



**Education**

Student and Carer 0-18 Journey  
Key insights  
July 2017

# Introduction

# Purpose of this document

This document will act as a high level walk through of the findings from the research undertaken to understand the experience of parents, carers & students across the lifecycle of their child (0-18 years).

# How to use this document

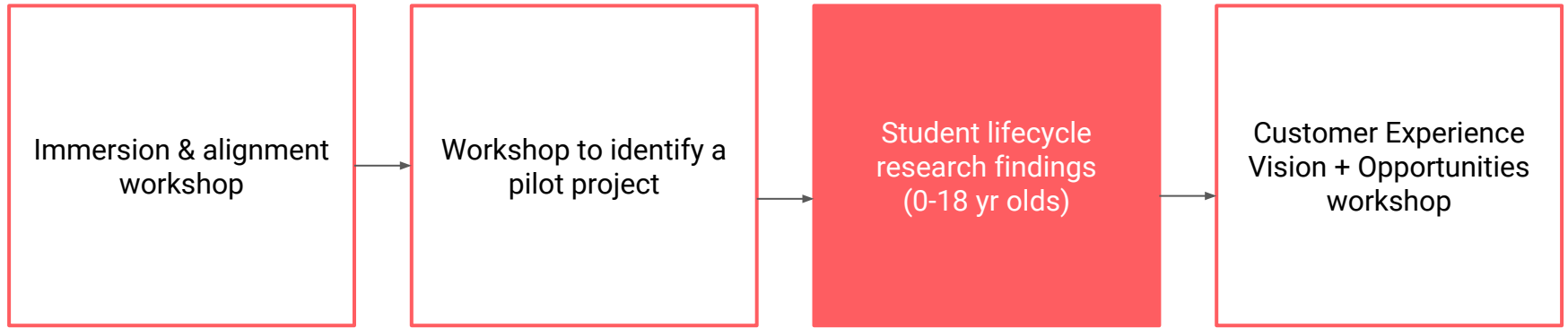
This document provides an overview of the research and its outcomes.

This document has been created to give all Department staff an understanding of the student journey and is intended to be shared. It's been produced to be self-guided, however we encourage those familiar with the research and findings to talk others through it.

# Project overview

# The background

This research project came about after the digital innovation workshops uncovered several key projects that required a single source-of-truth customer journey in order to progress.



Identified three key objectives:

- Drive a vision to support change
- Work together for innovation
- Implement a robust customer strategy & framework

- Agreed we need to know more about students 0-18 yr olds

- Identify key insights to help develop/prioritise new opportunities

- Agree the customer vision to help drive new opportunities & ideas

# Purpose and Objectives

## Purpose

To understand the experience of a parent/carers (and students) through the lifecycle of their child (0-18 years) so we can deliver products, services and touchpoints that meet their needs.

## Objectives

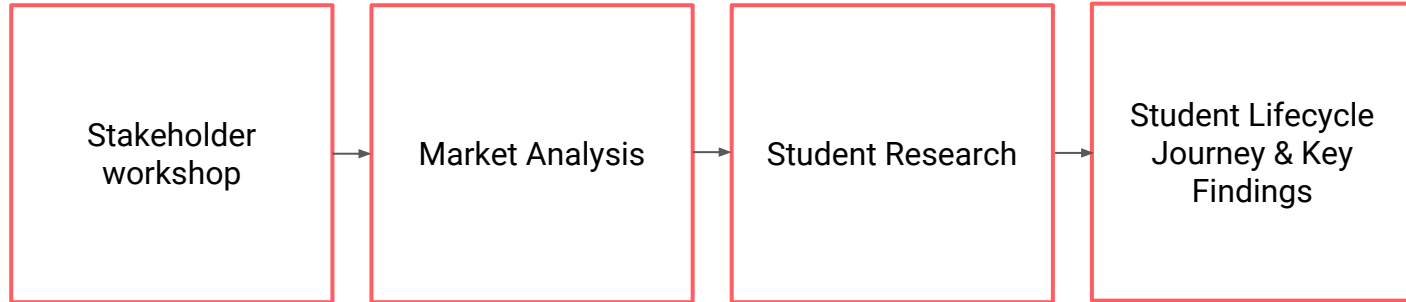
Utilise existing research and uncover knowledge gaps and insights of Parent, Caregiver and Child to help create a picture of what their life really looks like

To identify actionable insights (and jobs) to inform and/or drive future projects

To build a foundation of student intelligence to be shared and leveraged within the department in the future

# The approach

Our approach to the project:





# Key Insights

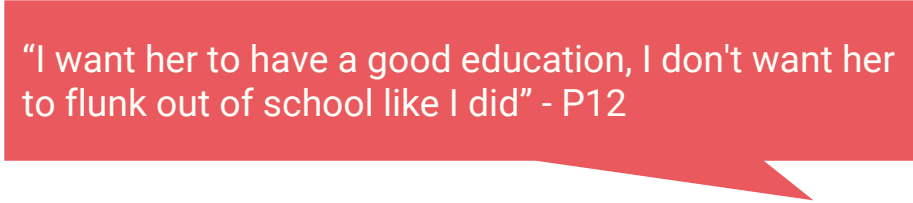


I'd rather Eve just go and do what she's got to do.

