

Guiding Futures: The Role of Teachers in the Formation of Students' Aspirations for Higher Education

1 January 2016 to 31 December 2016

Ms Le Hoang Le, University of Newcastle

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Modifications: Changed to meet WCAG 2.0 accessibility requirements.
Alternate text inserted for all images. Minor typographical errors corrected.

Higher Education Participation and Partnerships Programme (HEPPP)

2015 National Priorities Pool FINAL REPORT

Guiding Futures: The Role of Teachers in the Formation of Students' Aspirations for Higher Education

1 January 2016 to 31 December 2016

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In accordance with the Conditions of Grant, you must submit to the Department a Final Report (Clause 6.1 of Part A) and an Acquittal Report (clause 6.4 of Part A).

To meet this obligation, please submit:

- the completed **Final Report** template, in Word and PDF
- the completed and signed **Declaration** form, in PDF
- the completed **Acquittal Report** template, in Excel and PDF.

All documents must be submitted to equity@education.gov.au by **31 January 2017**.
If you require additional guidance or clarification, please contact us at equity@education.gov.au.

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1. PROJECT SUMMARY (Conditions of Grant, clause 2.2(a)-(e) of Part A)

Objectives

Indicate the extent to which the Project Objectives specified in clause 3 of Part A of the Conditions of Grant were met. Where obligations established in the Conditions of Grant were not met, please identify these and provide an explanation of circumstances and consequences.

Table 1: Project objectives

IDENTIFIED OBJECTIVE	EXTENT TO WHICH THE OBJECTIVE WAS MET
Investigate the impact of teachers (and other educators working in schools) on Year 3 to Year 12 students' aspirations for higher education	Objective met
Test the idea that the under-representation of students from low SES backgrounds and other disadvantaged groups in universities may in part be a function of the explicit and implicit guidance students receive from their teachers.	Objective met

Project Activities, Milestones and Key Performance Indicators

Below, please specify whether:

- all project Activities specified in Schedule 1 of the Conditions of Grant were completed
- all Project Milestones specified in Schedule 1 of the Conditions of Grant were completed
- all Key Performance Indicators specified in Schedule 1 of the Conditions of Grant were met.

Where obligations established in the Conditions of Grant were not met, identify these and provide an explanation of circumstances and consequences.

Table 2: Project activities, milestones and KPIs

TIME FRAME	PLANNED ACTIVITIES & MILESTONES	PROJECT ACTIVITIES & MILESTONES COMPLETED	IDENTIFIED KEY PERFORMANCE INDICATORS	KEY PERFORMANCE INDICATORS OUTCOME
01 Feb 2016	1. Project commencement	Completed	Project Manager and Research Assistants are contracted Preliminary cleaning of data complete	Completed

TIME FRAME	PLANNED ACTIVITIES & MILESTONES	PROJECT ACTIVITIES & MILESTONES COMPLETED	IDENTIFIED KEY PERFORMANCE INDICATORS	KEY PERFORMANCE INDICATORS OUTCOME
01 Jul 2016	2. Scoping review of literature and reports to examine what is already known about teacher impact on students' educational aspirations	Completed	Scoping review of relevant literature and reports for the period 2000–2015 is completed	Completed
01 Apr 2016	3.1 Analysis of extant quantitative data on approximately 1,500 teachers from the Aspirations Longitudinal Study	Completed	Extant quantitative data is analysed to examine: <ul style="list-style-type: none"> relationships between teachers' views and expectations of their students and students' educational aspirations, how these change over time, and how teachers' responses intersect with the demographic variables of students 	Completed
24 Jun 2016	3.2 Analysis of extant qualitative data from interviews with approximately <ul style="list-style-type: none"> 186 teachers 15 principals, and 15 career advisors from the Aspirations Longitudinal Study 	Completed	Extant qualitative data is coded and analysed to examine teachers, principals and career advisors' perceptions and expectations of students	Completed
12 Aug 2016	3.3 Analysis of extant qualitative data from: <ul style="list-style-type: none"> open-ended survey responses from approximately 1,500 teachers and 10,000 students, and; focus group data on approximately 570 students from the Aspirations Longitudinal Study 	Completed	Extant qualitative data is coded and analysed to examine: <ul style="list-style-type: none"> teachers' perceptions and expectations of students, and; students' perceptions of teachers' expectations, including direct and indirect messages 	Completed
28 Nov 2016	3.4 Analysis of relationships among teacher and student datasets	Completed	Quantitative and qualitative analyses will be drawn together to identify patterns in the relationship between teachers' views and expectations of their students and their students'	Completed

