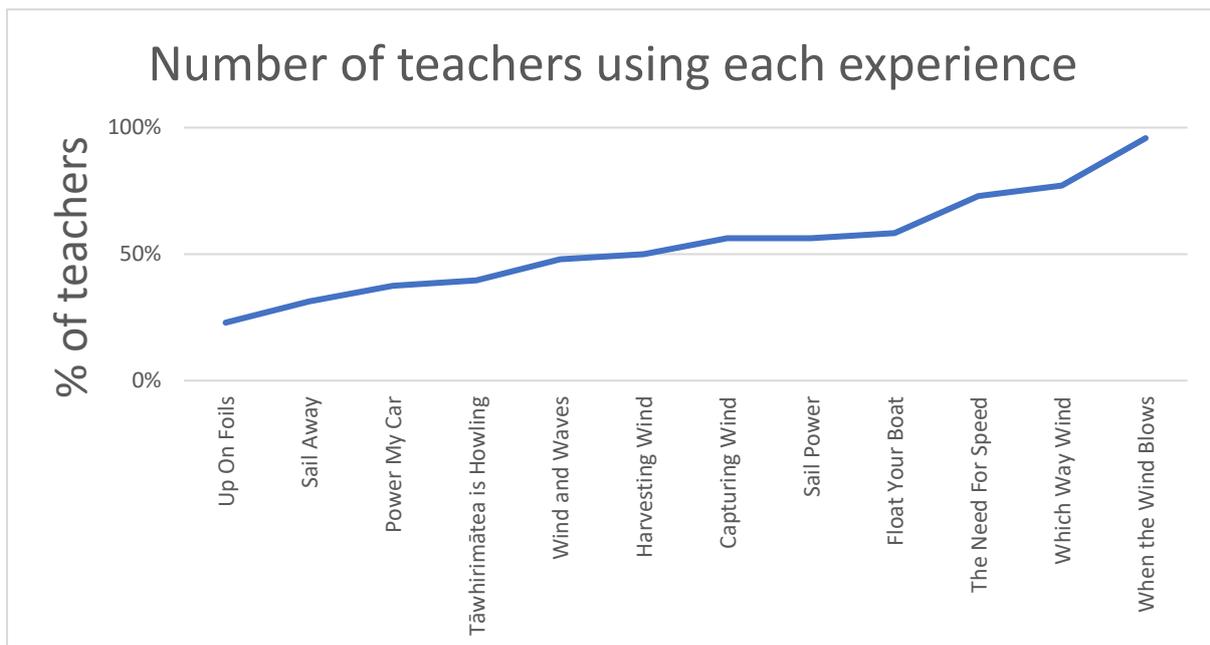
GENERAL COMMENT

This programme was absolutely fantastic. All ākonga and kaiako thoroughly enjoyed their days. Instructors were on to it, knowledgeable and quickly developed positive relationships with the students. Instructions were relevant so the students could understand everything the instructors were talking about.

Kōkōkaha has 12 classroom learning experiences that teachers can pick and choose from. They can use as few or as many of the experiences as they like. Teachers were asked to list the learning experiences they used. The number of experiences used range from just one through to the full 12 experiences. Around a quarter of teachers used five experiences while two-thirds of teachers used between three and eight experiences.



Almost all teachers used the classroom learning experience ‘When the Wind Blows’. The next most used classroom learning experiences were ‘Which Way Wind’ and ‘The Need for Speed’. Around half of teachers used ‘Wind and Waves’, ‘Harvesting Wind’, ‘Capturing Wind’, ‘Sail Power’ and ‘Float Your Boat’. The least popular classroom learning experience was ‘Up on Foils’.



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Teachers were asked how useful they found the classroom learning experiences. Almost 80 percent of teachers found the experiences very useful, with most of the remainder of teachers finding them useful.

Table 7: In general, how useful did you find the learning experiences?

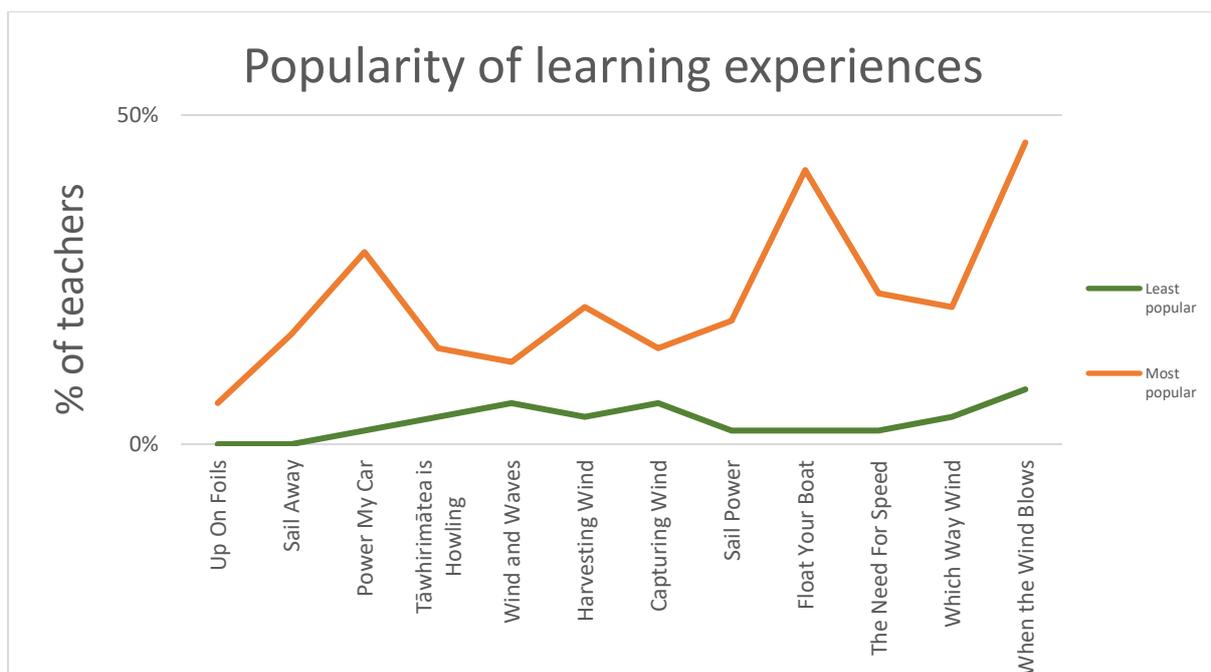
Very useful	78%
Useful	20%
Slightly useful	2%
Not useful	

