MARTIN
JENKINS

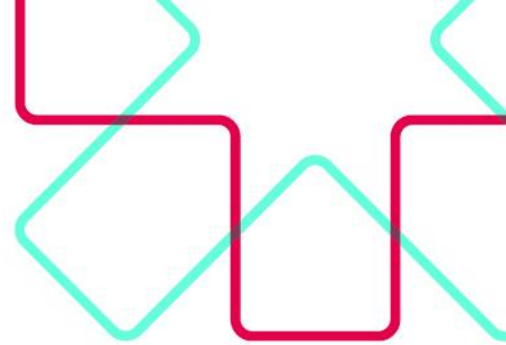# CURRICULUM, PROGRESS AND ACHIEVEMENT

2018 sector engagement by the Reference Group

Final report

19 July 2018

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PREFACE

This report has been prepared for the Ministry of Education by Matthew Fanselow, Rob Cousins, Natasha Kuka, and Karyn Stillwell from Martin, Jenkins & Associates Limited.

MartinJenkins advises clients in the public, private and not-for-profit sectors. Our work in the public sector spans a wide range of central and local government agencies. We provide advice and support to clients in the following areas:

- public policy

- evaluation and research

- strategy and investment

- performance improvement and monitoring

- business improvement

- organisational improvement

- employment relations

- economic development

- financial and economic analysis.

Our aim is to provide an integrated and comprehensive response to client needs – connecting our skill sets and applying fresh thinking to lift performance.

MartinJenkins is a privately owned New Zealand limited liability company. We have offices in Wellington and Auckland. The company was established in 1993 and is governed by a Board made up of executive directors Kevin Jenkins, Michael Mills, Nick Davis, Allana Coulon and Richard Tait, plus independent director Hilary Poole.

INTRODUCTION

Background

In December 2017, the Minister of Education, Hon Chris Hipkins, revoked Ngā Whanaketanga Rumaki Māori and National Standards. The Ministry of Education has been asked to work with sector experts and stakeholders to develop an approach to student assessment and reporting which is based on understanding progress across the curricula. This includes key capabilities for success in life, learning and work.

A Curriculum, Progress and Achievement Ministerial Advisory Group (MAG) has been established to strengthen the design and use of the National Curriculum (the *New Zealand Curriculum* and *Te Marautanga o Aotearoa*) to better understand and support student progress and achievement. The advice of the MAG will help the Government make decisions about the design and implementation of a work programme to strengthen the use of curricula in understanding and supporting all students' progress and achievement.

The MAG is supported by a Reference Group that represents key organisations and groups of people involved in education. The Reference Group's role is to provide:

- an 'on the ground' view to complement the expertise of the Ministerial Advisory Group on Curriculum, Progress and Achievement.
- a source of broader perspective that will feed into the thinking and advice of the Ministerial Advisory Group and the Ministry on Curriculum, Progress and Achievement.
- a vehicle for bringing diverse voices to the process (e.g. parents and whānau, student voice, and learning support needs).

The Ministry of Education chairs the Reference Group, as well as providing secretariat support, and acts as a support function for the Reference Group members so that they are able to discharge their responsibilities.

As part of this role, the Ministry commissioned MartinJenkins to design a survey to collect the perspectives of educators, communities, and learners on key issues related to understanding student progress, and cluster the responses into key themes that reflect the diverse voices in the sector.

Purpose of the engagement

This survey is the first engagement for the Reference Group. The purpose of the survey was to collect information from a wide range of perspectives, as well as establishing a new channel of engagement, and building trust with the sector.

The focus of this engagement was on:

- Years 1-10 in all education settings
- Exploring how student progress is understood

- The perspectives of educators, communities forming the school, and learners.

This engagement has sought to understand the current status of assessing curriculum and student progress. This includes the range of factors seen to be important in understanding progress, the barriers and opportunities, and the different perspectives held by educators, school communities, and learners.

The intended focus of the information is on individual learning, and how tailoring learning to focus on individual needs happens. In being able to support the individual, the intention is to consider their own unique and individual needs. This is inclusive of any additional learning needs they may have, including in terms of learning difficulties or disability, or in terms of being gifted and particularly able.

This information will provide a direct route from the grassroots to the MAG and the Ministry to help inform the Curriculum, Progress and Achievement work programme.

The information will also inform next areas that can be explored for more specific understanding. The more feedback and honesty received through this channel, the more the perspectives can be understood and if necessary explored further.

Engagement approach

Specific audiences

A range of questions were developed for each of the target audiences. The three key audiences for this engagement were:

- **Educators** – teachers, principals, Board of Trustees and other educators.
- **Communities that form the school** – including parents, whānau, kaumātua, guardians, iwi, and community groups.
- **Learners** – students in Years 1-10.

The survey was able to be completed multiple times, in instances where a person or group identified as more than one key audience (for example a member of a School Board of Trustees who is also a parent).

Survey design

The survey was designed through engagement with Ministry of Education officials and subject matter experts. The range of audiences was confirmed, and a set of questions were tailored for each audience. The survey content was developed and refined during a workshop with the Reference Group. A subset of the Reference Group provided final iterated changes to the content.

A total of 2053 response were received. Table 1 provides a breakdown of the respondents' connection to education.

Table 1:   Respondent connection to education

Educators	Responses	Proportion of total responses
School teacher/kaiako	417	20%
Principal/tumuaki/school leader	206	10%
Board of Trustees	27	1%
Other educator (eg resource teacher)	91	5%
Total Educator respondents	**741**	**36%**
Community	**Responses**	**Proportion of total responses**
Parent/whānau member/caregiver/kaumātua	871	43%
Iwi representative	2	0.1%
Community	28	1%
Total Community respondents	**901**	**44%**
Learners	**Responses**	**Proportion of total responses**
Learner/ākonga	411	20%
Total	**2053**	**100%**

Administration

The survey was deployed digitally, with a small number of hardcopies requested. An information support pack was developed to assist the Reference Group in distributing the survey to their networks.

The survey consisted of demographic questions, followed by both free-text and set questions for each audience group.

To ensure openness and accessibility:

- The digital survey was available in both English and Te Reo Māori.

- supporting videos for those using New Zealand Sign Language were added to the digital platform.

- The survey was also made available in hardcopy in English, Te Reo Māori, Samoan, Tongan, Niue, Cook Island Māori and Tokelauan.

The survey ran from 1 June to 28 June 2018.

Report structure

This report is structured around the main topic areas of the engagement survey:

- Existing engagement within and across the education sector.

- Tools and approaches to understanding learner progress.

- Assessing progress and sharing information across the school community.
- Supports in place to assist educators to develop learning environments.

Each topic area details the feedback received from the target audiences. Open-text responses have been analysed and grouped thematically. Each section contains a selection of verbatim comments reflecting the overall theme; comments have been kept verbatim, with only identifying information removed.

Effort has also been made to highlight the voice and perspectives of Māori respondents, Pacific respondents, and Learning Support Needs respondents within each section. The final section of the report provides a detailed summary of the responses received from these three groups.

ENGAGEMENT WITHIN AND ACROSS THE SECTOR

Each of the three target audiences were asked questions related to engagement, and the level of involvement and influence they have within the education sector.

Active school-led engagement

Educators were asked to identify the range of groups with which they engage to develop learning opportunities and environments.

Table 2: Which groups in your community do you engage with to design and develop learning opportunities and environments for learners?

	Respondents	Percentage
Teachers/kaiako and school/kura staff	693	100%
The learners	655	95%
Parents, whānau and kaumātua	545	79%
Board of Trustees	358	52%
Professional development providers	299	43%
Resource teachers	251	36%
A designated Kāhui Ako/Community of Learning	244	35%
Curriculum subject matter experts	242	35%
Wider community groups	207	30%
Cultural communities	146	21%
ERO	135	19%
Iwi/hapū	95	14%
NZQA	80	12%
Education Council	67	10%
Te Aho o Te Kura Pounamu (The Correspondence School)	34	5%
Other	60	9%

Notes

1   n=693

2   Responses captured under Other included: Ministry of Education, DHBs and health service providers, sector specialists, local school clusters, Oranga Tamariki, and local businesses.

Enablers of engagement

Educators were also asked to identify factors which they viewed as helpful in engaging with a wide range of groups. The main factors identified were:

1   Open-mindedness to including a range of perspectives

> *Ability to relate to a variety of people. Able to find links/connections with individuals and groups. Being open-minded, egoless and friendly [Principal - New Zealand European/Pākehā - Auckland].*

> *Open mindedness and a growth mindset [Tumuaki – Māori – Bay of Plenty].*

> *Building a relationship first - once this mutual trust is established, the engagement works well. I also find that being aware of how to build relationships and speak with a variety of people is a skill that you need [Principal - New Zealand European/Pākehā - Auckland].*

2   Student-centric conversations

> *Being open minded and having students at the centre of discussions [Tumuaki – New Zealand European/Pākehā – Bay of Plenty].*

> *As long as the learner is at the centre of every key decision, we tend to have buy-in from all parties/groups [Teacher – New Zealand European/Pākehā – Nelson].*

> *Knowing strategic plan, having similar vision, and children at the centre [Teacher – New Zealand European/Pākehā – Auckland].*

3   Cultural awareness and sensitivity

> *Mutual respect for each of the groups [endeavors] and proceeding with a strength's based approach helps collaboration. Building and maintaining the relationships also is imperative. Having an appropriate cultural awareness both in presentation and communication. A non-judge mental stance is also a big advantage [Tumuaki - New Zealand European/Pākehā – Waikato].*

> *Using their own experiences, cultural identity to tie into what are learning - understanding what different cultures value understanding or being aware of each students back story [Kaiako - New Zealand European/Pākehā – Waikato].*

> *Being open and honest be welcoming and smile these all help. Be cultural sensitive and listen to all views [Kaiako – Māori – Auckland].*

4   Holding community events

> *Going to community events e.g. marae committee meetings [Tumuaki – Māori – Northland].*

> *Regular but casual low key events in school to encourage parents to come into school to see what we are learning and also to get their valued opinions [Teacher – European – Canterbury].*

5   Using multiple channels of communication

> *Taking a multi-modal approach including paper surveys, on line surveys, hui, events, focus groups [Principal - New Zealand European/Pākehā – Otago].*

> *Offering a variety of ways for engagement - digital, face to face, and offering multiple opportunities [Tumuaki – Māori – Auckland].*

Face to face meetings. Hui that involve students performing or showing their learning. Visits to homes when parents don't come to school [Principal - New Zealand European/Pākehā – Northland].

Community engagement officer sign language interpreters [Board of Trustees - New Zealand European/Pākehā, Māori – national].

Barriers to engagement

Educators were also asked to identify the challenges in engaging with a wide range of groups. The main factors identified were:

1   Lack of time

People are time poor and expect you as the experts to just do it. Parents still have the back in the day mentality about learning [Teacher - New Zealand European/Pākehā – Hawkes Bay].

Times to meet that fit round teaching and whānau work times [Kaiako - New Zealand European/Pākehā – Bay of Plenty].

Only ever time to get to everyone together. Difficult to fit timetable for parent/whānau planning alongside actually doing the work and being able to get things done to completion [Principal – Samoan – Auckland].

