Supplementary material

Widening participation of Māori and Pasifika students in health careers: evaluation of two health science academies

Lesley Middleton1,2 PhD, Senior Research Fellow
Ausaga Faasalele Tanuvasa1 PhD, Senior Research Fellow
Megan Pledger1 PhD, Senior Research Fellow
Nicola Grace1 MA, Research Assistant
Kirsten Smiler1 PhD, Senior Research Fellow
Tua Tauaetia Loto-Su’a1 PhD, Research Assistant
Jacqueline Cumming1 PhD, Professor and Director Health Services Research Centre

1Health Services Research Centre, Faculty of Health, Victoria University of Wellington, PO Box 66, Wellington 6140, New Zealand. Email: Ausaga.FaasaleleTanuvasa@vuw.ac.nz; Megan.Pledger@vuw.ac.nz; grace.nicola@gmail.com; Kirsten.Smiler@vuw.ac.nz; Tua.TauaetiaSua@vuw.ac.nz; Jackie.Cumming@vuw.ac.nz
2Corresponding author. Email: Lesley.Middleton@vuw.ac.nz

Text S1: Qualitative Methods and Tools

Perspectives were gathered from students and whānau/families using kanohi ki te kanohi (face-to-face) and talanoa faafesagai (face-to-face) interviews and focus groups. This supplementary material outlines the methods and tools used.

Student Focus Groups

An earlier visit to the schools introduced the project, and asked students if they wanted to participate, and whether they wanted to be included in a Pasifika or Māori student focus group. The overwhelming majority of focus groups comprised Pasifika students, which given Pasifika students make up 76% of all Academy students, was not unexpected.

The fieldwork built on the initial logic model developed at the start of the evaluation to visualise how the Academies were expected to have an impact on their intended outcomes. Students were presented with a series of statements outlined in the focus group guide below. They were asked to add their opinions to these statements, and then sort them in order of importance. Smaller focus groups did this by a collective discussion. Other larger groups had students voting individually, and then reviewing their collective results. Students were also able to introduce their own statements or expand on the statements provided, in order to explain more fully “how being in an Academy most influenced them”.

Students Focus Group Guide

1. What motivated you to apply to be in a Health Science Academy?

2. What do you think the school looks for in choosing students to be in the Academy?

3. What have been the highlights – any particular events or activities?

Probe for what have been the hardest things, what have been the most surprising things.
4. How do you think being in an Academy is most helpful to you? Hand out the following statements and ask students to read them out and comment on their experiences of these aspects – use prompts to get them to tell stories about these experiences.
   
i. We get extra equipment (like netbooks) which helps doing the work.  
   Probe for any other equipment eg Computers on Wheels

   ii. We spend more time doing science subjects so we can see how what is taught is relevant to a job in health.  
   Probe any examples of how things that are taught is relevant to particular jobs

   iii. We get to hear about and discuss different health jobs with those actually doing those jobs so we get a stronger sense what job we would like.  
   Probe for any examples of recent events

   iv. Our families can see the benefit for us in being in an Academy.  
   Probe for what ways the families see the benefits

   v. We get extra individual attention from the teachers and these expectations motivate us to work harder and continue with science subjects  
   Probe examples of learning support outside classes

5. Is there anything else that is an important part of the experience of being in an Academy for you?  
   Probe for whether there are other cards we need to create.

6. How would you group these experiences as less important or more important?  
   Suggest they physically assemble them in order.

7. Has anything got in the way of you taking part in the events and activities involved with being in an Academy?

8. Has being in the Academy helped you decide what you do not want to do in the future?

Focus Groups with Families and Whānau
The researchers were present at parent and whānau evenings at both schools and offered attendees the opportunity to be interviewed in person, or attend a small focus group. A number of these focus groups were conducted in Samoan.

Families and Whānau Focus group guide
1. How do you feel about your son/daughter being in the Academy?

2. What have you said or done to support your son/daughter?

3. What have you observed the Academy offering that is most helpful to your son/daughter?  
   Probe for: The extra equipment like netbooks  
   The extra time doing science and the different way it is taught
Getting to discuss different health jobs with those actually doing those jobs
The ways we as a family have been involved in our son/daughter being in an Academy
The attention from the teachers outside of regular classes

4. Is there anything that has been less helpful or difficult for your son/daughter?

5. Is there anything about the way the Academy works that could be improved or changed?

6. Is there anything really important that you would like to say that we have not covered?

Science Teachers Focus Group
Teachers had the opportunity to provide their perspectives on what was most helpful through interviews and focus groups as well as sending back written comments.

Science Teachers focus groups guide

1. Tell me about your experiences with having an Academy in your School?
   Probe for what stands out for them as the type of events and activities that best describe what an Academy offers students.

2. How do you think being in an Academy is most helpful to the students? Hand out the following statements and ask the teachers to read them out and comment on what they have observed.
   i. Students get extra equipment (like netbooks) which helps doing the work. 
      Probe for any other equipment eg Computers on Wheels
   ii. Students spend more time doing science subjects so they can see how what is taught is relevant to a job in health.
      Probe any examples of how things that are taught is relevant to particular jobs
   iii. Students get to hear about and discuss different health jobs with those actually doing those jobs so they form a stronger sense of the sort of job they would like.
   iv. Students families see the benefit for them being in an Academy.
      Probe for what ways the families see the benefits
   v. Students get extra individual attention from the teachers and this motivates them to work harder and continue with science subjects
      Probe examples of learning support outside classes

3. Is there anything else that is an important part of the experience of being in an Academy that you have observed?

4. Have you seen any evidence of changes across the rest of school as a result of having an Academy?

5. Is there anything about the way the Academy works that could be improved or changed?