**Briefing Note:** Education Conversation I Kōrero Mātauranga Online Survey: Voices of Three Population Groups Report 2

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<th>Hon Chris Hipkins, Minister of Education</th>
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| Cc:                         | Hon Tracey Martin, Associate Minister of Education  
                              | Hon Jenny Salesa, Associate Minister of Education  
                              | Hon Kelvin Davis, Associate Minister of Education |
| Date:                       | 20 September 2018                      |
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**Purpose of Report**

This paper provides a summary of a sample of respondents to the Education Conversation I Kōrero Mātauranga Online Survey.

The primary purposes of this early summary are to:

a. Provide initial population based analysis to inform Education Work Programme workstreams; and

b. Inform how future survey analysis work might be done.

**Summary**

- Overall, the sample of survey respondents who identified as Māori or Pacific ethnicity or with a disability or learning support need sought to:
  - include life long learning, practical skills, and coaching on abilities like coping and resilience in what is taught;
  - improve student wellbeing;
  - improve family, community and student connections;
  - improve equity; and
  - have more high quality teachers.

- Future work includes aligning these findings with the findings from the Summits and from engagements across the Education Work Programme. In the meantime, the attached report will be used to inform the development of the Vision, principles and education work programmes.
• The online survey for the Education Conversation | Kōrero Mātauranga is open until 14 October, after which final analysis will be possible.

Proactive release

Agree that this paper and related reports will be proactively released when we reach the next stage of work to report to the public on the Education Conversation | Kōrero Mātauranga.

[Signature]

Dr Andrea Schöllmann
Deputy Secretary
Education System Policy

20 / 09 / 2018

[Signature]

Hon Chris Hipkins
Minister of Education

299.18
Summary of online survey results

1. Because the survey is still open, the information below is a summary of findings from a sample of respondents.\(^1\) To provide early insight while people are still answering the survey, we have focussed solely on Māori respondents, Pacific respondents and Disabled and requiring of learning support respondents. Overall, the respondents in this sample sought the following:

a. **Changes to what is taught**: respondents wanted to move beyond an academic focus to life long learning, practical skills, and coaching on abilities like coping and resilience.

b. **Student wellbeing**: a call for increased learning support, mental health support, and social support and improved cultural awareness and pride in one's culture.

c. **Family, community, and student connections**: respondents wanted schools, students, families, and communities to be more connected. Some wanted increased opportunities for students to give back to the community.

d. **Equity**: respondents noted that poorer outcomes are influenced by poverty, low funding in poorer areas, ethnicity, disabilities, gender bias, sexual orientation and age. They sought a fairer system with access for all, which could be achieved by increasing support and funding, and initiatives such as providing for basic needs in schools (food, uniforms, and transport). Respondents wanted to reduce disparity and improve all students' outcomes. Respondents also mentioned the need for competent and diverse leadership that extends beyond European/Pākeha perspectives and better joins up the Ministry, educators, and student needs.

e. **Having more high quality teachers**: respondents sought a teaching approach that responded to individuals' differences including different ways of learning and culture. More individualised assessment, where differences in learning speed, individual development and effort were taken into account was also raised. Suggestions to improve teaching practice included improving the pay, conditions and status of teachers.

Summary of comments from Māori respondents

2. The dominant theme for many of the 1600 Māori respondents' comments was identity, language and culture. Respondents wanted students to feel supported, confident, comfortable, and safe, which they felt required high quality and culturally responsive teachers and smaller class sizes. Respondents sought improvements to make education more accessible by assisting with basic needs such as providing food and reducing financial barriers to going to school. For example:

> *I would make education cheaper for everyone in New Zealand and make sure that uniforms prices are lower so everyone can get the most out of their education*  

(Māori secondary student)\(^2\)

3. It was important for all students to be equipped with technological and life skills, as well as knowledge of Māori history, culture, and Te Reo Māori. For example:

> *Empower more people in our country to value Māori ways of knowing and being that just the pretty or native stuff we do for visitors that arrive in our country*  

(Māori parent of secondary student)

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\(^1\) Sample included 1600 Māori, 550 Pacific people, 800 disabled and learning support respondents.