2   Cultural and language differences

Ethnic differences. Apathy. Not doing what feels uncomfortable [Principal - New Zealand European/Pākehā – Auckland].

Cultural barriers Time [Teacher – Wellington].

Marrying ideas to what is happening in the world at the moment, making it engaging for students and respecting all cultures and beliefs [Kaiako - New Zealand European/Pākehā, Māori – Gisborne].

3   Lack of community willingness to engage

Limited community engagement [Teacher - New Zealand European/Pākehā – Auckland].

Getting groups to commit to engagement - times / places etc [Educator – Māori – Southland].

Engagement from some groups Time (although this demand is often reduced once strong relationships are established) [Teacher - New Zealand European/Pākehā – Auckland].

4   Knowing the correct people to connect with

Not knowing who to contact e.g. when wanting to build relationships with local iwi do not know who/where to make contact [Principal – Auckland].

Finding Interested parties - especially ones who understand the curriculum [Kaiako - New Zealand European/Pākehā, Māori – Otago].

'Finding'/contacting the right people/groups [Teacher - New Zealand European/Pākehā – Northland].

Changes needed to improve engagement

Educators were asked to identify factors which support them to engage with these groups more effectively. The main factors identified were:

1   Increased funding

> *Allocated release time from MOE into school budgets, funding for hui - food, travel and where necessary facilitators or other support people [Kaiako – Māori – Auckland].*

> *More time, more money/funding to pay for the PD or people to come in, more awareness of what groups are available. A broader range of PD opportunities to enhance learning for all involved [Principal - New Zealand European/Pākehā – Canterbury].*

> *Address funding issues [Educator – West Coast].*

> *More funding and making the opportunities equitable for everybody [Teacher - New Zealand European/Pākehā].*

2   Increased staffing levels and retention

> *Retain fully trained, registered teachers in full time roles and stability of teacher ratios [Educator – Marlborough].*

> *More staff to support children [Teacher - New Zealand European/Pākehā, Māori – Hawkes Bay].*

> *More time and more staff to share the load as a principal I spend too much time on property issues, staffing issues, behaviour and special needs issues and not a lot of time left to lead learning [Kaiako – Māori – Canterbury].*

> *Promoting teaching as a profession and a professional body [Teacher - New Zealand European/Pākehā – Nelson].*

3   Improved communication and means of communicating

> *Having an experienced communicator to guide discussion and keep parties on the right point [Teacher – Wellington].*

> *If information can be communicated by email rather than a meeting [Principal - New Zealand European/Pākehā – Otago].*

> *More technology to communicate [Kaiako - New Zealand European/Pākehā, Māori, Indian].*

4   More time

> *Time is the main issue. Teachers are time poor and this means any additional changes or initiatives are doomed to have a minimal impact until time is explicitly provided for this development [Kaiako – Bay of Plenty].*

> *If parents were not so busy [Teacher - New Zealand European/Pākehā, Māori – Canterbury].*

> *Time away from the pressures of teaching and learning, to be able to communication and follow-up [Teacher – Indian – Auckland].*

> *More time. Currently I work 60-80 hours a week (over 6 days), which leaves no time or energy for anything much [Teacher - New Zealand European/Pākehā – Wellington].*

> *Time (to discuss, reflect, revisit) [Teacher – Māori, Indian – South Island].*

5   Parents' ability to engage

If parents could understand how their children would benefit from a little bit of time [Teacher – Waikato].

We need parents who are invested [Kaiako - New Zealand European/Pākehā, Māori – Gisborne].

We are continually trying to involve parents and trying new ways [Principal - New Zealand European/Pākehā – Hawkes Bay].

Resources to help to develop parents' understanding of current educational practices [Kaiako - New Zealand European/Pākehā, Māori – North Island].

Community involvement in learning

Community members were asked how easy or difficult it is for them to be involved in their learner's learning at school. 40 percent of respondents found it easy or very easy to be involved; 29 percent found it difficult or very difficult.

Table 3: How easy or difficult is it for you to be involved in your learner's learning at their school/kura?

	Respondents	Percentage
Very difficult	63	7%
Difficult	186	22%
Neutral	225	26%
Easy	163	19%
Very easy	178	21%
Don't know	30	3%
I don't want to play a role	13	2%

Note

n=858 Community

Ease of involvement in learning

Community members were asked to identify factors which make it easy to be involved in their learner's learning. The main factors identified were:

1   Open communication with teachers (58%)

I can contact my child's teacher easily if I have questions The school keeps me informed about what is going on [Parent/whānau - New Zealand European/Pākehā – Auckland].

School is very interactive and caring, connects with us easy. Find teacher parent goal Setting and meetings pretty good [Parent/whānau - New Zealand European/Pākehā – Wellington].

2   Being able to assist in class (42%)

I am a whānau member for our bilingual classes, we can go and be a part of the learning at any time [Parent/whānau - New Zealand European/Pākehā, Māori – Northland].

I'm allowed to rock up any time and hang out or help [Parent/whānau - New Zealand European/Pākehā, Croatian – Auckland].

3   A welcoming school environment (26%)

Very welcoming school [Parent/whānau - New Zealand European/Pākehā – Canterbury].

A very welcoming school, encouraged throughout the teaching team from the principal, deputy, class teachers and so on [Parent/whānau - New Zealand European/Pākehā – West Coast].

4   Digital communication (15%)

Online systems mean I can see exactly where they are at in their learning [Parent/whānau - New Zealand European/Pākehā – Wellington].

On line class site tells me what my child is doing each day [Parent/whānau - New Zealand European/Pākehā – Southland].

Ease of involvement – Community voices

Māori voice

Whānau hui, dropping in, helping at activities and events, volunteering to help, being there with teachers to discuss how things are going [Parent/whānau – Māori – Waikato].

The open door policy allows me the freedom to be involved in the class room as much as I want [Parent/whānau – Māori – Wellington].

Pacific voice

Lots of opportunities to attend school activities. Committees. Church functions [Parent/whānau – Samoan – Taranaki].

Being able to learn the Reo that our child is learning as well as the waiata's and karakia that he is learning at home so that we can also be a part of it too [Parent/whānau – Tongan – Auckland].

Learning Support Needs voice

The teachers are very open to being approached for discussion. There is a showcase afternoon once a month when we are encouraged to come and be in the classroom. You can always volunteer in the classroom. I can talk to any of the senior teachers about concerns [Parent/whānau - New Zealand European/Pākehā Auckland].

The level of open communication and the whole team is very approachable which makes it very easy to ask questions or be more involved [Parent/whānau - New Zealand European/Pākehā – Waikato].

Difficulty of involvement in learning

Community members were also asked to identify factors which make it difficult to be involved in their learner's learning. The main factors identified were:

1   Lack of parent time (39%)

> *I work full time. It's hard to get in to talk about how the kids are doing [Parent/whānau –
> Manawatū-Whanganui].*

> *I work full time and therefore don't have the time during the week to visit the school or be involved
> [Parent/whānau – Auckland].*

2   Teacher reluctance to engage (16%)

> *Parents being mostly seen as an intrusion. Teacher's defensiveness [Community - New Zealand
> European/Pākehā – Wellington].*

> *Stubborn and old fashioned teacher with a poor attitude [Parent/whānau - New Zealand
> European/Pākehā – Gisborne].*

3   Lack of opportunities to be involved (15%)

> *They only want parent helpers in years one and two after that no parent help required
> [Parent/whānau - New Zealand European/Pākehā – Waikato].*

> *Lack of invitations to be involved other than trips [Parent/whānau - New Zealand
> European/Pākehā – Wellington].*

4   Lack of communication and information sharing (14%)

> *No regular communication, unless there are serious issues [Parent/whānau – Indian – Auckland].*

> *The school doesn't provide any info about what is going on [Parent/whānau - New Zealand
> European/Pākehā – Auckland].*

> *Lack of communication and time for teachers to engage with parents [Parent/whānau - New
> Zealand European/Pākehā – Southland].*

Difficulty of involvement – Community voices

Māori voice

> *Not asked to be involved.   Most activities, events and meetings are held during the day or immediately
> after school. As we work full time it's very difficult to attend even though we really want to be there
> [Parent/whānau – Māori, Chinese – Auckland].*

> *Time - ability to be actively engaged at the kura, given full time work [Parent/whānau – Māori].*

Pacific voice

> *Arrogant attitudes of the schools our moko go to -Now real partnership at all Only called on when ERO
> is coming [Parent/whānau – Samoan, Māori – Auckland].*

> *Not aware of what goes on in the class room. Not aware of how they are tracking. Not aware if they
> are meeting the expected levels [Parent/whānau – Tokelauan, Tongan].*

Learning Support Needs voice

I do not need to be involved in the school day. I support from home and to do this i have a responsibility to talk to my children, offer assistance and ensure school knows we are keen for communication and to support [Parent/whānau - New Zealand European/Pākehā – Hawkes Bay].

The culture that parents don't know anything. School staff not wanting to understand parents. School staff not understanding teaching pedagogy when parents may actually know more than the teacher [Parent/whānau - New Zealand European/Pākehā – Auckland].

Increased involvement in learning

Community members were asked to identify the factors which would make it easier to be involved in their learner's learning. The main factors identified were:

1 Improved school attitudes towards including parents (26%)

A change in teachers' attitudes to parents. A willingness to listen, not just convey assessment information [Parent/whānau - New Zealand European/Pākehā – Otago].

A more open and approachable attitude [Parent/whānau - New Zealand European/Pākehā – Hawkes Bay].

2 Parent time and flexibility (23%)

More hours in the day [Parent/whānau - New Zealand European/Pākehā].

If I didn't have to be at work [Parent/whānau - New Zealand European/Pākehā – Auckland].

3 Improved communication (17%)

More easily accessible communication systems that are actually used [Parent/whānau - New Zealand European/Pākehā – Wellington].

4 Knowledge of learning plan/subjects (15%)

If I know the plan beforehand and I know what the topic is about so that I could have that conversation with my child [Parent/whānau – South African].

To be able to know the curriculum in depth better so that we can more involved in the child's learning [Parent/whānau - New Zealand European/Pākehā, Indian – Auckland].

- 16% reported no barriers to involvement.

Increased involvement in learning – Community voices

Māori voice

That te reo Māori and Māori history was mandated and normalised [Parent/whānau – Māori, Samoan].

Not much really the whole community get around the tamariki and kura to help events [Parent/whānau – Cook Island Māori – Wellington].

Pacific voice

Teachers need to be more willing to listen to parents, and answer questions simply rather than using buzzwords. It puts me off having conversations with my child's teacher because they answer questions

using meaningless buzzwords, or answer questions with only answers that make themselves look good [Parent/whānau – Samoan, New Zealand European/Pākehā – Auckland].

More notice required for important school dates/events to allow for appropriate leave requests to be made with employers, so we can attend and support our children [Parent/whānau – Cook Island Māori – Wellington].

Learning Support Needs voice

Better attitudes from schools towards inclusion and where the child is at the centre and their learning is prioritised [Parent/whānau – Indian – Manawatū-Whanganui].

More respect from teachers and principals for what I bring to the table as my child's parent [Parent/whānau - New Zealand European/Pākehā – Otago].