Teachers were also asked how easy the classroom experiences were to use. Almost half of all teachers found the experiences very easy to use while a further quarter of teachers found them easy to use. No teacher found the experiences hard or very hard to use.

Table 8: In general, how easy to use were the learning experiences?

Very easy	48%
Easy	27%
About right	25%
Hard	
Very hard	

Teachers were asked which of the classroom learning experiences were their students' most favourite and which were their students' least favourite. The three most favourite learning experiences were 'When the Wind Blows', 'Float Your Boat' and 'Power My Car'. Teachers did not rate as many learning experiences as least favourite, indicating that students generally enjoyed all the learning experiences. Accounting for volume of use, the least popular learning experiences were 'Wind and Waves', 'Capturing Wind' and 'Harvesting Wind'.



Teachers were given the opportunity to suggest how the classroom learning experiences could be improved. Not many teachers suggested improvements, but some took the opportunity to comment on the general usefulness of the experiences as follows:

- They were excellent and we added information about our local conditions to make it relevant to us in particular.
- I think they are fine as they are.
- I just needed the resource pitched at a higher level.
- I am happy with experiences. The first time is always the hardest.
- The learning experiences were great. I used them in conjunction with other resources. There were a lot of things to get through in the timeframe, though.
- All the classroom experiences were great. Our problem was that we ran out of time and would have loved to complete more.
- I loved the variety of tasks, the hands-on aspect, and the brilliant integration of curriculum. We only did the first section for weeks as we tied it in with design tech and mathematics. The kids loved it. Just vamp up some vids. Great unit of learning I would not have put together myself.

Sailing Experiences

Not all teachers who participated in the classroom experiences went on to participate in the sailing experience. Those teachers who did not participate in the sailing experience were asked why they did not take up this option. The cost of the sailing experience for the school was the reason stated by half of the teachers who did not take up the sailing experience. Nearly one-third of teachers who did not take up the sailing experience said it was because it was too hard to connect to a sailing experience provider.

Table 9: Why did you not use the sailing experience?

It was too hard to connect to a sailing experience provider	29%
It was too expensive for our school	50%
We did not have time	21%

Teachers also offered a range of other reasons why they did not participate as follows:

- We will hopefully be participating in this early in term 2. We were unable to fit it in term 1.
- Christchurch was an approximate three-hour journey one way for us - too far.
- In the past, we have registered/communicated our interest for an on-the-water experience directly to the providers. The providers have then got back to us with a date. Next, we organised all the EOTC paperwork and in-class activities. We like to make the whole experience one big inquiry module. With the launch of Kōkōkaha, I assumed that you would develop a sort of register of all providers (be it blow karts/yachts/waka/kayak etc) and either take on all the bookings or set up a self-help client booking system. As there has been no communication of that nature (I apologise for any slack reading on my part!), we carried on with our 2021 long-term plan, pencilling 'Powered by the Wind' into term 4 - when the weather is warmer and to finish the year on a high. After your request for the survey, I have talked to YNZ. Yes, our area is on his radar but there are no guarantees that a sailing experience can be provided. So ... long story short, we have done nothing. Our campus will

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definitely complete in-class activities/modules by the end of 2021 and will happily re-do this survey again.

- All spaces were filled.
- We are a waterwise school, so felt that we had enough sailing experiences.
- We had been in touch with the sailing experience provider and had sorted dates at the end of 2020. When we got in touch again at the start of 2021, the sailing instructors had left suddenly and there was nobody available for our experience. This was the most disappointing aspect of the whole programme and we did not hear from them again. It was something we had been looking forward to.

Teachers who did take up the sailing experience were asked how easy they felt it was to register for the experience. Around half of teachers said the process was very easy while a further one-third said it was easy. Those who found it hard tended to be teachers who had been involved with the Volvo Sailing... Have-a-Go! programme in the past.

Table 10: How easy was it to register for the sailing experience?

Very easy	52%
Easy	30%
About right	11%
Hard	5%
Very hard	2%

Some of the teachers provided the following comments as to how the registration process could be improved:

- Getting in touch or hearing from local providers earlier in term.
- It was SO HARD TO ORGANISE, CONTACT AND GET THIS BOOKED. I would love it if you would go back to the previous Sailing...Have a Go! I do not know whether this worked elsewhere, but in our area, it did not.
- If they could get in contact with our school earlier as we need enough time to plan a visit to participate in the sailing experience.
- Very easy to register, not sure about them eventuating.
- This took a lot of planning (parent transport etc) as we had to travel some distance to have the experience. This added to the cost as a transport fee had to be added to the sailing cost to cover parents' expenses.
- Took a little while to confirm dates for sailing.
- It was quite straight forward. As a school, we applied for funding too and got funding for 30 students to attend.
- I never did go with the suggested provider as it was too expensive - managed to work with the local club for free!
- Have it teed up already? First in first served.

Those teachers who took up the sailing experience were asked how enjoyable their students felt the experience was. All rated the experience as very enjoyable or enjoyable with the overwhelming majority (90 percent) saying it was very enjoyable.

Table 11: How enjoyable was the sailing experience for your students?