TIME FRAME	PLANNED ACTIVITIES & MILESTONES	PROJECT ACTIVITIES & MILESTONES COMPLETED	IDENTIFIED KEY PERFORMANCE INDICATORS	KEY PERFORMANCE INDICATORS OUTCOME
			aspirations for university education	
31 Jan 2017	4. Final report	Completed	Final Report is submitted to the Department following review and finalisation by the Project Team	Completed

Highlights and Issues

Provide a summary of highlights and achievements arising from your project (maximum half page)

This project investigated the impact of teachers (and other educators working in schools) on students' aspirations for higher education. Drawing on more than 10,000 surveys of school students and 1,500 surveys of teachers as well as focus groups involving more than 500 students, and 200 teachers, principals and careers advisors, the project provides new evidence of how teachers guide the aspirations of school students. The quantitative and qualitative analysis will be available to inform the outreach and other strategic activities involving schools that are undertaken by universities.

Two research journal articles are in preparation for submission to national and international journals by July 2017. These are a paper titled "*Guiding Futures: The role of teachers in the formation of students' aspirations for higher education*", and "*The role of teachers in the formation of students' aspirations for higher education: A scoping review of the literature, 2000-2016*".

A presentation was delivered at the Australian Association for Research in Education (AARE) Conference, Melbourne, December 2016 and a poster presentation on the role of teachers in shaping student aspirations was included in a showcase of research at the University of Newcastle (September, 2016).

Did the project lead to implementable outcomes? What changes will result at your institution/nationally? How is research being translated into practice? Are there activities resulting from this project that will be continued?

Did you undertake an evaluation of your project?

Yes No

Please summarise the findings and attach the evaluation report.

Where applicable, indicate number of the following resulting from this project:

Student contacts	N/A
Journal (or other publication) submissions	2
Conference Presentations	2
Websites developed	N/A
Educational or marketing campaigns	N/A
Community organisations engaged	N/A
Schools engaged	N/A
Parental/family contacts	N/A

Optional - If you included transformational/behavioural change KPIs in your EOI please summarise outcomes here:

Describe any issues that occurred during the year and any mitigation strategies you implemented.

2. OTHER PROJECT MATERIAL (Conditions of Grant, clause 2.2 (b)-(e) of Part A)

List the titles of any published reports, pamphlets or other documentation produced in the course of the Project and attach them to this Final Report.

Table 3: Additional materials produced over the course of the project

TYPE	AUTHOR	DATE OF PUBLICATION	PUBLICATION DETAILS
E.g. Journal article; conference paper; website; pamphlet, etc.			Name of journal; conference title and date; website URL, etc.

3. ACQUITTAL REPORT (Conditions of Grant, clause 6.4(e), clause 6.7-8 of Part A)

Have you fully expended the Grant Funds provided under the Conditions of Grant?

Yes No

If the answer is No, please specify:

- *the amount of funds remaining: \$*
- *the reason for this underspend:*

Ensure that the completed Acquittal Report template is signed by an appropriate university officer and attached to this Final Report.

**IMPORTANT NOTICE - Unspent 2015 National Priorities Pool Grant Funds*

- *Grant recipients must fully expend these 2015 National Priorities Pool funds in the project period for which the grant is made and report on this expenditure to the Commonwealth, including the amount of any unspent funds.*
- *If a provider fails to spend the full amount granted it in respect of a year, the unspent funds may be recovered by the Commonwealth.*

DECLARATION

I declare that:

- I am authorised by the university to sign this Declaration on its behalf, and
- to the best of my knowledge, the information that I have provided in the **Final Report** and **Acquittal Report** for the HEPPP 2015 National Priorities Pool project *Guiding Futures: The Role of Teachers in the Formation of Students' Aspirations for Higher Education* is true, correct and accurate in all particulars.

I understand that:

- The provision of false or misleading information or the making of false or misleading statements to the Commonwealth is a serious offence under the *Criminal Code Act 1995 (Cth)*.
- If any actual or potential conflict of interest arises, I must notify the Commonwealth immediately in writing of the facts giving rise to the actual or potential conflict of interest and to take such steps as the Commonwealth may require so as to resolve or otherwise deal with any conflict of interest that may arise.

I agree to publication of the Final Report on the Department of Education and Training website, once accepted by the department.

Title	Professor
Name	Liz Burd
Position	Acting Deputy Vice-Chancellor (Academic)
Signature	