Community influence in learning

Community members were asked about the degree of influence they feel they have in their learner's learning. 34 percent of respondents felt they had some or a lot of influence; 55 percent felt they had little influence or no influence at all.

Table 4: How much influence do you have on the learning opportunities your child experiences at school/kura?

	Respondents	Percentage
No influence at all	173	20%
Little influence	310	35%
Neutral	77	9%
Some influence	233	26%
A lot of influence	70	8%
Don't know	21	2%

Note

n=884 Community

Current influence in learning

When asked in what ways they had influence, the Community members identified the following main ways:

1   Regular conversation/updates from teacher (61%)

> *I talk with his teacher regularly and she is very good at listening to what we want for our son [Parent/whānau – Scottish – Wellington].*

2   Communicate expectations to school (34%)

> *My son's teacher has asked about his interests and they have been [uptaken] for use in classes [Parent/whānau – European].*

The school is open to suggestions on what might be best for our children [Parent/whanau]

3 Providing learning support at home (29%)

By extending what is happening in the classroom in the home environment. Enabling and encouraging learning when the interest is expressed [Parent/whānau - New Zealand European/Pākehā –Gisborne].

4 Subject/activity selection (18%)

We can guide them in subject choices [Parent/whānau – Māori].

Current influence in learning – Community voices

Māori voice

We are invited to hui and asked for input on our children's education. The kura consults with us the whānau on what better works for our children [Parent/whānau – Māori – Wellington].

Invited to parent groups, forums, chats with teachers where our thoughts, ideas, and aspirations are listened to and taken into consideration [Parent/whānau – Māori].

Pacific voice

I help with their homework and reading at home when I get off work early which is maybe twice a week [Parent/whānau – Niuean, New Zealand European/Pākehā – Canterbury].

I am a highly engaged parent, I understand how the school works and talk frequently to the school regarding what is happening for my children [Parent/whānau – Tongan].

Learning Support Needs voice

Guidance and direction as to what is on offer and the importance of education. Teachers are there to deliver a curriculum, parents are there to deliver the importance of education [Parent/whānau - New Zealand European/Pākehā].

Additional influence sought by community

Community respondents were asked for any additional influence they would like to have in their learner's learning. The main responses were:

1 Improved knowledge and understanding of subjects and curriculum (32%)

An understanding of the set curriculum and how themes and topics are chosen [Parent/whānau - New Zealand European/Pākehā – Canterbury].

More opportunity to hear about the curriculum and what my child is learning, how maths and English are taught nowadays [Parent/whānau - New Zealand European/Pākehā Auckland].

2 Information on the specific progress of their learner against measures (23%)

I would like to know how they are progressing in the important subjects like maths science and English. I would like to know if teacher is doing a good job [Community - New Zealand European/Pākehā – Taranaki].

It is good to have some kind of scale to measure your child's progress. As a parent you need to understand that your child isn't lagging behind [Parent/whānau – New Zealand European/Pākehā – Bay of Plenty].

Actual information about my individual child's progress instead of generic activity, learning and goals of the class [Parent/whānau – New Zealand European/Pākehā – Northland].

3   Greater connection between school and home (10%)

Connection to home and society so it's relevant. This then makes influence and connection easier as it all links and makes sense to everyone [Parent/whānau - New Zealand European/Pākehā – Waikato].

I would like to know the thing that will be taught so that we can support at home [Community - New Zealand European/Pākehā].

4   Increased communication (10%)

Maybe more communication sent home but specifically just about my child like a note or email [Parent/whānau – Filipino].

Good to get regular updates on focus for the Term/year and ways we can support that [Parent/whānau – Māori].

- 5% of respondents wanted no additional influence.

Additional influence sought – Community voices

Māori voice

Would like to be consulted with before education decisions that affect my child's future are made & implemented, very much feel like college year 9-10 are guinea pigs [Parent/whānau – Māori – Wellington].

Making sure all children and whānau have opportunities available to them [Parent/whānau – Māori].

Pacific voice

Very little is shared about our Samoan history in the curriculum and our children end up learning about Western views and ideas that don't complement what they are learning at home. I am seriously considering to write books that can be used in schools to influence those who are teaching about other worldviews and ways of thinking as indigenous peoples rather than the Eurocentric ways of communicating and worldviews [Community – Samoan].

Learning Support Needs voice

I'd like the curriculum to be individualised like it is in ECE. ie, the kaiako talks with me, my child and uses what they already know about my child to build on the prior knowledge, strengths and interests [Parent/whānau – Māori].

My child has dyslexia and dysgraphia, it feels like it had been a uphill battle to have the teachers take this into account. So what I would like is to be respected as a parent with huge and relevant knowledge about my child. and I would like this knowledge to be able to influence how he is taught [Parent/whānau - New Zealand European/Pākehā].

Involvement of learners in their learning

Learners were asked whether or not their school included them in decisions about their learning. The majority (70 percent) stated that they are included in decisions.

Table 5: Does your school/kura involve you in decisions about your learning?

	Respondents	Percentage
Yes	288	70%
No	31	8%
Don't know	90	22%

Note

n=409 Learners

Learner inclusion in decisions

Learners were then asked to identify the ways in which they are included in these decisions. The main ways identified were:

1   Able to choose subjects and activities (36%)

> *Because it is my work that i have to learn and i chose to learn it [Learner/ākonga - New Zealand European/Pākehā – Southland].*

> *During writing and reading when i pick the activities and make choices about what i am doing [Learner/ākonga - New Zealand European/Pākehā – Canterbury].*

2   My opinions are valued (21%)

> *Because everybody lets me have an opinion [Learner/ākonga – Māori – Taranaki].*

> *I am involved by: i can choose what i want to do in literacy and what to do in math, and to choose what my writing goal is [Learner/ākonga - New Zealand European/Pākehā, Māori, Samoan – Wellington].*

3   Student voice (18%)

> *I get to have a say in the question by using my student voice [Learner/ākonga - New Zealand European/Pākehā, Spanish – Taranaki].*

> *I use my student voice and ask for help for my learning [Learner/ākonga – Māori, Samoan].*

4   Deciding my own goals and priorities (12%)

> *I set my goals and they help achieve it [Learner/ākonga - New Zealand European/Pākehā, Irish – Auckland].*

Inclusion in decisions – Learner voices

Māori voice

Our school makes learning maps and we write what we want to work on in our leaning and our teachers work on those certain subjects one on one [Learner/ākonga – Māori – Auckland].

Flexibility in topic choice for assignments, exams. Teacher conferences discussing what passions and areas of interest are. Ability to pick subjects in NCEA levels to suit interests [Learner/ākonga – Māori].

Pacific voice

By deciding what is my change priority, how I'm going to lead my learning directly to my goals, and what decisions I'll make for myself to achieve those goals [Learner/ākonga – Tokelauan, Māori – Auckland].

I am involved with my learning because our teachers give us decisions on which we should do e.g. maths, reading, Te reo, writing etc [Learner/ākonga – Samoan – Canterbury].

Learning Support Needs voice

Write down your ideas sometimes by myself and sometimes with the teacher - Pick some activities - Thought about things i am good at, and felt proud when told mum about what i am good at [Learner/ākonga - New Zealand European/Pākehā – Auckland].

- Help me know what to do - Talk with the teacher through the year about goals, and helping me learn about them - We have a meeting all about me and I talk about what I like - Teacher lets me help choose what we read about [Learner/ākonga - New Zealand European/Pākehā].

Increased Learner involvement in decisions

Additionally, the Learners were asked what would make it easier for them to be involved in these decisions. The main responses were:

1   Engage directly with the teacher, including more feedback (19%)

I would like [teacher] to do algebra -easier if we got asked what we want for inquiry -It would also be easier if we Miss gave us maths work in our book [Learner/ākonga – Samoan, Tongan – Auckland].

For teacher's to ask me what would be good for my learning this or that [Learner/ākonga – Māori, Samoan].

2   Student voice (16%)

Having a louder student voice [Learner/ākonga – Māori – Taranaki].

To be put in to groups that involve you and talk to you when you don't get it or your really stuck and answer your questions when you ask one [Learner/ākonga - New Zealand European/Pākehā].

3   Greater choice of subjects and activities (16%)

It would be easier for me if I can be involved in more things in the class. For example I wanted to be a ICT monitor but there were already enough girls that were helping. I don't mind it but if I got the choice to be I would take it [Learner/ākonga - New Zealand European/Pākehā – Gisborne].

4   Build my confidence (10%)

By not being shy and say what in your mind [Learner/ākonga – Tongan – Auckland].

For me to make sure I know the answer and not be shy when i'm putting up my hand [Learner/ākonga - New Zealand European/Pākehā, German – Auckland].

Increased involvement in decisions – Learner voices

Māori voice

If the kaiako asked me what i was interested in learning about.ie. I love llamas but kura kaupapa never teaches about llamas [Learner/ākonga – Māori].

Understanding the whole situation so that i make, the right decision/choice [Learner/ākonga – Māori – Wellington].

Pacific voice

By maybe having easier decisions at first, then maybe harder and harder after the next. Also, to get myself out into my learning instead of hiding my thoughts [Learner/ākonga – Samoan – Auckland].

To be more time with the teacher.   More time with good friends to help me for my learning. More time with parents. More time with family. More time with people to help me for my learning [Learner/ākonga – Samoan].

Learning Support Needs voice

To choose what you wanna do for PE. Having a choice of doing different interesting activities in class [Learner/ākonga - New Zealand European/Pākehā, Pakistani].

Easier for me at Sign language, know what to do in school and Learning [Learner/ākonga – Filipino].

TOOLS AND APPROACHES TO UNDERSTANDING LEARNING, PROGRESS AND SUCCESS

The questions in this section were asked of Educators only.

Useful tools and approaches

Educators were asked to rank the tools and approaches they use to help understand individual learner progress. These tools and approaches were separated into three categories – Observations and conversations with the learner; Learner Tasks; and Assessment Tools (Tables 6-8).

Table 6: Which tools and approaches do you find useful for understanding an individual learner's progress and achievement – Observations and conversations

Observations and conversations with the learner	Respondents	Percentage
Engaging in discussions with learners	656	93%
Observations	637	90%
Formative assessment activities	588	83%
Learner reflections	582	82%
Learner self-assessment	546	77%
Conferences with parents/whānau	529	75%
Peer assessment	379	54%
Learning Support information	377	53%
Learning stories	253	36%
Other	93	13%

Notes

1   n=706 Educators

2   Responses captured under Other include: blogging and digital portfolios, discussion with colleagues, inquiry, OTJs, and summative assessments.

Table 7: Which tools and approaches do you find useful for understanding an individual learner's progress and achievement – Learner tasks

Learner tasks	Respondents	Percentage
Classwork	632	90%
Portfolios	321	45%
Assessment Resource Banks	239	34%
Other	103	15%

Notes

1   n=706 Educators

2   Responses captured under Other include: student-led conferences, online tasks and tools, face-to-face learner engagement, and homework.

