

MEMORANDUM | 30 May 2019

TO Ministry of Education
FROM Research New Zealand
SUBJECT Professional Learning and Development (PLD) Consultation – Coding and Thematic Analysis of open-ended feedback (#5086)

1. Introduction

The Ministry of Education is engaging on proposed new national priorities for centrally-funded, locally-allocated professional learning and development (PLD).

The current priorities focus on specific learning areas: pāngarau and maths; pūtaiao and science; te reo matatini (pānui, tuhituhi, kōrero) and reading and writing; and digital fluency.

Following feedback that the Ministry heard through the Education Conversation, it has worked with the Curriculum Progress and Achievement Reference Group to develop priorities that focus on the foundations of good teaching practice. The areas of focus for the proposed new priorities are as described in English medium settings as:

- Building cultural capability.
- Local curriculum design.
- Using information to support learning.

And described in Māori medium settings as:

- Mātauranga Māori (Te Reo Māori me te Aratakinga).
- Marau ā-kura.
- Aromatawai.

On the basis of these areas of focus, the Ministry has consulted further with the sector via an online feedback survey. This consultation commenced on 27 March 2019 and concluded on 10 May 2019. By the final close-off date, feedback had been received from 815 respondents in English medium settings, and 23 respondents in Māori medium settings. Please refer to Appendix A for a profile of these respondents.

The feedback surveys (one for English medium settings and one for Māori medium settings) largely comprised structured questions with pre-coded response categories. However, respondents could also provide free-text feedback via an open-ended question in relation to each priority in the English medium settings questionnaire and a general comments question in the Māori medium settings



questionnaire. Both questionnaires also offered respondents the opportunity to include any final comments and suggestions for other priority areas.

2. Main findings and conclusions

The overall response to each of the three priorities was very positive, with over two-thirds of English medium settings' respondents agreeing that each priority would achieve its various objectives. In addition, more than half of respondents agreed that each priority would meet the needs of their school or kura.

Overall, the Cultural Capability priority met with the most favourable responses, followed closely by the Curriculum Design priority and then the Using Information to Support Learning priority.

Similarly, the Māori medium settings' respondents expressed almost total support for each of the three priorities. Again, the Mātauranga Māori priority met with the most favourable results, closely followed in this group by the Aromatawai priority and then the Marau ā-kura priority.

Along with general praise for the priorities, with respondents believing that they will better meet students/ākonga needs, free-text feedback from respondents from both English and Māori settings was mainly positioned in the **neutral/conditional space**.

In particular, respondents strongly expressed a need for guidance, support and resourcing for schools to effectively implement each of the priorities.

Other neutral/conditional responses of note included:

- Concerns that the delivery of the Cultural Capability priority will be tokenistic.
- The need for the Cultural Capability priority to address diversity, particularly in relation to other cultures represented in their schools, including specific mention of Pasifika.
- Acknowledgement that iwi, hāpu and the community will require support to engage in information sharing and work in partnership.
- Wanting the priorities to be tailored to and reflect the local community and students'/ākonga needs.

The only consistently expressed negative sentiment across the priorities was in relation to perceptions of the endemic nature of inequity within the education system and in society generally.

Suggestions for other priority areas mainly included:

- Supporting students/ākonga with mental or physical health issues/gifted and low-achievers/struggling students/ākonga, including ESOL learners, and a general promotion of wellbeing/hauora.
- Focussing on digital literacy.



- Focussing on STEM/STEAM.
- Focussing on core subjects/learning key competencies.



3. Objectives and key deliverables

The Ministry of Education commissioned Research New Zealand to develop code frames for each of the open-ended questions and, using these code frames, thematically analyse the free-text response that had been received into positive, negative and neutral comments.

In addition to this deliverable, the other main deliverable was a summary report presenting the key themes for each proposed priority (analysed by specific groups where possible – e.g. Māori and in relation to students with special needs), which was to also include quantitative analysis undertaken by the Ministry.

In compiling this report we have completed our own quantitative analysis in order to place the feedback received from the open-ended questions into context.

4. The code frame

After analysing a random sample of 50 English medium settings' open-ended responses to each priority, it became evident that responses to each of the priority areas reflected the same overall themes. Therefore, it was possible to develop a single frame, rather than separate code frames for each priority.

Following this, the Māori medium settings' open-ended responses (n=23) were analysed and were found to fit within this same code frame.

The codes were then grouped into positive, neutral/conditional (e.g. *“The priority needs to or should...”*), and negative responses.