Very enjoyable	90%
Enjoyable	10%
Slightly enjoyable	
Not very enjoyable	
Unenjoyable	

Teachers were given the opportunity to suggest how the sailing experience could be improved but the vast majority gave no suggestions. One teacher suggested, “maybe a classroom-based lesson before actually sailing so that they had more time to process new information” while another suggested, “let students wear lifejackets for the swim”.

Included in the sailing experience day was a series of technology challenges associated with harnessing the power of the wind. Around 40 percent of teachers said they did not participate in the challenges with the following being some of the reasons given for why not.”

- Did not want to.
- As a low decile school, for our children time on the water for us was important as we can only afford the one day.
- Due to weather, it was a quick day just running through the sailing component.
- We had a pretty good scheme of work that included these things already.
- Because of our numbers, we were all able to be in boats and it was too much fun out on the water. Plus, there was more wind in the afternoon. Awesome experience.

Those teachers that did use the technology challenges with their students were asked which activities they undertook. Around two-thirds of the teachers used all four activities while the remainder used either one, two or three of the challenges. They were also asked which of the challenges were their students’ favourites and which were their least favourite. The challenges were ranked in the following order: Sink & Float (38%), Pulley Power (33%), Knot Know How (24%), Hull & Sail Materials (5%).

Take action

The final part of Kōkōkaha is for students to take action by uploading a design to an online gallery. Designs can be either a wind sculpture, a technology to power something or an innovation to make Emirates Team New Zealand sail faster. By the time of the survey, we had not received many designs and were wondering whether this component of Kōkōkaha needs more thought.

Teachers were asked whether they intended to upload the designs to the gallery. Three-quarters of teachers said they did not intend to upload designs to the gallery. Time was a major factor mentioned by most of these teachers. They found the classroom learning experiences very useful, usable and enjoyable but also felt the experiences alone constituted a full programme of work. The following comments are representative for the responses to this question:

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- There were so many cool activities to fit in and we ran out of time. Busy teaching other curriculum things now.
- Simply a matter of timing for us - I taught this subject to all children in the school from year 2-year 8 - but I only have an hour a week for each class level. They absolutely loved it but there were not enough hours in the week!
- I adapted to fit with the resources we had. We went off course slightly making land carts out of recycled materials, learnt to weave harakeke sails and attach to hulls made of flower stalks of harakeke, a real challenge, trialed them in school pool. Then we did two different kite-making sessions, one based on a traditional Japanese tale and the other with "the Kiteman" where we looked at harvesting wind power.
- Sorry our term was jammed packed with camp and Experiencing Marine Reserves, so we never got to complete this action project. We may take it up in term 2.
- The students' focus was on how Kupe used the wind to get to Aotearoa. They discovered the effects of the wind was important to how their sail was built and the materials they used.
- To be honest, we ran out of time to do this. Otherwise, we definitely would have. Activities ALWAYS take much longer with primary aged children than anticipated, which could be kept in mind for later projects.
- We really wanted to do this activity but ran out of time for it. We had interruptions to the programme because of other activities happening at school.
- We have not finished the unit. It took a lot longer than anticipated so we still have a section to go. It is something we would like to do though!
- We are just starting this part of the inquiry. Hope to have some designs by the end of the term.

GENERAL COMMENT

Thank you for providing some awesome resources!! I am a Science Specialist but I know these resources would really help Primary School teachers to teach STEM. I used the Kokokaha website in conjunction with Team INEOS' STEM Crew website. My Science focus for this term was the physical world and Forces and Energy. With the America's cup boats as a context for learning. I did use some of the activities but not all due to time constraints. ALSO, some of the activities were not suitable for my age group - Year 7 to 8 and more suitable for Year 5 and 6.

Kōkōkaha was used by specialist teachers in our school - in Science (with Year 8), Art (with Year 7) and Drama/Dance (with Year 8). Our classroom teachers were taking part in the Young Ocean Explorers 21 day challenge. Term One is always a busy term as teachers get used to their new classes and lockdowns don't help. I did use some of the activities during lockdowns.

I am not sure how well Kōkōkaha was promoted to schools - maybe next time advertise it on the NZ Primary School FACEBOOK PAGE etc. ALSO, I know the unit was being piloted during Term 4 last year - but the teacher guide and all resources might have come out too late - they did not come out until the end of January when term was starting. Teachers often plan at the end of the term and in the holidays so needed access to all of the resources earlier. Next time more promotion and access to resources earlier will help the up take!

GENERAL COMMENT

The whole programme was fantastic, none of our students had ever sailed or even thought about sailing and the science and technology around it before. The funding options through Tū Manawa was so good, and we followed up with a day sail on the R Tucker Thompson in the Bay of Islands on the final day of term.

GENERAL COMMENT

Was a great unit and the opportunity to choose and use what we wanted was great. Lots at all levels.

GENERAL COMMENT

Thanks to all the people who helped put this together. The kids really enjoyed it particularly the hands-on activities. The teachers really appreciated the practical activities that engaged the students in the STEM learning around sailing. It was great to have activities that didn't require expensive materials too. THANKS!

GENERAL COMMENT

Loving the activities and want to keep working our way through them this term. Think you have done an amazing job creating them. Highlight though was the sailing experience which has encouraged one parent to take his son each weekend to the club event and another is considering buying an optimist for his children.

GENERAL COMMENT

Just thanks for an engaging relevant unit. We loved it.

GENERAL COMMENT

This was such a great opportunity for students to learn about sailing. Most of ours had never been on a boat so the learning they took away from the resources you provided, and the sailing day were hugely beneficial to them. Thank you!

GENERAL COMMENT

The unit was excellent. Very easy to use and straight forward. Thank you!

Feedback from providers

Administration

Providers were asked how clear the communications from the Kōkōkaha team were. Most providers felt that the communications were either very clear or clear.