Table 8: Which tools and approaches do you find useful for understanding an individual learner's progress and achievement – Assessment tools

Assessment tools	Respondents	Percentage
Running records	506	72%
e-asTTle	420	59%
GLOSS	347	49%
PAT	318	45%
JAM	287	41%
STAR	227	32%
Assessment Resource Banks	184	26%
Adaptive tests	173	25%
PaCT/TWA	164	23%
External exam	94	13%
JOST	94	13%
NMSSA	89	13%
Aromatahai Poutama Tau	23	3%
Pānui Haere	17	2%
Ngā Taumata Tuhituhi	16	2%
He Ara Ako I Te Reo Matatini	14	2%
Hopukina	13	2%
MYAT	12	2%
Other	184	26%

Notes

1   n=706 Educators

2   Responses captured under Other include: NMSBVI, KLIST, oral language tests, diagnostic testing, IKAN, and customised versions of assessment tools.

Educators were also asked to rank the importance of each of these three main areas in assessing learner progress.

Table 9: How important are each of these areas to you in understanding learner progress and success?

	Observations and conversations with the learner	Learner tasks	Assessment tools
Very important	89%	56%	31%
Important	7%	31%	30%
Neutral	2%	10%	29%
Unimportant	1%	1%	7%
Very unimportant	0%	1%	2%

Note

n=706 Educators

ASSESSING PROGRESS AND KNOWING WHAT IS HELPFUL

School assessment of learner progress

Educators were asked how they know whether or not, and how well, a learner is progressing and achieving. Table 10 lists the means by which Educators developed an understanding of learner progress and achievement.

Table 10: How do you know how well each learner is progressing and achieving?

	Respondents	Percentage
Learners' work	668	90%
Behaviour and wellbeing	595	80%
Learner voice and satisfaction	562	76%
Setting, and measuring progress against, individual learning goals	557	75%
Levels of progression across the school curriculum	529	71%
Learner self-assessments/self-reflections	516	70%
Teacher voice and satisfaction	493	67%
Parent/whānau voice and satisfaction	472	64%
Evaluation of schools'/kura annual/strategic plan	289	39%
Te Reo Māori learning	144	19%
Other	57	8%

Notes

1   n=698 Educators

2   Responses captured under Other include: attendance data, IEPs, formative and summative assessments, specialist intervention reports, and teacher observations.

When asked how clearly they understood individual levels of progression across the curriculum:

- 72 percent of respondents had a good or very good understanding of progress.

- 15 percent did not have a good understanding of progress.

- 13 percent of respondents did not view the progression levels as relevant or current.

Educators were then asked to rate the importance of each of these areas in assessing learner progress and achievement.

Table 11: How important are each of these areas to you in understanding learner progress and achievement?

	Very important	Important	Neutral	Unimportant	Very unimportant
Learners' work	79%	16%	4%	0%	0%
Behaviour and wellbeing	76%	20%	4%	0%	0%
Learner voice and satisfaction	63%	29%	7%	1%	0%
Setting, and measuring progress against, individual learning goals	62%	28%	8%	1%	0%
Teacher voice and satisfaction	53%	37%	10%	0%	0%
Learner self-assessments/self-reflections	50%	36%	12%	2%	0%
Parent/whānau voice and satisfaction	46%	36%	16%	2%	0%
Te Reo Māori learning	46%	34%	15%	5%	0%
Levels of progression across the school curriculum	46%	36%	15%	3%	0%
Evaluation of schools'/kura annual/strategic plan	36%	36%	22%	5%	0%
Other	76%	18%	4%	0%	0%

Note

n=698 Educators

When asked about the opportunities to improve, in terms of how they understood individual learner progress, the main responses from Educators were:

1   Increased staffing

More staff to support children [Teacher - New Zealand European/Pākehā, Māori – Wellington].

More teacher aids in classes [Kaiako - New Zealand European/Pākehā, Māori – Auckland].

More teacher aid time [Teacher - New Zealand European/Pākehā].

More support and more teachers would be appreciated [Principal - New Zealand European/Pākehā – Waikato].

2   Smaller class sizes

Smaller class sizes would allow deeper connections with the learners [Teacher - New Zealand European/Pākehā, Dutch].

Smaller class sizes and less assessment to allow more individual time to be spent with each learner [Teacher - New Zealand European/Pākehā, Tasman].

Smaller class sizes to enable you to have more conversations with my learners and to meet individual needs [Teacher - New Zealand European/Pākehā, Māori – Waikato].

3   Improved parent and whānau engagement

Better relationships with the students and families [Principal – Indian].

Whanau engagement [Teacher - New Zealand European/Pākehā].

Engaging families by using digital tools- For most parents, the day of their children, the work they complete and their progress is a mystery until report time- and even then this does not tell them much. I believe digital technology is the way forward regarding access to the students work/their reflection and their teacher input for parents [Principal - New Zealand European/Pākehā].

Helping parents understand they need to support the school in learning processes [Principal - New Zealand European/Pākehā- Hawkes Bay].

4   A focus on individual learner needs

Focusing on individual needs rather than to a timetable [Teacher - New Zealand European/Pākehā].

Smaller class sizes and using individual learner progressions [Principal - New Zealand European/Pākehā].

Time to get to know students properly without relying on standardised tests (there is a place for them but there needs to be balance) [Educator - New Zealand European/Pākehā – Taranaki].

Community understanding of learner progress

Community members were asked for the types of information they receive from school about their learner's learning. The majority of information received related to learner's academic achievement (94 percent).

Table 12:   What types of information do you receive about your child's learning at school/kura?

	Respondents	Percentage
Academic	798	94%
Behavioural	564	67%
Social	526	62%
Wellbeing	312	37%
Cultural	205	24%
Te Reo Māori learning	161	19%

Note

n=848 Community

Community satisfaction with the information received

Community members were then asked how happy they were with the information they received about their learner. Between 20 and 47 percent of respondents were happy or very happy with the information they received; between 24 and 32 percent of respondents were unhappy or very unhappy with the information they received.

Table 13: How happy are you with the information you currently receive?

	Very happy	Happy	Neutral	Unhappy	Very unhappy
Academic	23%	24%	26%	14%	11%
Behavioural	21%	22%	23%	14%	12%
Social	17%	20%	26%	16%	14%
Wellbeing	15%	14%	20%	21%	16%
Cultural	11%	10%	19%	16%	16%
Te Reo Māori learning	12%	8%	15%	14%	16%

Note

n=848 Community

Community members were also asked how well the information they received helped them understand their learner's learning. 49 percent of respondents felt the information helped them understand their learner's learning well or very well.

Table 14: How does the information you receive from your learner's school/kura help you to understand their learning?

	Respondents	Percentage
Not very well at all	87	10%
Not very well	159	19%
Neutral	178	21%
Well	254	30%
Very well	162	19%
Don't know	9	1%

Note

n=848 Community

Additional information sought by Community members

Community members were asked what additional information they would like to receive from the school. The main responses were:

1   Increased reporting of learner progress and achievement (51%)

> *I would like to know my child's progress, to do this you have to have a benchmark for them (not necessarily comparison to others/standards) [Parent/whānau - New Zealand European/Pākehā, Māori – Waikato].*

> *Reports on progress per term [Parent/whānau - New Zealand European/Pākehā].*

2 Social and cultural development (31%)

I want an inclusive environment which respects diversity of the learners at school. I want teachers to recognise prior learning and respect cultural capital of each learner [Parent/whānau - New Zealand European/Pākehā, Filipino].

I would be interested in information regarding their behavioural, social, wellbeing and cultural competencies even spiritual [Parent/whānau].

3 Learner behaviour and engagement (9%)

Although it is nice to hear only positive things about my child, I believe it would be more constructive for me to understand patterns in her behaviour and social interactions that I could help to encourage change in at home [Parent/whānau - New Zealand European/Pākehā].

I would love to know how he fits in socially within the class environment. If he is developmentally on track with his peers and if the "quirks" in his behaviour we see at home carry through to the classroom [Parent/whānau - New Zealand European/Pākehā – Auckland].

- 9% of respondents did not want any additional information.

Additional information sought – community voices

Māori voice

Where my child lacks in certain areas so I can seek after school activities to help them [Parent/whānau – Māori – Taranaki].

Information on Mauri Ora that supporting my tamariki and areas where the KURA could improve [Parent/whānau – Māori].

I'd like more information included in reporting about the character of my child - not just measuring the standards [Parent/whānau – Māori].

Pacific voice

Specific gaps in my child's learning If they are where they are expected to be so that we can together with the school try and address any issues. Once children are in high school, there is so much more expected of them, that it is so much harder to catch up on any gaps in previous learning [Parent/whānau – Tongan, New Zealand European/Pākehā].

Information that addresses their holistic learning including cultural, as opposed to just academic [Parent/whānau – Tongan – Auckland].

Learning Support Needs voice

Strategies to use where there may be gaps in learning [Parent/whānau - New Zealand European/Pākehā].

Any issues affecting learning and suggestions how to respond to them. Behaviour or social problems. Mental well-being. Information to be forthcoming. Teachers to acknowledge if any strengths instead of constantly focusing on weaknesses [Parent/whānau – Wellington].

When asked how they would like to receive the information, the Community members responded:

- Face-to-face (38 percent)
- School report (hardcopy) (36 percent)
- Email (35 percent)
- Digital platform (22 percent).

Learner perceptions of their own progress

Learners were asked for the range of people from whom they get feedback about their learning at school. Almost all respondents (94 percent) receive feedback from their teachers.

Table 15: Who do you get feedback about your learning at school from?

	Yes	No	Don't know
Your teacher	94%	2%	4%
Your parents	82%	10%	8%
Other learners	74%	16%	10%
Your whānau	68%	13%	19%
Other teachers	58%	20%	22%
Other adults	36%	43%	20%

Note

n=349 Learners

When asked what sort of feedback they received, the Learners responded:

1   Verbal feedback (44%)

> *Well done [name], you have improved, nearly there, you nailed it [Learner/ākonga - New Zealand European/Pākehā, Korean – Southland].*

2   Positive feedback (27%)

> *Good work! and You've really improved! [Learner/ākonga –Māori, Australian – Auckland].*

> *Good job, great work, you did it and u did amazing! [Learner/ākonga – American – Southland].*

3   Constructive feedback (25%)

> *On what I did well and what i need to work on [Learner/ākonga - New Zealand European/Pākehā, Māori, Indian.*

4   Written feedback (21%)

> *Stickers and "A+" [Learner/ākonga - New Zealand European/Pākehā].*

> *Nice story, add punctuation [Learner/ākonga - New Zealand European/Pākehā – Taranaki].*

Learner's perceptions of their progress – Learner voice

Māori voice

> *Peers: we talk about our report marks teacher: she tells us what grades we got on things like math whizz and then what we need to learn to improve our score parents: if they're happy with my score, how it compares to when they were at school. whānau: they encourage me with manu korero and stuff [Learner/ākonga – Māori – Auckland].*

You have done good but try your best and then you can carry on with your dreams [Learner/ākonga – Māori, Samoan – Wellington].

Pacific voice

Make sure you understand what the words mean. -Not to rush my tests. -Understand the basics. -Don't put to much pressure on me [Learner/ākonga – Samoan, Tongan – Canterbury].