Responses to the final question in both the English and Māori medium settings' questionnaires inviting respondents to identify any priorities they thought were missing were also found to fit within the single code frame developed for the three priorities. This is because respondents reiterated their responses to the three priorities and/or further discussed a priority they considered to be important (e.g. considering digital literacy to be vital).

Please refer to Appendix B for the code frame.



5. Feedback from respondents in English medium settings

5.1 Agreement-disagreement with the impact of the Cultural Capability priority

Using a 5-point Likert scale, respondents were asked to agree or disagree with five statements in relation to this priority (Table 1). To more effectively present the results, we have grouped the 'agree' and 'strongly agree' responses together, as well as the 'disagree' and 'strongly disagree' responses.

Table 1: Cultural capability – Agreement-disagreement

	Total	English	Maori	Dual medium	Special	Other/ Not specified
Base =	815	548	15**	52	16**	184
	%	%	%	%	%	%
This priority would enable educators (staff, Kaiako, principals, etc.) to engage and develop strong relationships with mana whenua and local iwi						
<i>Agree/Strongly agree</i>	85	86	93	92	94	81
<i>Neutral</i>	6	6	0	0	6	7
<i>Disagree/Strongly disagree</i>	8	7	7	6	0	10
This priority would enable educators to demonstrate responsibility and understanding of Treaty-related partnerships						
<i>Agree/Strongly agree</i>	86	87	93	87	94	83
<i>Neutral</i>	6	7	0	4	0	5
<i>Disagree/Strongly disagree</i>	7	5	7	8	6	11
This priority would help to enable and strengthen the participation of ākongā (students/learners), whānau, communities, hapu and iwi in the co-design of their school's or kura local curriculum						
<i>Agree/Strongly agree</i>	76	76	93	79	94	73
<i>Neutral</i>	10	11	0	10	0	8
<i>Disagree/Strongly disagree</i>	13	12	7	10	6	18
This priority would help educators to support their ākongā progress across the breadth of the whole curriculum						
<i>Agree/Strongly agree</i>	74	74	80	85	94	71
<i>Neutral</i>	10	11	7	4	0	11
<i>Disagree/Strongly disagree</i>	15	15	13	10	6	16
This priority would meet the needs of my school or kura						
<i>Agree/Strongly agree</i>	68	71	93	77	81	53
<i>Neutral</i>	15	12	0	12	0	28
<i>Disagree/Strongly disagree</i>	16	17	0	8	12	17

Total may sum to more than 100% because of rounding.



The results of the summative statement (*This priority would meet the needs of my school or kura*) has been used to create three groups of respondents:

- ⋮ Respondents who **agreed** that the priority would meet the needs of their school or kura.
- ⋮ Respondents with a **neutral/conditional** response.
- ⋮ Respondents who **disagreed** that the priority would meet the needs of their school or kura.

In turn, these three groups of respondents have been used to analyse the response to the free-text open-ended question that was asked in relation to this priority (*If you would like to say more, please do so here*) (Table 2). Note that 70% of respondents did **not** provide any further comment. Therefore, the table is based on the 30% of respondents who did (i.e. n=248).

Table 3 recreates this table based on type of school respondents identified with. The 'other' category includes respondents who did not specify their type of school.

The key findings are as follows:

- ⋮ Most respondents agreed with the statements relating to this priority. For example, 86% agreed or strongly agreed that this priority would enable educators to demonstrate responsibility and understanding of Treaty-related partnerships.
- ⋮ When invited to provide additional feedback, 30% did so.
- ⋮ While 13% of respondents provided general positive feedback about the priority, believing that it will better meet students'/ākonga needs, most feedback was **neutral/conditional**.
- ⋮ The main neutral/conditional responses were in relation to the guidance, support and resourcing schools would require to effectively implement the priority (30%), as well as wanting assurance it would not be tokenistic in delivery (12%). A fair amount of responses also related to the need for the priority to also address diversity (particularly cultural) of students'/ākonga in their schools (15%).
- ⋮ While there was relatively little negative feedback, the key issue raised was in relation to the endemic nature of inequity within the education system and in society generally (8%).