Table 12: How clear were the communications to you from the Kōkōkaha team?

Very clear	56%
Clear	33%
About right	11%
Not very clear	
Very unclear	

Providers were asked how easy it was to follow the memorandum of understanding (MOU) between Yachting New Zealand and the provider. Two-thirds of providers felt that the memorandum was either very easy or easy to understand. One provider commented that it was a clear and concise MOU the club was happy to follow. Another provider suggested that there is some confusion around the requirement to have two qualified instructors, and that the MOU should be amended to say one qualified instructor and an experienced helper.

Table 13: How easy to understand was the memorandum of understanding between your organisation and Yachting New Zealand?

Very easy	44%
Easy	22%
About right	33%
Hard	
Very hard	

Providers were asked how useful the support provided by Yachting New Zealand was. One provider felt that Yachting New Zealand could provide more assistance with the booking of schools as each school enquiry produced up to 10 hours administration for them with emails, mails and phone calls which is not covered by the session cost to the schools. Another provider suggested that a couple of catch-ups via Zoom with all clubs running Kōkōkaha could be useful to hear any different ideas

Table 14: How useful was the support provided by Yachting New Zealand?

Very useful	33%
Useful	56%
About right	11%
Slightly useful	
Very little use	

Providers were asked how easy to understand they found the general instructions about Kōkōkaha on the website. Three-quarters of providers felt the website was about right or easy to understand. One provider suggested that the user interface could be improved as they found it a bit hard to follow what experiences belonged where, and found they found it hard to find specific lessons. They suggested adding a drop-down menu to the menu bar, including the modules and the experiences that accompany them, so they are quicker to find.

Table 15: How easy to understand did you find the general instructions about Kōkōkaha on the website?

Very easy	22%
Easy	44%
About right	33%
Hard	
Very hard	

Although the teacher guide was not really designed for providers, we asked them how easy they felt the guide was to use. Generally, they found the guide to be pretty self-explanatory and easy to use. One suggestion for improvement was to have a video demonstration of challenges so teachers knew what they were expected to deliver.

Table 16: How easy to use was the Kōkōkaha teacher guide?

Very easy	11%
Easy	56%
About right	22%
Hard	11%
Very hard	

Providers were asked how easy it was to register schools for the sailing experience. Most thought the process was about right or easy, but all providers had difficulty closing bookings with schools with no contact made either way being a common issue. The drop-off rate from registration to participation in sailing experiences was high.

Table 17: How easy was it to register schools for the sailing experience?

Very easy	11%
Easy	33%
About right	44%
Hard	11%
Very hard	

There were several suggestions as to how the process could be improved, including:

- I think it would be helpful to have a waiting list based on each area. For instance, I felt like we were way overloaded with our massive area to cover but perhaps another region would have a smaller waiting list or none at all?
- Getting an initial response from the schools has not been successful at all, with only one of the schools signing up for the sail-day experience.

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- Some schools were only interested in the in-class part of the programme. Would be good to know in advance.
- More time for schools to access funding. This should improve now that the programme is established.

Delivery

Providers were asked how enjoyable their schools found the sailing experiences. Most providers felt the schools found the sailing experiences very enjoyable. This correlated almost exactly with the perceptions of the teachers themselves when asked the same question. One provider made the comment that schools are new to sailing and not very aware of what to bring. Highlighting the need for wetsuits, togs, etc. to make it clearer what they need to bring would make the day more enjoyable. They sent out their own information but felt it would be beneficial to have this included in the Kōkōkaha information sent to schools.

Table 18: In general, how enjoyable did your schools find the sailing experiences?

Very enjoyable	89%
Enjoyable	11%
Slightly enjoyable	
Not very enjoyable	
Unenjoyable	

Most providers felt the sailing experiences were very easy to deliver. There were not any suggestions provided as to how the sailing experience could be made easier. Half of the providers found the technology challenges very useful with a further quarter finding them useful. Overall, they found the difficulty in using the technology was about right.

Table 19: In general, how easy to deliver were the sailing experiences?

Very easy	78%
Easy	22%
About right	
Hard	
Very hard	

Table 20: In general, how useful did you find the challenges?

Very useful	50%
Useful	25%
About right	25%
Slightly useful	
Very little use	

Table 21: In general, how easy to use were the challenges?

Very easy	13%
Easy	25%
About right	50%
Hard	13%
Very hard	

When asked how the technology challenges could be improved, providers gave the following suggestions:

- It would be good to have some fiberglass and carbon cloth available, as the kids had trouble understanding how the solid fiberglass and carbon hull samples started off.
- Grade them into easy - difficult task categories (from a non-sailors' perspective).
- A model for sail shape and the physical forces that apply to sailing.
- More challenges, or greater depth and time requirement for existing challenges. Students usually took approx. 45 mins to complete all the activities, which meant they were filling time while the second half of the group was sailing.

The following are some suggestions from providers about what worked:

- Good, organised sailing programme is the key.
- I think the challenges complement the sailing experience well, and I think the programme makes sailing more accessible to schools who would not have thought to add sailing to their list of activities/camps, which is amazing.
- Splitting the classes into groups made each group more manageable.
- On-land challenges kept kids focused and interested on land.
- Having teachers involved takes the workload off the coaches. Once we had done the first programme and worked out our itinerary for a standard Kōkōkaha course, it has all run smoothly.
- Schools thoroughly enjoyed using hands-on technology challenges to better understand their sailing experiences.

The following are some suggestions from providers about what did not work well:

- Too many schools are interested in our area, and we don't have the coaches/time to support it (double-edged sword of success).
- Larger groups. One lesson we took away from this was to limit the overall class group sizes to no more than 20.
- Was unclear what had already been communicated to schools from YNZ. Would have helped to have more understanding about what schools knew and wanted to sign up for.
- The Pulley Power is quite technical for some teachers (video demos would be appreciated).
- Some of the equipment in the kits did not hold up for the term (pulleys and tape measures broke, knots came off board).