My friend help me for my Maths. My parents help me for my homework. My teacher help me for everything about my learning. My family help for my homework and my relationship with other and my learning [Learner/ākonga – Cook Island Māori, Niuean – Auckland].

Learning Support Needs voice

I get good feedback and feed forward. I get some good feedback and I get ways to improve it and make my work at a high standard [Learner/ākonga - New Zealand European/Pākehā – Gisborne].

My Aunty said wow. My Uncle said cool. My Mum said I am proud of you and happy. My sister says cool or wow. My teacher says she is proud, wow, cool, happy, nice and gives a high five. My teacher writes things down to help me know how to do hard things [Learner/ākonga – Tongan].

Learner feedback on their next learning steps

Learners were asked whether this feedback let them know that they were improving.

Table 16: Does this feedback let you know that you are improving?

	Respondents	Percentage
Yes	272	75%
No	20	5%
Don't know	72	20%

Note

n=364 Learners

When asked whether this feedback let them know what their next learning steps are, the Learners responded:

Table 17: Does this feedback let you what your next learning steps are?

	Respondents	Percentage
Yes	242	66%
No	38	10%
Don't know	89	24%

Note

n=369 Learners

Learners were asked how this feedback let them know their next learning steps. The main methods were:

1 Direct information on what to do next (39%)

She tells me what i need to work on to get the answer right [Learner/ākonga –Māori – Northland].

The feedback told me what kind of learning skill that is my weak point so I can focus on that more [Learner/ākonga – Chinese – Auckland].

2 Constructive criticism (24%)

Well, as I said in art class, I should blend in more colours, so that should be my next learning step/goal for art. The same as netball, if my planted foot wasn't planted down onto the ground then I would get called out for stepping. So my next goal for netball should be trying not to step [Learner/ākonga – Samoan – Auckland].

3 Goal setting (18%)

I see what I'm bad at make it my goal [Learner/ākonga – Afghani – Auckland].

Feedback on next learning steps – Learner voice

Māori voice

I have been told where I am a currently, and what I would need to do to get to the next stage in order to improve my grade/level [Learner/ākonga – Māori, Fijian – Canterbury].

I see what type of learning i'm at and if i'm not at the stage for the stage i'm at I go lower, if i'm good for the stage i'm at I stay there, if I need work more harder or higher i'll go to a higher stage [Learner/ākonga – Māori, Samoan].

Pacific voice

I know if im going to improve in my learning because all the good feedback from my teachers help me learn and know that im going to improve in my writing, Reading or maths [Learner/ākonga – Tongan, Māori].

They tell me what I could work on next time. They spot the mistakes that I've made and tell me how I could think differently, so like, instead of a boring piece of writing, make it your own and use your imagination while writing and make your piece of writing creative so it can be more interesting for the people who are reading your piece of writing [Learner/ākonga – Niuean – Auckland].

Learning Support Needs voice

It tells me what I need to improve on or what I need to do next. When someone say "you need to work harder", I will continue and try harder on that subject/topic. When someone say "You did really well", I would set another goal and work on it [Learner/ākonga – Chinese].

Makes me feel good, more confident - Ideas for what to do next, and how to get better at things [Learner/ākonga - New Zealand European/Pākehā, Malaysian].

When asked what additional feedback they would like to receive about their learning, the Learners responded:

- Positive feedback (34%)

  I want feedback like good job love it [Learner/ākonga – New Zealand European/Pākehā – Auckland].

  People saying they are proud or happy with the work [Learner/ākonga - New Zealand European/Pākehā, Irish – Canterbury].

- Subject-specific feedback (19%)

  Feedback about my maths and reading like what's my weak point and strong point [Learner/ākonga – Chinese, Vietnamese – Auckland].

  I would like my teacher to tell me how am I improving in maths [Learner/ākonga – New Zealand European/Pākehā, Tongan – Auckland].

- Constructive feedback (17%)

  What's powerful and what is weak [Learner/ākonga – New Zealand European/Pākehā – Nelson].

  How well I've done and what i can improve on [Learner/ākonga - New Zealand European/Pākehā].

- Nothing additional (10%)

  There is no other feedback I need [Learner/ākonga – Australian – Auckland].

  Nothing I get everything I need to know [Learner/ākonga – Māori – Taranaki].

- Goals/next steps (9%)

  What to do next with my learning and what my next steps are [Learner/ākonga - New Zealand European/Pākehā, Fijian].

  I would like to know what is my next step [Learner/ākonga – Indian – Auckland].

- Level of progress/achievement (5%)

  Where I place in the class. I work well when there is competition [Learner/ākonga – Chinese].

  That I am where I am expected to be or somewhere above that. What I need to do to be more successful [Learner/ākonga – Samoan, British – Auckland].

- Additional learning support (1%)

  NZSL videos having an interpreter in class [Learner/ākonga - New Zealand European/Pākehā – Canterbury].

SUPPORTS IN PLACE FOR EDUCATORS

This question was asked of Educators only.

The Educators were asked which centralised supports are available to help them develop learning opportunities and environments to enhance progress and achievement.

Table 18: What centralised supports are there for you and your school/kura to develop learning opportunities and environments that enhance progress and achievement?

	Respondents	Percentage
Ministry of Education – Special Education/Learning Support	402	54%
Specialist teachers	366	49%
Ministry of Education - PLD	325	44%
Ministry of Health/District Health Boards	223	30%
Ministry of Education – Property	174	24%
Oranga Tamariki	171	23%
Special needs schools/units	170	23%
Cultural organisations	167	23%
Ministry of Education – Sector Enablement	133	18%
Philanthropic support	61	8%
There are no supports	49	7%
Te Runanga Nui o ngā Kura Kaupapa Māori	19	3%
Te Kōhanga Reo National Trust	12	2%
Nga Kura ā Iwi o Aotearoa	7	1%

Note

n=590 Educators

MĀORI, PACIFIC, AND LEARNING SUPPORT NEEDS PERSPECTIVES

This section details specific data from respondents who identified as either Māori, Pacific, or Learning Support Needs.

Māori perspective

Māori – Educators

138 respondents engaged with these questions.

Table 19: Which groups in your community do you engage with to design and develop learning opportunities and environments for learners?

	Māori respondents	Total respondents
Teachers/kaiako and school/kura staff	96%	100%
The learners	90%	95%
Parents, whānau and kaumātua	81%	79%
Board of Trustees	53%	52%
Professional development providers	43%	43%
Resource teachers	36%	36%
Curriculum subject matter experts	34%	35%
A designated Kāhui Ako/Community of Learning	33%	35%
Wider community groups	33%	30%
Iwi/hapū	32%	14%
ERO	24%	19%
Cultural communities	21%	21%
NZQA	14%	12%
Education Council	7%	10%
Te Aho o Te Kura Pounamu (The Correspondence School)	6%	5%
Other	12%	9%

Table 20:   Which tools and approaches do you find useful for understanding an individual learner's progress and achievement – Observations and conversations

	Māori respondents	Total respondents
Engaging in discussions with learners	88%	93%
Observations	88%	90%
Learner reflections	82%	82%
Conferences with parents/whānau	79%	75%
Formative assessment activities	78%	83%
Learner self-assessment	75%	77%
Learning Support information	54%	53%
Peer assessment	53%	54%
Learning stories	38%	36%
Other	17%	13%

Table 21:   Which tools and approaches do you find useful for understanding an individual learner's progress and achievement – Learner tasks

	Māori respondents	Total respondents
Classwork	88%	90%
Portfolios	51%	45%
Assessment Resource Banks	31%	34%
Other	16%	15%

Table 22:   Which tools and approaches do you find useful for understanding an individual learner's progress and achievement – Assessment tools

	Māori respondents	Total respondents
Running records	72%	72%
e-asTTle	58%	59%
GLOSS	50%	49%
PAT	42%	45%
JAM	38%	41%
STAR	33%	32%
Assessment Resource Banks	24%	26%
Adaptive tests	21%	25%
External exam	13%	13%
JOST	11%	13%
PaCT/TWA	9%	23%

	Māori respondents	Total respondents
Pānui Haere	9%	2%
Ngā Taumata Tuhituhi	9%	2%
Hopukina	8%	2%
Aromatahai Poutama Tau	7%	2%
He Ara Ako I Te Reo Matatini	7%	2%
NMSSA	0%	13%
MYAT	0%	2%
Other	30%	1%

Table 23: How important are each of these areas to you in understanding learner progress and success?

	Observations and conversations with learners		Learner tasks		Assessment tools	
	Māori	Total	Māori	Total	Māori	Total
Very important	87%	89%	57%	56%	35%	31%
Important	7%	7%	28%	31%	26%	30%
Neutral	2%	2%	12%	10%	30%	29%
Unimportant	1%	1%	0%	1%	6%	7%
Very unimportant	1%	0%	2%	1%	3%	2%
Don't know / NA	2%	1%	1%	1%	0%	1%

Table 24: How do you know how well each learner is progressing and achieving?

	Māori respondents	Total respondents
Learners' work	90%	90%
Behaviour and wellbeing	86%	80%
Setting, and measuring progress against, individual learning goals	78%	75%
Learner voice and satisfaction	78%	76%
Levels of progression across the school curriculum	77%	71%
Learner self-assessments/self-reflections	75%	70%
Parent/whānau voice and satisfaction	73%	64%
Teacher voice and satisfaction	70%	67%
Evaluation of schools'/kura annual/strategic plan	49%	39%

	Māori respondents	Total respondents
Te Reo Māori learning	38%	19%
Other	11%	8%

Table 25: How important are each of these areas to you in understanding learner progress and achievement?

	Very important		Important		Neutral		Unimportant		Very unimportant	
	Māori	Total	Māori	Total	Māori	Total	Māori	Total	Māori	Total
Learners' work	75%	79%	17%	16%	7%	4%	0%	0%	0%	0%
Behaviour and wellbeing	73%	76%	21%	20%	6%	4%	0%	0%	0%	0%
Learner voice and satisfaction	67%	63%	29%	29%	5%	7%	0%	1%	0%	0%
Setting, and measuring progress against, individual learning goals	65%	62%	13%	28%	13%	8%	0%	1%	0%	0%
Te Reo Māori learning	56%	46%	22%	34%	8%	15%	4%	5%	0%	0%
Parent/whānau voice and satisfaction	53%	46%	29%	36%	12%	16%	4%	2%	0%	0%
Teacher voice and satisfaction	50%	43%	33%	37%	12%	10%	2%	0%	0%	0%
Learner self-assessments/self-reflections	49%	50%	35%	36%	13%	12%	1%	2%	0%	0%
Levels of progression across the school curriculum	48%	46%	37%	46%	12%	15%	3%	3%	0%	0%
Evaluation of schools'/kura annual/strategic plan	45%	36%	31%	36%	15%	22%	4%	5%	2%	0%
Other	67%	76%	32%	18%	17%	4%	6%	0%	0%	0%

Table 26: What centralised supports are there for you and your school/kura to develop learning opportunities and environments that enhance progress and achievement?