Table 2: Cultural capability – Free-text comments

Base =	Total 248* %	Agree 134 %	Neutral 53 %	Disagree 58 %
Positive:				
General praise for the priority - it will better meet students'/ākonga needs, strengthen their identity and enhance learning/success/competency and holistically assess this	13	19	8	5
The priority will/needs to instil Maori cultural values and principles, including MAC/promote Te reo Maori as a priority/will better support Maori ākonga	9	11	11	2
The priority will/should strengthen relationships and community engagement (e.g. iwi/parental/whanau involvement)	7	7	9	3
Neutral/Conditional:				
Implementation must not be tokenistic/needs multi-agency backing to succeed	12	12	11	12
The priority should focus on supporting cultural (including special mention of Pasifika), religious, sexual and gender diversity, and teach inclusion, tolerance and understanding	15	10	13	24
The priority should support students'/ākonga with mental or physical health issues/gifted and low-achievers/struggling students'/ākonga, including ESOL learners, and promote wellbeing/hauora	2	1	6	2
The priority should be tailored to and reflect the local community and students'/ākonga needs	4	2	2	10
PLD should be accessible and consistently incorporated into all schools and across the sector and the curriculum, including subject-specific areas (e.g. <i>the Arts</i>)/applying for the PLD should be easy and not an administrative burden for schools	10	13	6	5
Schools will need guidance, support and resources (time, finance) for any priority to succeed and be sustainable/PD providers need to be proficient/staff need upskilling; pedagogical capabilities need to be developed/proficient in-school leadership will be key/ staff and BoT engagement and buy-in will be essential	30	28	32	33
Iwi/hāpu/community will need support to engage in a true partnership	8	10	8	2
We are already using this approach in our school/hope that it won't impact on what's been achieved	6	7	4	7

Continued



Table 2: Cultural capability – Free-text comments (continued)

Base =	Total 248* %	Agree 134 %	Neutral 53 %	Disagree 58 %
Negative:				
The curriculum is too restrictive/there's too much assessment/assessment is inadequate/PLD is too focussed on evaluation and compliance	1	0	4	2
Students/ākonga need to be global/future-focussed learners	1	0	2	2
It's vital to focus on the core subjects/learning key competencies	5	0	11	10
There should be a focus on STEM/STEAM	0	0	0	2
Digital literacy is vital	0	0	0	2
Iwi/community/parents are not engaged with the school/do not understand the education system.	5	6	2	5
Inequity is complex/it will continue outside of school and impact learning/it remains to be a colonial education system/it's a flawed PLD model/the education system does not honour the Treaty/implementation and success will depend on the individual school's values/fundamental systemic changes are required, with national direction	8	8	9	7
Other:				
Need more information/other response	7	3	11	10

Total may exceed 100% because of multiple response.

*Sub-sample based on those respondents who provided a verbatim comment.

**Caution: low base number of respondents - results are indicative only.



Table 3: Cultural capability – Free-text comments

Base =	Total 248*	English 158	Maori 6**	Dual medium 15**	Special 4**	Other 65
	%	%	%	%	%	%
Positive:						
General praise for the priority - it will better meet students'/ākonga needs, strengthen their identity and enhance learning/success/competency and holistically assess this	13	15	0	20	25	9
The priority will/needs to instil Maori cultural values and principles, including MAC/promote Te reo Maori as a priority/will better support Maori ākonga	9	8	50	0	0	11
The priority will/should strengthen relationships and community engagement (e.g. iwi/parental/whanau involvement)	7	4	17	20	25	8
Neutral/Conditional:						
Implementation must not be tokenistic/needs multi-agency backing to succeed	12	13	17	7	0	11
The priority should focus on supporting cultural (including special mention of Pasifika), religious, sexual and gender diversity, and teach inclusion, tolerance and understanding	15	14	0	0	25	20
The priority should support students/ākonga with mental or physical health issues/gifted and low-achievers/struggling students/ākonga, including ESOL learners, and promote wellbeing/hauora	2	1	0	0	25	5
The priority should be tailored to and reflect the local community and students'/ākonga needs	4	6	0	0	0	2
PLD should be accessible and consistently incorporated into all schools and across the sector and the curriculum, including subject-specific areas (e.g. <i>the Arts</i>)/applying for the PLD should be easy and not an administrative burden for schools	10	10	0	7	0	11
Schools will need guidance, support and resources (time, finance) for any priority to succeed and be sustainable/PD providers need to be proficient/staff need upskilling; pedagogical capabilities need to be developed/proficient in-school leadership will be key/ staff and BoT engagement and buy-in will be essential	30	31	33	20	25	29
Iwi/hāpu/community will need support to engage in a true partnership	8	9	0	13	0	5
We are already using this approach in our school/hope that it won't impact on what's been achieved	6	6	0	27	0	3

Continued



Table 3: Cultural capability – Free-text comments (continued)