# The Key Insights

## 1. Parents are bringing their own set of expectations to the education experience

Parents own experience of education has a huge impact of their child's education. The schools they went to; the results the achieved; the anxieties they experienced: All these things impact the decisions they make and the expectations they have of their children, the school, even their role as a parent.



"I want her to have a good education, I don't want her to flunk out of school like I did" - P12

**IMPLICATION:** By understanding (and helping parents understand) the preconceptions they bring to the educational experience, we can start to shape conversations and expectations.

# The Key Insights

## 2. First stage of institutionalised care sets the scene for the child's entire educational experience

When parents hand over their children to an institution for the first time, they're handing over responsibility for the development of the child/student. The student's ability to adapt and thrive in the new environment for the first time sets a precedent for the way they handle the subsequent transitions and challenges.

"I just miss her a little bit. Like, when you have her at home all the time and then they're out doing their own thing, you're like, "Wow, she's actually matured a lot."" - P9

**IMPLICATION:** By ensuring the first experience of education or care is a positive one, we can set students up for the rest of their education.

# The Key Insights

## 3. Success of education is determined by student's experience / survival of “Wonder” years

There are years in a student's development that have a greater impact on their experience than others. We call these the “wonder” years. Success or failure during these “wonder” years sets the path for the following years.

“From 7,8 and 9, well more like 7 and 8...it was like a test. It was seeing how good you were, pushing a bit of work on you” - P18

**IMPLICATION:** By focussing our efforts on making the “Wonder”years positive and productive, we can set students up for the years that follow.

# The Key Insights

## 4. Reinforcing the idea of “normal” guides educational decisions

Parents build an understanding of “normal” around the behaviour and development of their children. “Normal” isn’t about aligning to a particular middle point but rather not displaying outlying behaviour or development issues. Parents seek out conditions, institutions and information that reinforce the idea that the student is not an outlier.

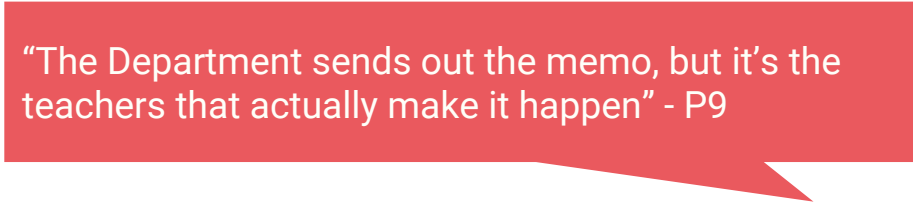
“I did search a lot of child behaviouralists, ADHD symptoms, but I really don't think James fit in much of them. He probably fit one or two, but then all kids fit one or two, right?” P5

**IMPLICATION:** By helping parents understand the breadth of “normal”, we can help them make decisions that are best for the student.

# The Key Insights

## 5. The DOE is seen as providing the parameters of standardised education but not the experience

Parents and students understand the DoE's role in introducing policy and curriculum, but see the principal and the teachers as interpreting those directions and delivering the experience in the way they see best.



“The Department sends out the memo, but it’s the teachers that actually make it happen” - P9

**IMPLICATION:** By better understanding how the roles of the DoE and the schools differ in the eyes of the customer (student/parent), we can identify the best opportunities to channel our efforts towards.

# The Key Insights

## 6. There is no explicit expectation setting & management of soft skills development

Good soft-skills are a hugely important facet of preparing students for the future. But parents and teachers have different expectations of who is responsible for delivering/developing these soft-skills, which means they risk going unmanaged.

“I saw this school and I saw how they teach. They teach these little things in Islam that I really want her to know. It was more manners. It's etiquette basically and all that. It's what I liked about that school.” - P1

**IMPLICATION:** By setting clear roles and expectations for the development of students' soft skills, we can ensure they are well-equipped for the future.