	Māori respondents	Total respondents
Specialist teachers	55%	49%
Ministry of Education – Special Education/Learning Support	54%	54%
Ministry of Education - PLD	52%	44%

	Māori respondents	Total respondents
Ministry of Health/District Health Boards	35%	30%
Cultural organisations	33%	23%
Special needs schools/units	27%	23%
Oranga Tamariki	24%	23%
Ministry of Education – Property	21%	24%
Ministry of Education – Sector Enablement	20%	18%
Philanthropic support	9%	8%
Te Runanga Nui o ngā Kura Kaupapa Māori	8%	3%
There are no supports	6%	7%
Te Kōhanga Reo National Trust	4%	2%
Nga Kura ā Iwi o Aotearoa	2%	1%
Other	22%	16%

Māori – Community

131 respondents engaged with these questions.

Table 27: How easy or difficult is it for you to be involved in your learner's learning at their school/kura?

	Māori respondents	Total respondents
Very difficult	8%	7%
Difficult	18%	22%
Neutral	21%	26%
Easy	13%	19%
Very easy	36%	21%
Don't know	4%	3%
I don't want to play a role	1%	2%

Table 28: How much influence do you have on the learning opportunities your child experiences at school/kura?

	Māori respondents	Total respondents
No influence at all	15%	20%
Little influence	26%	35%
Neutral	6%	9%

	Māori respondents	Total respondents
Some influence	36%	26%
A lot of influence	15%	8%
Don't know	2%	2%

Table 29:   What types of information do you receive about your child's learning at school/kura?

	Māori respondents	Total respondents
Academic	92%	94%
Social	66%	62%
Behavioural	63%	67%
Cultural	39%	24%
Wellbeing	37%	37%
Te Reo Māori learning	34%	19%

Table 30:   How happy are you with the information you currently receive?

	Very happy		Happy		Neutral		Unhappy		Very unhappy		Don't know / NA	
	M	Total	M	Total	M	Total	M	Total	M	Total	M	Total
Academic	33%	23%	21%	24%	28%	26%	6%	14%	9%	11%	3%	2%
Behavioural	26%	21%	13%	22%	26%	23%	16%	14%	14%	12%	6%	9%
Social	25%	17%	18%	20%	25%	26%	13%	16%	13%	14%	7%	8%
Wellbeing	20%	15%	10%	14%	13%	20%	13%	21%	27%	16%	17%	15%
Cultural	20%	11%	9%	10%	20%	19%	23%	16%	19%	16%	9%	27%
Te Reo Māori learning	18%	12%	15%	8%	18%	15%	18%	14%	22%	16%	9%	35%

Table 31:   How does the information you receive from your learner's school/kura help you to understand their learning?

	Māori respondents	Total respondents
Not very well at all	11%	10%
Not very well	13%	19%
Neutral	11%	21%
Well	34%	30%
Very well	26%	19%
Don't know	4%	1%

Māori – Learners

93 respondents engaged with these questions.

Table 32:   Does your school/kura involve you in decisions about your learning?

	Māori respondents	Total respondents
Yes	59%	70%
No	10%	8%
Don't know	32%	22%

Table 33:   Who do you get feedback about your learning at school from?

	Yes		No		Don't know	
	Māori	**Total**	**Māori**	**Total**	**Māori**	**Total**
Your teacher	97%	94%	1%	2%	2%	4%
Your parents	84%	82%	9%	10%	7%	8%
Your whānau	74%	68%	7%	13%	19%	19%
Other learners	72%	74%	17%	16%	11%	10%
Other teachers	69%	58%	14%	20%	17%	22%
Other adults	39%	36%	39%	43%	22%	20%

Table 34:   Does this feedback let you know that you are improving?

	Māori respondents	Total respondents
Yes	77%	75%
No	5%	5%
Don't know	17%	20%

Table 35:   Does this feedback let you what your next learning steps are?

	Māori respondents	Total respondents
Yes	70%	66%
No	8%	10%
Don't know	23%	24%

Pacific perspective

Pacific – Educators

61 respondents engaged with these questions.

Table 36: Which groups in your community do you engage with to design and develop learning opportunities and environments for learners?

	Pacific respondents	Total respondents
Teachers/kaiako and school/kura staff	97%	100%
The learners	93%	95%
Parents, whānau and kaumātua	84%	79%
Board of Trustees	62%	52%
A designated Kāhui Ako/Community of Learning	43%	35%
Resource teachers	43%	36%
Wider community groups	38%	30%
Professional development providers	36%	43%
Curriculum subject matter experts	34%	35%
Cultural communities	33%	21%
Iwi/hapū	18%	14%
ERO	18%	19%
NZQA	13%	12%
Te Aho o Te Kura Pounamu (The Correspondence School)	10%	5%
Education Council	5%	10%
Other	8%	9%

Table 37: Which tools and approaches do you find useful for understanding an individual learner's progress and achievement – Observations and conversations

	Pacific respondents	Total respondents
Engaging in discussions with learners	92%	93%
Observations	85%	90%
Learner reflections	84%	82%
Conferences with parents/whānau	80%	75%
Learner self-assessment	79%	77%
Formative assessment activities	75%	83%

	Pacific respondents	Total respondents
Peer assessment	59%	54%
Learning Support information	59%	53%
Learning stories	46%	36%
Other	16%	13%

Table 38: **Which tools and approaches do you find useful for understanding an individual learner's progress and achievement – Learner tasks**

	Pacific respondents	Total respondents
Classwork	93%	90%
Portfolios	44%	45%
Assessment Resource Banks	36%	34%
Other	25%	15%

Table 39: **Which tools and approaches do you find useful for understanding an individual learner's progress and achievement – Assessment tools**

	Pacific respondents	Total respondents
Running records	75%	72%
e-asTTle	67%	59%
GLOSS	51%	49%
PAT	46%	45%
JAM	43%	41%
STAR	39%	32%
Adaptive tests	23%	25%
Assessment Resource Banks	23%	26%
JOST	16%	13%
External exam	13%	13%
PaCT/TWA	11%	23%
Aromatahai Poutama Tau	7%	3%
He Ara Ako I Te Reo Matatini	7%	2%
Pānui Haere	5%	2%
Ngā Taumata Tuhituhi	5%	2%
Hopukina	3%	2%
NMSSA	0%	13%
MYAT	0%	2%
Other	28%	1%

Table 40: How important are each of these areas to you in understanding learner progress and success?

	Observations and conversations with learners		Learner tasks		Assessment tools	
	Pacific	**Total**	**Pacific**	**Total**	**Pacific**	**Total**
Very important	90%	89%	57%	56%	39%	31%
Important	3%	7%	31%	31%	25%	30%
Neutral	3%	2%	10%	10%	30%	29%
Unimportant	0%	1%	0%	1%	5%	7%
Very unimportant	0%	0%	0%	1%	2%	2%
Don't know / NA	4%	1%	2%	1%	0%	1%

Table 41: How do you know how well each learner is progressing and achieving?

	Pacific respondents	Total respondents
Learners' work	90%	90%
Behaviour and wellbeing	84%	80%
Setting, and measuring progress against, individual learning goals	84%	75%
Learner voice and satisfaction	82%	76%
Parent/whānau voice and satisfaction	82%	64%
Levels of progression across the school curriculum	79%	71%
Teacher voice and satisfaction	79%	67%
Learner self-assessments/self-reflections	72%	70%
Evaluation of schools'/kura annual/strategic plan	57%	39%
Te Reo Māori learning	33%	19%
Other	15%	8%

Table 42: How important are each of these areas to you in understanding learner progress and achievement?

	Very important		Important		Neutral		Unimportant		Very unimportant	
	Pacific	**Total**	**Pacific**	**Total**	**Pacific**	**Total**	**Pacific**	**Total**	**Pacific**	**Total**
Learners' work	83%	79%	15%	16%	2%	4%	0%	0%	0%	0%
Behaviour and wellbeing	78%	76%	12%	20%	10%	4%	0%	0%	0%	0%

	Very important		Important		Neutral		Unimportant		Very unimportant	
Learner voice and satisfaction	76%	63%	20%	29%	4%	7%	0%	1%	0%	0%
Setting, and measuring progress against, individual learning goals	73%	62%	16%	28%	8%	8%	2%	1%	0%	0%
Teacher voice and satisfaction	65%	53%	23%	37%	10%	10%	0%	0%	0%	0%
Learner self-assessments/self-reflections	57%	50%	30%	36%	9%	12%	5%	2%	0%	0%
Te Reo Māori learning	55%	46%	30%	34%	15%	15%	0%	5%	0%	0%
Evaluation of schools'/kura annual/strategic plan	55%	36%	30%	36%	9%	22%	3%	5%	0%	0%
Parent/whānau voice and satisfaction	54%	46%	31%	36%	13%	16%	2%	2%	0%	0%
Levels of progression across the school curriculum	53%	46%	32%	36%	6%	15%	4%	3%	2%	0%
Other	89%	76%	0%	18%	0%	4%	0%	0%	0%	0%

Table 43: What centralised supports are there for you and your school/kura to develop learning opportunities and environments that enhance progress and achievement?

	Pacific respondents	Total respondents
Ministry of Education – Special Education/Learning Support	57%	54%
Specialist teachers	56%	49%
Ministry of Education - PLD	48%	44%
Ministry of Health/District Health Boards	38%	30%
Cultural organisations	31%	23%
Ministry of Education – Property	30%	24%
Special needs schools/units	25%	23%
Ministry of Education – Sector Enablement	23%	18%
Oranga Tamariki	21%	23%
Philanthropic support	13%	8%

	Pacific respondents	Total respondents
There are no supports	8%	7%
Te Runanga Nui o ngā Kura Kaupapa Māori	2%	3%
Te Kōhanga Reo National Trust	2%	2%
Nga Kura ā Iwi o Aotearoa	0%	1%
Other	23%	16%

Pacific – Community

48 respondents engaged with these questions.

Table 44: How easy or difficult is it for you to be involved in your learner's learning at their school/kura?

	Pacific respondents	Total respondents
Very difficult	10%	7%
Difficult	21%	22%
Neutral	21%	26%
Easy	13%	19%
Very easy	25%	21%
Don't know	8%	3%
I don't want to play a role	2%	2%

Table 45: How much influence do you have on the learning opportunities your child experiences at school/kura?

	Pacific respondents	Total respondents
No influence at all	13%	20%
Little influence	31%	35%
Neutral	6%	9%
Some influence	27%	26%
A lot of influence	13%	8%
Don't know	10%	2%

Table 46:   What types of information do you receive about your child's learning at school/kura?

	Pacific respondents	Total respondents
Academic	77%	94%
Behavioural	65%	67%
Social	56%	62%
Cultural	48%	37%
Wellbeing	46%	24%
Te Reo Māori learning	27%	19%

Table 47:   How happy are you with the information you currently receive?

	Very happy		Happy		Neutral		Unhappy		Very unhappy		Don't know / NA	
	P	Total	P	Total	P	Total	P	Total	P	Total	P	Total
Academic	37%	23%	8%	24%	21%	26%	11%	14%	13%	11%	11%	2%
Behavioural	36%	21%	18%	22%	10%	23%	8%	14%	10%	12%	18%	9%
Wellbeing	32%	15%	8%	14%	21%	20%	8%	21%	11%	16%	21%	15%
Social	31%	17%	13%	20%	18%	26%	15%	16%	10%	14%	13%	8%
Cultural	31%	11%	15%	10%	10%	19%	8%	16%	10%	16%	26%	27%
Te Reo Māori learning	19%	12%	6%	8%	8%	15%	3%	14%	25%	16%	39%	35%

Table 48:   How does the information you receive from your learner's school/kura help you to understand their learning?