Base =	Total 248*	English- medium 158	Maori 6**	Dual medium 15**	Special 4**	Other 65
	%	%	%	%	%	%
Negative:						
The curriculum is too restrictive/there's too much assessment/assessment is inadequate/PLD is too focussed on evaluation and compliance	1	1	0	0	0	2
Students/ākonga need to be global/future-focussed learners	1	0	0	0	0	3
It's vital to focus on the core subjects/learning key competencies	5	4	0	0	0	8
There should be a focus on STEM/STEAM	0	0	0	0	0	2
Digital literacy is vital	0	0	0	0	0	2
Iwi/community/parents are not engaged with the school/do not understand the education system.	5	6	0	0	0	5
Inequity is complex/it will continue outside of school and impact learning/it remains to be a colonial education system/it's a flawed PLD model/the education system does not honour the Treaty/implementation and success will depend on the individual school's values/fundamental systemic changes are required, with national direction	8	9	17	7	25	6
Other:						
Need more information/other response	7	7	0	7	0	8

Total may exceed 100% because of multiple response.

*Sub-sample based on those respondents who provided a verbatim comment.

**Caution: low base number of respondents - results are indicative only.



5.2 Agreement-disagreement with the impact of the Local Curriculum Design priority

Using a 5-point Likert scale, respondents were asked to agree or disagree with four statements in relation to this priority (Table 4).

Table 4: Local curriculum design – Agreement-disagreement

	Base =	Total 815 %	English 548 %	Maori 15** %	Dual medium 52 %	Special 16** %	Other 184 %
This priority would help to enable and strengthen the participation of ākongā, whānau, communities, hapu and iwi in the co-design of local curriculum with educators							
<i>Agree/Strongly agree</i>		80	80	93	85	100	76
<i>Neutral</i>		6	7	0	4	0	4
<i>Disagree/Strongly disagree</i>		13	13	7	10	0	17
This priority would help educators to support their ākongā progress across the breadth of the whole curriculum							
<i>Agree/Strongly agree</i>		79	79	93	81	94	73
<i>Neutral</i>		8	8	0	10	0	9
<i>Disagree/Strongly disagree</i>		12	12	7	6	0	15
This priority would help to address inequitable ākongā progress and achievement within schools and kura							
<i>Agree/Strongly agree</i>		69	70	87	65	94	64
<i>Neutral</i>		11	12	7	15	0	10
<i>Disagree/Strongly disagree</i>		18	17	7	17	6	24
This priority would meet the needs of my school or kura							
<i>Agree/Strongly agree</i>		68	70	87	71	100	55
<i>Neutral</i>		16	14	7	15	0	25
<i>Disagree/Strongly disagree</i>		14	15	7	8	0	16

Total may sum to more than 100% because of rounding.



The results of the summative statement (*This priority would meet the needs of my school or kura*) has been used to create three groups of respondents:

- ⋮ Respondents who **agreed** that the priority would meet the needs of their school or kura.
- ⋮ Respondents with a **neutral/conditional** response.
- ⋮ Respondents who **disagreed** that the priority would meet the needs of their school or kura.

In turn, these three groups of respondents have been used to analyse to the response to the free-text open-ended question that was asked in relation to this priority (*If you would like to say more, please do so here*) (Table 5). Note that 72% of respondents did not provide any further comment. Therefore, the following table is based on the 28% of respondents who did (i.e. n=231).

Table 6 recreates this table based on type of school respondents identified with. The 'other' category includes respondents who did not specify their type of school.

The key findings are as follows:

- ⋮ Again, most respondents agreed with the statements relating to this priority, albeit slightly less than the Cultural Capability priority. For example, 80% agreed or strongly agreed that this priority would help to enable and strengthen the participation of ākonga, whānau, communities, hapu and iwi in the co-design of local curriculum with educators.
- ⋮ When invited to provide additional feedback, 28% did so.
- ⋮ Sixteen percent of respondents positively support the priority, again by providing generally positive comments, believing that it will better meet students'/ākonga needs. However, as for the Cultural Capability priority, most feedback was **neutral/conditional**.
- ⋮ The main neutral/conditional responses were similarly in relation to the guidance, support and resourcing schools would require to effectively implement the priority (31%), although 8% noted that they were already using this approach. For this priority, 9% also believe that iwi/hāpu/community will need support to engage in a true partnership.
- ⋮ Again, little feedback was negative, aside from the same key issue raised in relation to the Cultural Capability priority, discussing the endemic nature of inequity within the education system and in society generally (this time expressed by 14%).