\(^2\) Note in qualitative analysis when quotes are referenced, it is best practice not to edit the quote for grammar or accuracy. Therefore, quotes are verbatim and are not edited.
4. Respondents mentioned student attributes such as self-confidence, knowledge of whakapapa, resilience and adaptability. Social interactions and skills were considered important, as well as having a reliable support network that included family, community, school and the education system. For example:

   A student who can participate and contribute to their community and society
   (Māori parent of secondary school student)

Summary of comments from Pacific respondents

5. Cultural equity and the presence of the necessities of life such as good food, housing and heating were considered essential to education success amongst many of the 500 Pacific respondents included in this analysis. For example:

   Equity must still be government priority if Māori and Pasifika students including all student are to be successful.
   (Pacific parent of secondary student)

6. Pacific respondents valued respect, hard work, good communication, interpersonal skills and perseverance. Knowledge of core skills, financial literacy, technology and languages was commonly mentioned. For example:

   Hard working respectful and can use there manners
   (Pacific primary student)

7. It was considered equally important for Pacific learners to give to their community as much as it was to receive from it. Good learning outcomes were considered to come from good relationships, such as those between schools and families, and teachers and students. Parents and grandparents mentioned the importance of church. For example:

   Firstly a student is part of kainga/aiga/whanau/families/communities. For Pasifika and Māori, the success of the student is family based. Not individual based
   (Pacific parent of a child in early childhood education)

8. A common point made was that there is a need for capable teachers who are accepting of individuals. Teaching should meet individuals’ specific and cultural learning needs rather than a ‘one size fits all’ approach.

Summary of comments from students who identified with a disability or learning support need or parents of students who have a disability or learning support need

9. Most of the 700 respondents (children or parents of children) who identified with a disability or learning support need sought more support for all those who need it rather than discussing specific interventions, for example, the importance of infrastructure that supports inclusion and involvement. Equity was highly regarded.

10. Commonly sought actions to improve equity included ensuring that all students receive the support they need, celebration of diversity, and creation of an environment that supports students’ wellbeing. For example:

    Someone who believes in themselves and is ready to go into the real world They feel successful even if they didn’t do the best at the core subjects
    (Secondary student who identifies with having a disability or requiring learning support)

11. Teaching that was individualised, aware, and competent was sought for students’ success. More initial teacher education and professional development initiatives regarding disability and learning support teaching requirements were discussed. For example:

    learn about the childs learning needs and apply a teaching techniques that apply to each child, grew and rejoice in there different talents
    (Early childhood parent who identifies with a disability or learning support)

12. Funding, resources and services to appropriately support all students was expressed, including more support staff in schools.
Comparison with the first (interim) report, produced in May 2018

13. The above findings are consistent with the first report on the survey responses, but in this analysis there is:

   a. Greater emphasis on the role of community and family in schools and the mutual benefit from stronger community and family connections;

   b. A wider focus on wellbeing as distinct from bullying; and

   c. More comprehensive discussion of inequities with calls to improve teaching practice so that teachers can respond better to individual differences and be more culturally responsive. Teachers’ pay, conditions, and status was often raised by parents as a way to improve teaching quality. Diverse and competent leadership sitting in a supportive system was discussed. Learning, mental health and social supports were mentioned as well as the need to meet basic needs so that children can participate in and access education.

Conclusion

14. The report signals some of the values that respondents state are missing from the current system, and indicates some of the possible shifts they want the Education Work Programme to deliver. It is worth noting that the summary and full report contain a wide range of comments both positive and negative.

15. There are some comments from respondents about teachers being racist and the education system perpetuating existing inequity. Many respondents (including students and parents) discussed raising the status and pay of teachers. There were a small number of negative comments about the NCEA and the Ministry and its role. The Ministry will undertake analysis to further understand these themes and how they relate to the Education Work Programme components.

Next Steps

16. This report is designed to test the reporting structure and analysis approach in order to decide how best to analyse and report on over 15,000 survey responses. The key findings in this report will be:

   a. Used to inform the education work programmes, as well as a youth report and a methodology for a final report on the online survey;

   b. Given to the Guardians to inform the development of the Vision; and

   c. Packaged for public release, in plain English, with supporting quotes and clear messages about its place in the conversation and the education work programme.

17. This public release is planned for the next phase of work, following the final report.

Annexes

Annex 1: Education Conversation | Kōrero Mātauranga. Voices of three population groups (Report 2) (Attached separately)