The following are some suggestions from providers about how Kōkōkaha could be improved:

- Send coaches to the Waikato please;) (just kidding, but it would make things easier for sure)
- The ability for schools to obtain funding towards the cost of the sail-day experience.
- Communication with schools could be clearer.
- As per previous answers, videos of the classes for the teachers to use.
- Use of YNZ trailer to reach the distant schools.

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Analysis

The major conclusion that can be drawn from the feedback is that the programme is well received by teachers. They find the classrooms experiences easy to use, useful and relevant. The sailing experience is seen as enjoyable and complements the classroom experiences well. The clear area of focus needs to be on improving the process of connecting classes to providers and on reducing the cost of participation in the sailing experience.

Promotion

Yachting New Zealand began promoting Kōkōkaha in September 2020, well before the actual resources were finalised. For example, the teacher guide was not ready until just before term 1, 2021 started, while the final version of the website was published during the Christmas school holidays. Despite this, there was a very strong uptake for the programme with around 10 percent of schools and kura registering. This will not be an issue in the future as the programme is now in place and the focus can be on promoting it as opposed to developing it.

The strong uptake was no doubt aided by linking the programme to the America's Cup, which will not always be possible. The motivation that major sports events provide for students to learn and teachers to teach is powerful. In sailing, we have a series of significant pinnacle events and strong teams participating in them, including SailGP, the Olympics, Ocean Race and the America's Cup itself. Connections could be made to New Zealand teams competing in these events as a way of helping to promote Kōkōkaha to schools and kura.

Direct email from Yachting New Zealand works well, as does having an article about the programme and advertisement in the Education Gazette. Both mechanisms should be continued. General searching of the internet is also a key mechanism for teachers to find out about the programme. This could be enhanced by improving the search engine optimisation for the site. Promotion of the programme could also benefit from having a greater presence on social media sites that are popular with teachers.

The customer relationship management package is straight forward to use and comes with the ability to send out multiple emails each month to targeted groups of users. The integration with the content management system helps make the process of updating and linking to content straight forward. In time, the URL will need to change to RŪNĀ, but this will not be necessary in the next 12 months as Kōkōkaha will remain the only module promoted to schools and kura.

Good progress was made on attracting a more diverse group of kids to experience sailing, both in terms of ethnicity and socio-economic status. However, more work needs to be done before the registration and participation numbers mirror the New Zealand school population. A targeted approach for supporting these communities to participate would help ensure a more diverse group of kids get to experience sailing.

Recommendations for promotion

- 1. Put in place a central calendar of sailing experience availability for term 4, 2021, and term 1, 2022, for the Yachting New Zealand trailers and providers.***
- 2. Start sending emails to schools and kura from the beginning of term 3, 2021, letting them know what is available during term 4, 2021, and term 1, 2022.***
- 3. Work to secure links to NZL SailGP team, NZ Ocean Racing Team, NZL Sailing Team and Emirates Team New Zealand and use these contexts to support promotional activity.***

- 4. Work with Sport NZ to get an article in the Education Gazette early in term 3 as part of the 'In Our Backyard' project.**
- 5. Work alongside rugby, cricket and football with Sport NZ to establish a presence on an 'In Our Backyard' portal by the end of 2021.**
- 6. Increase the use of social media to promote Kōkōkaha, including education and teacher-focused sites.**
- 7. Add a video to the entry page and the classroom experiences page showing more contexts than just the America's Cup.**
- 8. Implement a targeted programme to engage with high deprivation communities and communities with high proportions of Māori and Pacific students.**

Administration

The process of registration was straight forward for schools and kura. They found it easy to complete and the backend processes for responding to schools and kura was effective and efficient from an administrative perspective. At times, the ability to respond to schools and kura in a timely manner was compromised as a lot of effort was going into developing the resources and into setting up clubs. This will be less of an issue in the future with less work to do on the development of the resources.

The model relied on schools and providers connecting with each other directly once Yachting New Zealand has made an initial introduction. It was assumed that all schools and kura wanted to have a sailing experience but sometimes providers made contact, and this was not the case. More could be done by Yachting New Zealand to ensure the lead is a solid one before connecting the school or kura to the provider.

It appears that in many cases the schools and kura were waiting for the provider to contact them and visa-versa. It is not clear what the exact cause of the problem is but better procedures for connecting schools and kura to a sailing experience need to be established as a priority. More central oversight of the process of connecting schools and kura to providers by Yachting New Zealand could help ensure leads are not lost.

The cost of participation needs to be addressed. It was not possible to clearly state to schools the cost of participating in Kōkōkaha sailing experiences as there were variable charges around the country. A consistent rate should be established so that Yachting New Zealand can be upfront about this from the outset. This rate can then be built into the memorandum of understanding with providers.

Around 60 percent of schools and kura have opted into the Ministry of Education's donations scheme, which means their total spend per student for learning experiences outside the classroom is limited to \$150 per annum. In some cases, the per student charge was greater than \$30, which means one-fifth of the spend for that student in a year is spent on one activity. Add to this the cost of transport, and participation in the sailing experience becomes cost prohibitive for many schools and kura.

One way to help resolve this is to find a partner or partners for the programme to help offset the participation costs. Ideally, the participation charges should be set at around \$10 per student, assuming 30 students participating per session (a total of \$300 per sailing experience session). The

difference between income from the school and the provider daily rate could be reimbursed by Yachting New Zealand to the provider.

Schools are also able to apply for Tū Manawa funding to help with their costs of participating in Kōkōkaha. Administration and travel costs are eligible to be supported through this funding mechanism. Yachting New Zealand could work with Sport New Zealand and the network of regional sports trusts to help make the application process easier for schools and kura.