# The Key Insights

## 7. Standardisation of school curriculum is forcing parents to look beyond the DOE to deliver best outcomes for their child

For the most part, schools deliver education in a one-size-fits-all way. But for students with different educational needs or different modes of learning, this limits their ability to learn. As a result parents are seeking out resources or tutors that better cater to their individual needs to help them succeed.

“My son went through a massive issue in one of the years, (with a bad teacher) then we had to catch up quite a bit, so we thought good idea to get a bit of coaching, and the coaching just led to more and more coaching, which helped him. He's virtually in the top 10% of his class in just about most things.” P3

**IMPLICATION:** If we can identify the various educational needs of students, we can shape the curriculum to suit them rather forcing them to adapt.

# The Key Insights

## 8. School is a controlled testing ground for life

Whilst school prepares students for the future through education, it's seen by parents as a space and time for students to have real-life experiences in a safe environment.

"I'd rather she go and do what she wants to do....I'm not one of these school mums or soccer mums - I don't like go in and rescue all the time." P9

**IMPLICATION:** Encouraging or enabling students to maximise their real-world experiences at school would better prepare them for life beyond school.

# The Key Insights

## 9. Established level of trust / distrust parents have with teachers / schools

Based on parents own experiences of education, and their experiences at earlier points in the student's education, a level of trust or distrust of teachers and schools is established. Unless there is significant cause for this trust to be revisited, it remains set throughout the school experience

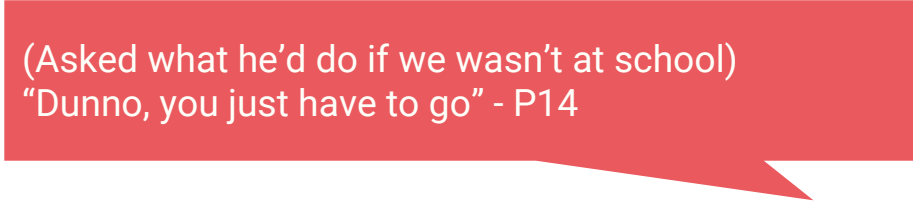
"I feel once we give the children to the school, or that so many hours, I believe it's up to the teacher to maintain discipline. Now, I have no hassles with discipline, what they need to do, they need to do." - P9

**IMPLICATION:** Establishing a strong trusting relationship between parents, students, schools and teachers early on sets up a positive, lasting educational experience.

# The Key Insights

## 10. School is a job for kids

For most of their education, students are not fully engaged in the experience. For them, it's "just what they do". This can lead to them playing more of a passenger role rather than being fully engaged in the experience.



(Asked what he'd do if we wasn't at school)  
"Dunno, you just have to go" - P14

**IMPLICATION:** By fostering an understanding of the tangible value of education and inviting critical analysis, we can improve the engagement of students throughout the school journey.

# The Key Insights

## 11. Social learning in breaks / outside school is largely unguided but hugely important

Building relationships and social skills is one of the most important aspects of the educational experience for students, setting them up for life throughout school and beyond. Despite this, it's largely left to the students to decipher and enact.

(On the role of teacher: social vs academic)  
"I think not as much socially as I think a lot of socially happens in the playground." P

**IMPLICATION:** By identifying ways to enhance social learning, we can help students enjoy a richer educational experience and set them up for success beyond school.

# The Key Insights

## 12. Social doesn't seem to be a problem its perceived until a crisis point

Social media is often regarded as a round-the-clock bullies playground for bullies, but in reality, students seem to be aware of the dangers and capable of self-managing most issues. Intervention by parents or schools is only necessary when things go beyond a student's ability to control it.

She has told me - someone has offended her, well report them, she has reported photos and blocked people of her own accord. She worked it out herself how to do it." P9

**IMPLICATION:** Teaching smart use of social media empowers students to further self-manage and leverage platforms in a way that enriches their school experience.

# The Key Insights

Parents are bringing their own set of expectations to the education experience

First stage of institutionalised care sets the scene for the child's entire educational experience

Success of education is determined by student's experience / survival of "Wonder" years

Reinforcing the idea of "normal" guides educational decisions

The DOE is seen as providing the parameters of standardised education but not the experience

There is no explicit expectation setting & management of soft skills development

Standardisation of school curriculum is forcing parents to look beyond the DOE to deliver best outcomes for their child

School is a controlled testing ground for life

Established level of trust / distrust parents have with teachers / schools

School is a job for kids

Social learning in breaks / outside school is largely unguided but hugely important

Social doesn't seem to be a problem its perceived until a crisis point

# Find out more

Beyond the key insights, findings from the research are also presented in:

Student & Carer 0-18 Journey

Student Job Posters