	Pacific respondents	Total respondents
Not very well at all	17%	10%
Not very well	15%	19%
Neutral	10%	21%
Well	27%	30%
Very well	27%	19%
Don't know	4%	1%

Pacific – Learners

80 respondents engaged with these questions.

Table 49:   Does your school/kura involve you in decisions about your learning?

	Pacific respondents	Total respondents
Yes	56%	70%
No	5%	8%
Don't know	39%	22%

Table 50:   Who do you get feedback about your learning at school from?

	Yes		No		Don't know	
	Pacific	Total	Pacific	Total	Pacific	Total
Your teacher	92%	94%	3%	2%	5%	4%
Your parents	89%	82%	10%	10%	1%	8%
Other learners	73%	74%	14%	16%	13%	10%
Your whānau	73%	68%	16%	13%	10%	19%
Other teachers	56%	58%	23%	20%	21%	22%
Other adults	35%	36%	52%	43%	14%	20%

Table 51:   Does this feedback let you know that you are improving?

	Pacific respondents	Total respondents
Yes	80%	75%
No	3%	5%
Don't know	18%	20%

Table 52:   Does this feedback let you what your next learning steps are?

	Pacific respondents	Total respondents
Yes	71%	66%
No	4%	10%
Don't know	25%	24%

Learning Support Needs perspective

Learning Support Needs – Educators

31 respondents engaged with these questions.

Table 53: **Which groups in your community do you engage with to design and develop learning opportunities and environments for learners?**

	Learning Support Needs respondents	Total respondents
Parents, whānau and kaumātua	94%	79%
The learners	90%	95%
Teachers/kaiako and school/kura staff	90%	100%
Board of Trustees	45%	52%
Resource teachers	45%	36%
Wider community groups	35%	30%
A designated Kāhui Ako/Community of Learning	32%	35%
Cultural communities	32%	21%
Professional development providers	29%	43%
Curriculum subject matter experts	29%	35%
ERO	23%	19%
Education Council	13%	10%
Te Aho o Te Kura Pounamu (The Correspondence School)	13%	5%
Iwi/hapū	10%	14%
NZQA	10%	12%
Other	23%	9%

Table 54: **Which tools and approaches do you find useful for understanding an individual learner's progress and achievement – Observations and conversations**

	Learning Support Needs respondents	Total respondents
Engaging in discussions with learners	84%	93%
Observations	81%	90%
Conferences with parents/whānau	71%	75%
Learner reflections	68%	82%
Formative assessment activities	61%	83%

	Learning Support Needs respondents	Total respondents
Learning Support information	58%	53%
Learner self-assessment	55%	77%
Learning stories	45%	36%
Peer assessment	32%	54%
Other	29%	13%

Table 55:   **Which tools and approaches do you find useful for understanding an individual learner's progress and achievement – Learner tasks**

	Learning Support Needs respondents	Total respondents
Classwork	87%	90%
Portfolios	32%	45%
Assessment Resource Banks	32%	34%
Other	32%	15%

Table 56:   **Which tools and approaches do you find useful for understanding an individual learner's progress and achievement – Assessment tools**

	Learning Support Needs respondents	Total respondents
Running records	68%	72%
e-asTTle	52%	59%
JAM	42%	41%
GLOSS	32%	49%
Adaptive tests	29%	25%
PAT	29%	45%
STAR	23%	32%
External exam	16%	13%
Assessment Resource Banks	16%	26%
JOST	13%	13%
NMSSA	10%	13%
MYAT	3%	2%
PaCT/TWA	3%	23%
Aromatahai Poutama Tau	3%	3%
He Ara Ako I Te Reo Matatini	0%	2%
Hopukina	0%	2%

	Learning Support Needs respondents	Total respondents
Pānui Haere	0%	2%
Ngā Taumata Tuhituhi	0%	2%
Other	0%	1%

Table 57: **How important are each of these areas to you in understanding learner progress and success?**

	Observations and conversations with learners		Learner tasks		Assessment tools	
	LSN	**Total**	**LSN**	**Total**	**LSN**	**Total**
Very important	94%	89%	67%	56%	48%	31%
Important	0%	7%	27%	31%	21%	30%
Neutral	3%	2%	3%	10%	17%	29%
Unimportant	0%	1%	0%	1%	10%	7%
Very unimportant	0%	0%	0%	1%	3%	2%
Don't know / NA	3%	1%	3%	1%	0%	1%

Table 58: **How do you know how well each learner is progressing and achieving?**

	Learning Support Needs respondents	Total respondents
Learners' work	84%	90%
Behaviour and wellbeing	81%	80%
Learner voice and satisfaction	71%	76%
Setting, and measuring progress against, individual learning goals	68%	75%
Learner self-assessments/self-reflections	65%	70%
Parent/whānau voice and satisfaction	65%	64%
Teacher voice and satisfaction	65%	67%
Levels of progression across the school curriculum	61%	71%
Evaluation of schools'/kura annual/strategic plan	32%	39%
Te Reo Māori learning	29%	19%
Other	26%	8%

Table 59: How important are each of these areas to you in understanding learner progress and achievement?

	Very important		Important		Neutral		Unimportant		Very unimportant		Don't know/NA	
	LSN	Total	LSN	Total	LSN	Total	LSN	Total	LSN	Total	LSN	Total
Behaviour and wellbeing	100%	76%	0%	20%	0%	4%	0%	0%	0%	0%	0%	0%
Learners' work	77%	79%	23%	16%	0%	4%	0%	0%	0%	0%	0%	0%
Setting, and measuring progress against, individual learning goals	71%	62%	19%	28%	10%	8%	0%	1%	0%	0%	0%	0%
Learner voice and satisfaction	68%	63%	23%	29%	9%	7%	0%	1%	0%	0%	0%	0%
Evaluation of schools'/kura annual/strategic plan	67%	36%	11%	36%	11%	22%	0%	5%	0%	0%	11%	0%
Parent/whānau voice and satisfaction	58%	46%	32%	36%	11%	16%	0%	2%	0%	0%	0%	0%
Teacher voice and satisfaction	53%	53%	37%	37%	5%	10%	0%	0%	0%	0%	5%	0%
Learner self-assessments/self-reflections	50%	50%	35%	36%	10%	12%	5%	2%	0%	0%	0%	0%
Levels of progression across the school curriculum	47%	46%	16%	36%	26%	15%	5%	3%	0%	0%	5%	1%
Te Reo Māori learning	44%	46%	33%	34%	11%	15%	11%	5%	0%	0%	0%	0%
Other	86%	76%	0%	18%	0%	4%	0%	0%	0%	0%	14%	2%

Table 60: What centralised supports are there for you and your school/kura to develop learning opportunities and environments that enhance progress and achievement?

	Learning Support Needs respondents	Total respondents
Ministry of Education – Special Education/Learning Support	65%	54%
Specialist teachers	55%	49%
Special needs schools/units	42%	23%
Ministry of Health/District Health Boards	42%	30%
Ministry of Education – Property	29%	24%
Cultural organisations	29%	23%
Oranga Tamariki	29%	23%
Ministry of Education – Sector Enablement	19%	18%

	Learning Support Needs respondents	Total respondents
Ministry of Education - PLD	19%	44%
Philanthropic support	16%	8%
Te Runanga Nui o ngā Kura Kaupapa Māori	6%	3%
Nga Kura ā Iwi o Aotearoa	3%	1%
Te Kōhanga Reo National Trust	3%	2%
There are no supports	3%	7%
Other	29%	16%

Learning Support Needs – Community

154 respondents engaged with these questions.

Table 61: **How easy or difficult is it for you to be involved in your learner's learning at their school/kura?**

	Learning Support Needs respondents	Total respondents
Very difficult	11%	7%
Difficult	25%	22%
Neutral	27%	26%
Easy	12%	19%
Very easy	24%	21%
Don't know	1%	3%
I don't want to play a role	0%	2%

Table 62: **How much influence do you have on the learning opportunities your child experiences at school/kura?**

	Learning Support Needs respondents	Total respondents
No influence at all	21%	20%
Little influence	38%	35%
Neutral	5%	9%
Some influence	28%	26%
A lot of influence	8%	8%
Don't know	1%	2%

Table 63:   What types of information do you receive about your child's learning at school/kura?

	Learning Support Needs respondents	Total respondents
Academic	88%	94%
Behavioural	70%	67%
Social	55%	62%
Wellbeing	38%	37%
Cultural	19%	24%
Te Reo Māori learning	14%	19%

Table 64:   How happy are you with the information you currently receive?

	Very happy		Happy		Neutral		Unhappy		Very unhappy		Don't know / NA	
	L	Total	L	Total	L	Total	L	Total	L	Total	L	Total
Academic	21%	23%	27%	24%	23%	26%	18%	14%	11%	11%	1%	2%
Behavioural	20%	21%	21%	22%	26%	23%	15%	14%	12%	12%	6%	9%
Social	17%	17%	21%	20%	21%	26%	17%	16%	16%	14%	7%	8%
Wellbeing	15%	15%	15%	14%	19%	20%	17%	21%	19%	16%	15%	15%
Cultural	12%	11%	7%	10%	11%	19%	14%	16%	15%	16%	42%	27%
Te Reo Māori learning	10%	12%	11%	8%	19%	15%	17%	14%	16%	16%	27%	35%

Table 65:   How does the information you receive from your learner's school/kura help you to understand their learning?

	Learning Support Needs respondents	Total respondents
Not very well at all	13%	10%
Not very well	21%	19%
Neutral	18%	21%
Well	27%	30%
Very well	20%	19%
Don't know	1%	1%

Learning Support Needs – Learners

53 respondents engaged with these questions.

Table 66:   Does your school/kura involve you in decisions about your learning?

	Learning Support Needs respondents	Total respondents
Yes	79%	70%
No	8%	8%
Don't know	13%	22%

Table 67:   Who do you get feedback about your learning at school from?

	Yes		No		Don't know	
	Learning Support Needs	Total	Learning Support Needs	Total	Learning Support Needs	Total
Your teacher	98%	94%	2%	2%	0%	4%
Your parents	80%	82%	16%	10%	4%	8%
Other learners	77%	74%	15%	16%	8%	10%
Other teachers	75%	58%	10%	20%	15%	22%
Your whānau	67%	68%	16%	13%	18%	19%
Other adults	47%	36%	30%	43%	23%	20%

Table 68:   Does this feedback let you know that you are improving?

	Learning Support Needs respondents	Total respondents
Yes	83%	75%
No	4%	5%
Don't know	13%	20%

Table 69:   Does this feedback let you what your next learning steps are?