Recommendations for administration

- 9. Continue to run Kōkōkaha in project mode, alongside the development of the remaining two RŪNĀ modules, through to the end of May 2022.***
- 10. Design and establish procedures for Yachting New Zealand to oversee the sailing experience booking process right through to the point where the school is finalising the date with the provider.***
- 11. Implement a standard cost of service of \$300 per day across the country. Agree with providers to a standard daily rate for the delivery of sailing experiences. Find sources of funding to centrally fund the difference between the cost of service and providers' daily rate.***
- 12. Work with Sport New Zealand and regional sport trusts to smooth the process for schools to apply to the Tū Manawa fund for costs of participating in the sailing experiences component of RŪNĀ modules.***
- 13. Design, size and establish a RŪNĀ administration position within Yachting New Zealand, effective from June 1, 2022.***

Classroom experiences

The classroom learning experiences were very well received by teachers and students. They are seen as easy to use and relevant. They are targeted appropriately in terms of both curriculum content and curriculum level, although some could be made a little more difficult for older students.

Most teachers did between three and seven of the classroom experiences. Somewhere around five experiences would seem to be a sweet spot for this programme, as this enables enough time in the term to complete the full unit of work.

Not many teachers made it through to completing the take-action challenge with their students. The overwhelming reason for this was lack of time. Attention should be given to finding a way to make this aspect of the module easier to complete. Only minor changes are required to improve the classroom learning experiences.

Recommendations for classroom experiences

- 14. Review all activity photos and make sure each step is included.***
- 15. Review all videos on classroom activities and update as required.***
- 16. Ensure a step-by-step guide for each activity is in place.***
- 17. Review and improve 'Wind and Waves', 'Capturing Wind' and 'Harvesting Wind' learning experiences.***
- 18. Provide a list of resources required for each classroom learning experience.***

- 19. Develop a menu showing all classroom learning experiences in one place.**
- 20. Review the 'Take Action' section of the site and implement changes to make it easier to complete the challenge.**

Sailing Experiences

The take-up rate was less than it could have been for sailing experiences, due largely to a combination of poor communication between the school and provider and the cost of the service. The recommendations in the administration section above focus on resolving this issue.

The sailing experience days themselves were universally enjoyed by those who participated in them. The on-the-water experience was well received by everyone. The technology challenges were also well received by those who used them, although there was variability in the number of challenges used and the way in which they were implemented. Teachers in general found them easy to implement, although some felt they would benefit from better instructions.

The relationship between the providers and Yachting New Zealand was seen as fruitful. One possible enhancement could be to review the requirement for workers from the club to be fully qualified instructors. Virtual meetings could be used to build a sense of community among providers and as a mechanism for instructors to share their practice with each other.

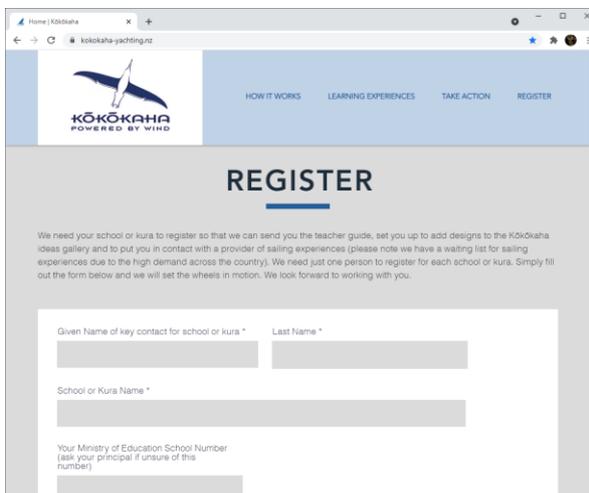
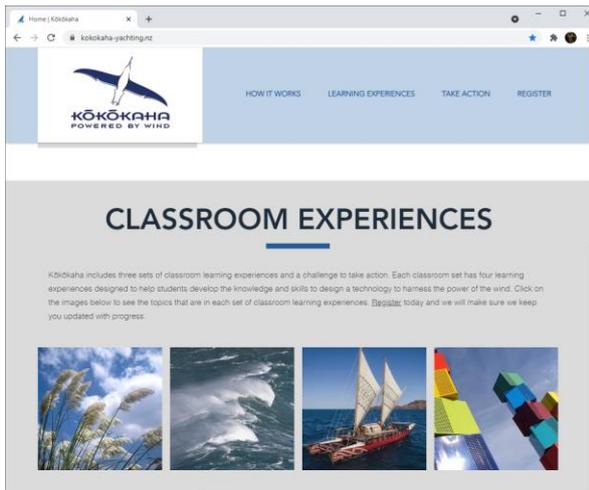
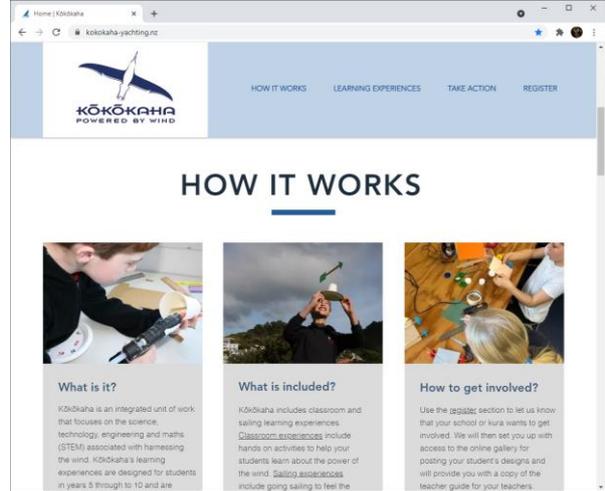
One of the focuses of the sailing experience day is to develop water skills for life and safer boating skills through an authentic context. This aspect of the programme is implicit in the sailing experiences but would benefit from being made more explicit.

Recommendations for sailing experiences

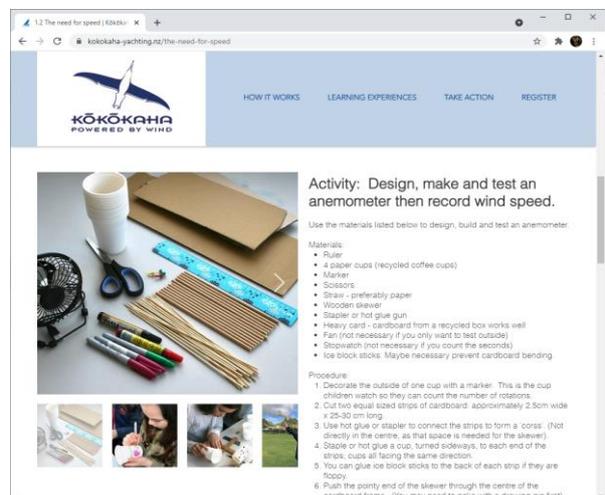
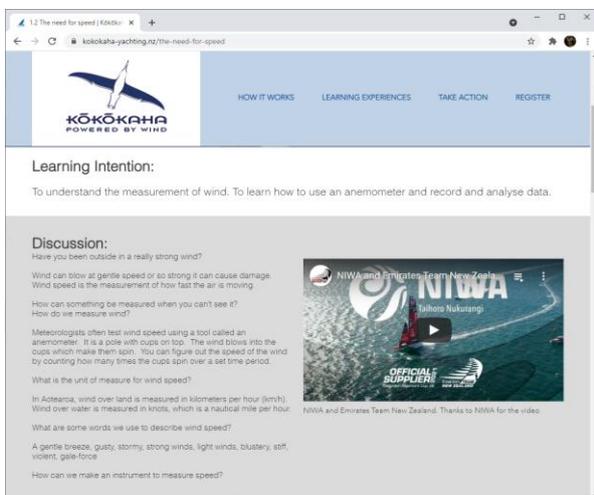
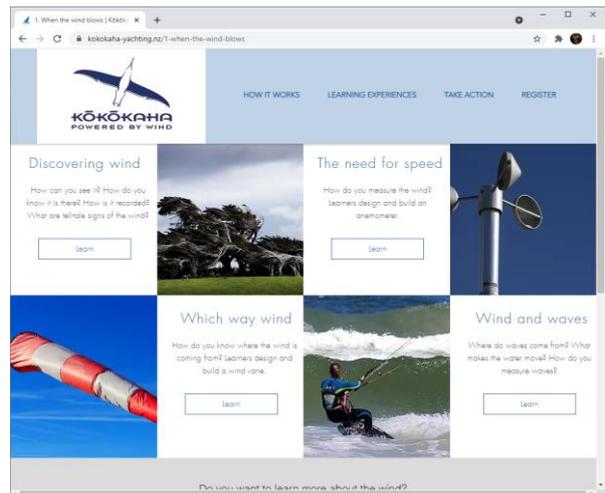
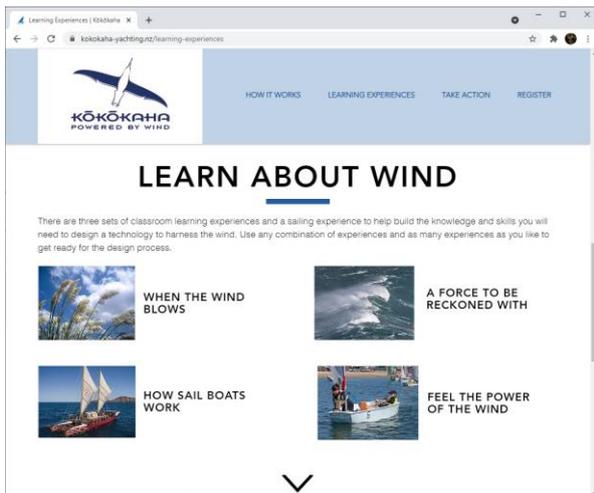
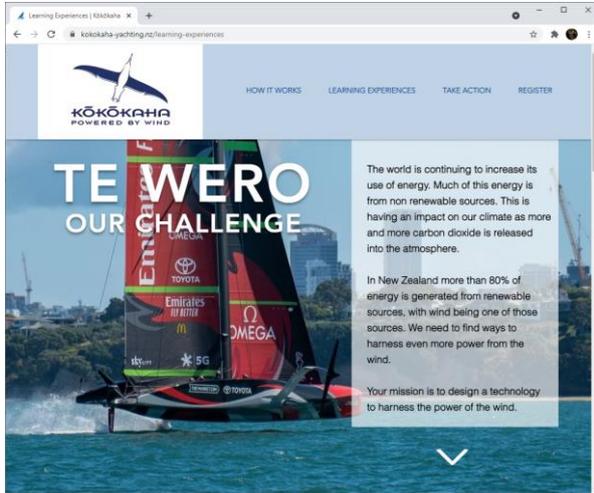
- 21. Develop videos and guides for teachers for the technology challenges.**
- 22. Review the memorandum of understanding requirements and explore adding a programme of learning and development for providers.**
- 23. Make water skills for life and safer boating skills more explicit in the sailing experience component of the programme.**