	Learning Support Needs respondents	Total respondents
Yes	71%	66%
No	8%	10%
Don't know	21%	24%

APPENDIX 1: OVERALL RESPONDENT DEMOGRAPHICS

Table 70:   Educator respondent demographics

Dimension	Respondents	Percentage
Level of school/kura		
Early childhood education	43	6%
Primary (Years 1-6)	264	36%
Full Primary (Years 1-8)	269	36%
Intermediate (Years 7-8)	139	19%
Secondary (Years 9-13)	193	26%
Individual or group response		
Individual	636	86%
Group	27	4%
Blank	78	11%
Connection to education		
School teacher/kaiako	417	56%
Principal/tumuaki/school leader	206	28%
Board of Trustees	27	4%
Other educator (eg resource teacher)	91	12%
Medium of school/kura		
English-medium	555	75%
Māori-medium	16	2%
Mixed-medium	117	16%
Blank	53	7%
Type of school		
Activity Centres	18	2%
Alternative Education	13	2%
Area school	60	8%
Catholic School	55	7%
Charter school	4	1%
Early Learning	26	4%
Early Learning immersion	4	1%
Kōhanga Reo	11	1%
Kura ā iwi school	11	1%

Dimension	Respondents	Percentage
Special School	19	3%
Sensory School	16	2%
Special character school	29	4%
State school	410	55%
State integrated school	53	7%
Te Aho Matua	12	2%
Teen Parent school	7	1%
Te Aho o Te Kura Pounamu (The Correspondence School)	10	1%
Other	30	4%
Ethnicity		
New Zealand European/Pākehā	512	69%
Māori	138	19%
Samoan	52	7%
Cook Island Māori	22	3%
Tongan	23	3%
Niuean	12	2%
Tokelauan	5	1%
Chinese	19	3%
Indian	24	3%
Filipino	15	2%
Other	62	8%
Region		
Northland	37	5%
Auckland	236	32%
Waikato	57	8%
Bay of Plenty	45	6%
Gisborne	39	5%
Hawke's Bay	67	9%
Taranaki	21	3%
Manawatu-Whanganui	41	6%
Wellington	66	9%
Tasman	16	2%
Nelson	20	3%
Marlborough	11	1%
West Coast	13	2%

Dimension	Respondents	Percentage
Canterbury	87	12%
Chatham Islands	7	1%
Otago	29	4%
Southland	22	3%
South Island	14	2%
North Island	13	2%
All of New Zealand	12	2%
Are you representing a learning support group?		
Yes	31	4%
No	608	82%
Blank	102	14%

Notes

1   n = 741

2   Multiple responses were available for some questions; totals may not sum to 100%

3   Ethnicity responses captured under Other include: African, British, Croatian, Dutch, Fijian, and Japanese.

Table 71:   Community respondent demographics

Dimension	Respondents	Percentage
Level of school/kura		
Early childhood education	182	20%
Primary (Years 1-6)	507	56%
Full Primary (Years 1-8)	238	26%
Intermediate (Years 7-8)	165	18%
Secondary (Years 9-13)	241	27%
Individual or group response		
Individual	583	65%
Group	25	3%
Blank	293	33%
Connection to education		
Parent/whānau member/caregiver/kaumātua	871	97%
Iwi representative	2	0.2%
Community	28	3%
Ethnicity		
New Zealand European/Pākehā	677	75%
Māori	130	14%

Dimension	Respondents	Percentage
Samoan	26	3%
Cook Island Māori	9	1%
Tongan	26	3%
Niuean	5	1%
Tokelauan	1	0%
Chinese	23	3%
Indian	22	2%
Filipino	5	1%
Other	104	12%
Region		
Northland	28	3%
Auckland	318	37%
Waikato	63	7%
Bay of Plenty	43	5%
Gisborne	4	0%
Hawke's Bay	57	7%
Taranaki	21	2%
Manawatu-Whanganui	58	7%
Wellington	103	12%
Tasman	7	1%
Nelson	9	1%
Marlborough	6	1%
West Coast	2	0%
Canterbury	98	12%
Chatham Islands	0	0%
Otago	19	2%
Southland	14	2%
Does your learner have any additional learning support needs?		
Yes	154	17%
No	369	41%
Would prefer not to say	16	2%
Blank	362	40%

Notes

1   n = 901

2   Multiple responses were available for some questions; totals may not sum to 100%

3   Ethnicity responses captured under Other include: African, American, Australian, Fijian, French, German, Japanese, and Russian.

Table 72: Learner respondent demographics

Dimension	Respondents	Percentage
Level of school/kura		
Early childhood education	1	0.2%
Primary (Years 1-6)	132	32%
Full Primary (Years 1-8)	67	16%
Intermediate (Years 7-8)	117	28%
Secondary (Years 9-13)	48	12%
Blank	46	11%
Connection to education		
Learner/ākonga	411	100%
Ethnicity		
New Zealand European/Pākehā	238	58%
Māori	99	24%
Samoan	56	14%
Cook Island Māori	14	3%
Tongan	75	18%
Niuean	13	3%
Tokelauan	3	1%
Chinese	20	5%
Indian	19	5%
Filipino	11	3%
Other	105	26%
Region		
Northland	5	1%
Auckland	163	45%
Waikato	6	2%
Bay of Plenty	0	0%
Gisborne	18	5%
Hawke's Bay	8	2%
Taranaki	63	17%
Manawatu-Whanganui	2	1%
Wellington	25	7%
Tasman	0	0%
Nelson	1	0%
Marlborough	0	0%
West Coast	0	0%

Dimension	Respondents	Percentage
Canterbury	29	8%
Chatham Islands	0	0%
Otago	3	1%
Southland	42	12%
Do you have any additional learning support needs?		
Yes	59	14%
No	194	47%
Don't know	60	15%
Would prefer not to say	42	10%
Blank	56	14%

Notes

1   n=411

2   Multiple responses were available for some questions; totals may not sum to 100%

3   Ethnicity responses captured under Other include: Afghani, African, Australian, British, Fijian, Malaysian, and Pakistani.

APPENDIX 2: MĀORI RESPONDENT DEMOGRAPHICS

Table 73:   Māori Educator demographics

Dimension	Respondents	Percentage
Level of school/kura		
Early childhood education	16	12%
Primary (Years 1-6)	50	36%
Full Primary (Years 1-8)	67	49%
Intermediate (Years 7-8)	28	20%
Secondary (Years 9-13)	46	33%
Individual or group response		
Individual	120	87%
Group	13	9%
Blank	4	4%
Connection to education		
School teacher/kaiako	72	52%
Principal/tumuaki/school leader	43	31%
Board of Trustees	6	4%
Other educator (eg resource teacher)	17	12%
Medium of school/kura		
English-medium	84	61%
Māori-medium	40	29%
Mixed-medium	11	8%
Blank	3	2%
Type of school		
Activity Centres	5	4%
Alternative Education	6	4%
Area school	27	20%
Catholic School	17	12%
Charter school	3	2%
Early Learning	14	10%
Early Learning immersion	4	3%
Kōhanga Reo	9	7%
Kura ā iwi school	10	7%

Dimension	Respondents	Percentage
Special School	7	5%
Sensory School	7	5%
Special character school	13	9%
State school	79	57%
State integrated school	13	9%
Te Aho Matua	11	8%
Teen Parent school	4	3%
Te Aho o Te Kura Pounamu (The Correspondence School)	7	5%
Other	12	9%
Ethnicity		
New Zealand European/Pākehā	98	71%
Māori	138	100%
Samoan	30	22%
Cook Island Māori	30	22%
Tongan	18	13%
Niuean	18	13%
Tokelauan	20	14%
Chinese	20	14%
Indian	9	7%
Filipino	9	7%
Other	4	3%
Region		
Northland	11	8%
Auckland	34	25%
Waikato	11	8%
Bay of Plenty	12	9%
Gisborne	21	15%
Hawke's Bay	18	13%
Taranaki	7	5%
Manawatu-Whanganui	17	12%
Wellington	17	12%
Tasman	7	5%
Nelson	6	4%
Marlborough	5	4%
West Coast	5	4%

Dimension	Respondents	Percentage
Canterbury	14	10%
Chatham Islands	3	2%
Otago	7	5%
Southland	8	6%
South Island	5	4%
North Island	5	4%
All of New Zealand	3	2%
Are you representing a learning support group?		
Yes	8	6%
No	127	92%
Blank	3	2%

Notes

1   n = 138

2   Multiple responses were available for some questions; totals may not sum to 100%

Table 74:   Māori Community demographics

Dimension	Respondents	Percentage
Level of school/kura		
Early childhood education	36	28%
Primary (Years 1-6)	80	62%
Full Primary (Years 1-8)	43	33%
Intermediate (Years 7-8)	30	23%
Secondary (Years 9-13)	44	34%
Individual or group response		
Individual	83	64%
Group	3	2%
Blank	44	34%
Connection to education		
Parent/whānau member/caregiver/kaumātua	2	2%
Iwi representative	2	2%
Community	126	96%
Ethnicity		
New Zealand European/Pākehā	88	68%
Māori	130	100%
Samoan	5	4%

Dimension	Respondents	Percentage
Cook Island Māori	6	5%
Tongan	1	1%
Niuean	1	1%
Tokelauan	0	0%
Chinese	2	2%
Indian	0	0%
Filipino	0	0%
Other	7	5%
Region		
Northland	12	9%
Auckland	30	23%
Waikato	11	9%
Bay of Plenty	13	10%
Gisborne	3	2%
Hawke's Bay	9	7%
Taranaki	4	3%
Manawatu-Whanganui	11	9%
Wellington	13	10%
Tasman	3	2%
Nelson	0	0%
Marlborough	1	1%
West Coast	0	0%
Canterbury	13	10%
Chatham Islands	0	0%
Otago	0	0%
Southland	5	4%
Does your learner have any additional learning support needs?		
Yes	22	17%
No	58	45%
Would prefer not to say	6	5%
Blank	44	33%

Notes

1   n = 130

2   Multiple responses were available for some questions; totals may not sum to 100%

Table 75: Māori Learner demographics

Dimension	Respondents	Percentage
Level of school/kura		
Early childhood education	1	1%
Primary (Years 1-6)	29	31%
Full Primary (Years 1-8)	22	24%
Intermediate (Years 7-8)	25	27%
Secondary (Years 9-13)	16	17%
Connection to education		
Learner/ākonga	93	100%
Ethnicity		
New Zealand European/Pākehā	47	51%
Māori	93	100%
Samoan	15	16%
Cook Island Māori	9	10%
Tongan	9	10%
Niuean	8	9%
Tokelauan	2	2%
Chinese	3	3%
Indian	6	6%
Filipino	2	2%
Other	28	30%
Region		
Northland	3	3%
Auckland	39	42%
Waikato	0	0%
Bay of Plenty	0	0%
Gisborne	16	17%
Hawke's Bay	8	9%
Taranaki	10	11%
Manawatu-Whanganui	1	1%
Wellington	6	6%
Tasman	0	0%
Nelson	0	0%
Marlborough	0	0%
West Coast	0	0%
Canterbury	6	6%

Dimension	Respondents	Percentage
Chatham Islands	0	0%
Otago	0	0%
Southland	4	4%
Do you have any additional learning support needs?		
Yes	12	13%
No	43	46%
Don't know	22	24%
Would prefer not to say	13	14%
Blank	3	3%

Notes

1   n = 93

2   Multiple responses were available for some questions; totals may not sum to 100%