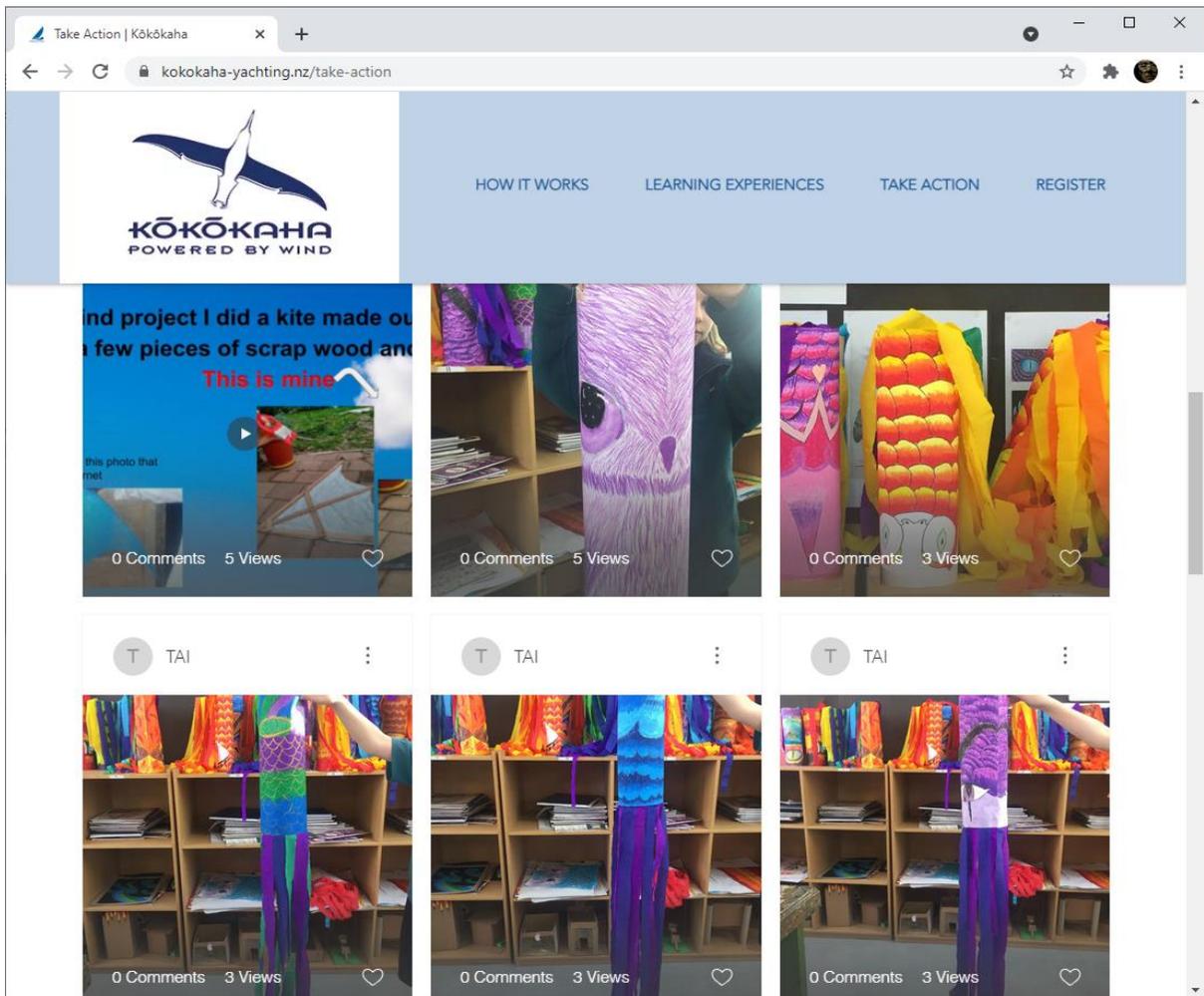
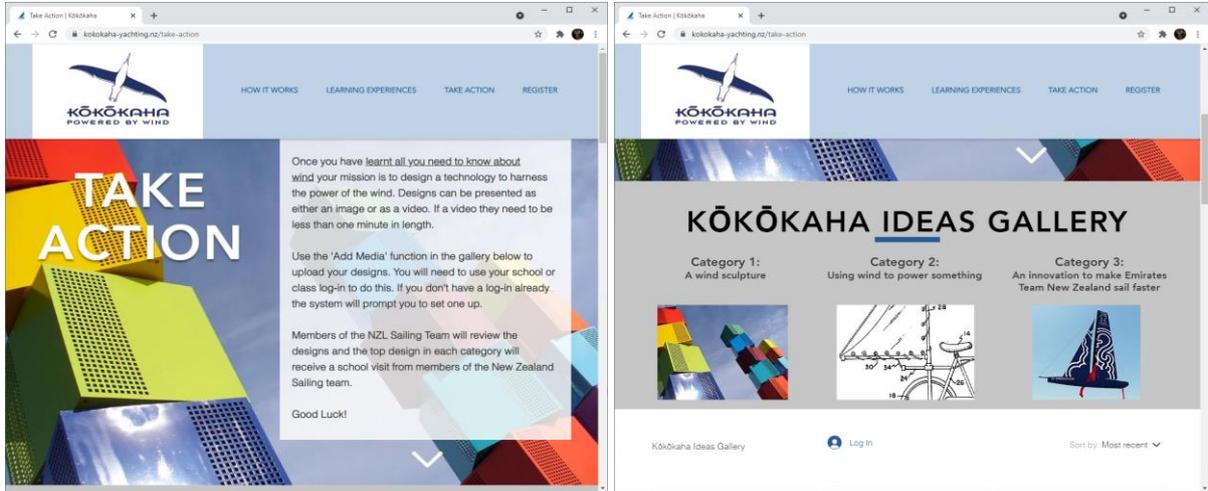
Appendix one: Website screen shots

The Kōkōkaha website address is www.kokokaha-yachting.nz



Year One Evaluation





Appendix two: Supporting material



Teacher guide

Once schools register, they are sent a copy of the teacher guide. The guide steps teachers through how Kōkōkaha is structured from the challenge, to setting the scene, to classroom experiences, to sailing experiences and finally to taking action.

View a copy of the guide [here](#)



Technology challenges

As part of the sailing experience day, students take place in a series of technology challenges.

View a copy of the challenges [here](#)