Table 5: Local curriculum design – Free-text comments

	Base =	Total 231* %	Agree 127 %	Neutral 56 %	Disagree 47 %
Positive:					
General praise for the priority - it will better meet students'/ākonga needs, strengthen their identity and enhance learning/success/competency and holistically assess this		16	23	14	2
The priority will/needs to instil Maori cultural values and principles, including MAC/promote Te reo Maori as a priority/will better support Maori ākonga		0	1	0	0
The priority will/should strengthen relationships and community engagement (e.g. iwi/parental/whanau involvement)		6	9	2	0
Neutral/Conditional:					
Implementation must not be tokenistic/needs multi-agency backing to succeed		5	6	9	0
The priority should focus on supporting cultural (including special mention of Pasifika), religious, sexual and gender diversity, and teach inclusion, tolerance and understanding		4	6	0	2
The priority should support students'/ākonga with mental or physical health issues/gifted and low-achievers/struggling students'/ākonga, including ESOL learners, and promote wellbeing/hauora		2	0	4	4
The priority should be tailored to and reflect the local community and students'/ākonga needs		6	7	7	4
PLD should be accessible and consistently incorporated into all schools and across the sector and the curriculum, including subject-specific areas (e.g. <i>the Arts</i>)/applying for the PLD should be easy and not an administrative burden for schools		4	4	4	6
Schools will need guidance, support and resources (time, finance) for any priority to succeed and be sustainable/PD providers need to be proficient/staff need upskilling; pedagogical capabilities need to be developed/proficient in-school leadership will be key/ staff and BoT engagement and buy-in will be essential		31	32	34	23
Iwi/hāpu/community will need support to engage in a true partnership		9	6	14	6
We are already using this approach in our school/hope that it won't impact on what's been achieved		8	8	7	9

Continued



Table 5: Local curriculum design – Free-text comments (continued)

	Base =	Total 231* %	Agree 127 %	Neutral 56 %	Disagree 47 %
Negative:					
The curriculum is too restrictive/there's too much assessment/assessment is inadequate/PLD is too focussed on evaluation and compliance		3	2	7	2
Students/ākonga need to be global/future-focussed learners		4	2	7	6
It's vital to focus on the core subjects/learning key competencies		5	5	4	6
There should be a focus on STEM/STEAM		0	0	0	2
Digital literacy is vital		1	2	0	0
Iwi/community/parents are not engaged with the school/do not understand the education system.		4	2	7	4
Inequity is complex/it will continue outside of school and impact learning/it remains to be a colonial education system/it's a flawed PLD model/the education system does not honour the Treaty/implementation and success will depend on the individual school's values/fundamental systemic changes are required, with national direction		14	9	11	30
Other:					
Need more information/other response		12	12	9	17

Total may exceed 100% because of multiple response.

*Sub-sample based on those respondents who provided a verbatim comment.

**Caution: low base number of respondents - results are indicative only.



Table 6: Local curriculum design – Free-text comments

Base =	Total 231*	English 146	Maori 6**	Dual medium 12**	Special 2**	Other 65
	%	%	%	%	%	%
Positive:						
General praise for the priority - it will better meet students'/ākonga needs, strengthen their identity and enhance learning/success/competency and holistically assess this	16	18	17	17	0	14
The priority will/needs to instil Maori cultural values and principles, including MAC/promote Te reo Maori as a priority/will better support Maori ākonga	0	1	0	0	0	0
The priority will/should strengthen relationships and community engagement (e.g. iwi/parental/whanau involvement)	6	8	0	0	0	5
Neutral/Conditional:						
Implementation must not be tokenistic/needs multi-agency backing to succeed	5	5	17	8	0	5
The priority should focus on supporting cultural (including special mention of Pasifika), religious, sexual and gender diversity, and teach inclusion, tolerance and understanding	4	3	0	8	0	5
The priority should support students'/ākonga with mental or physical health issues/gifted and low-achievers/struggling students'/ākonga, including ESOL learners, and promote wellbeing/hauora	2	2	0	0	0	2
The priority should be tailored to and reflect the local community and students'/ākonga needs	6	8	0	8	0	5
PLD should be accessible and consistently incorporated into all schools and across the sector and the curriculum, including subject-specific areas (e.g. the Arts)/applying for the PLD should be easy and not an administrative burden for schools	4	1	0	25	0	8
Schools will need guidance, support and resources (time, finance) for any priority to succeed and be sustainable/PD providers need to be proficient/staff need upskilling; pedagogical capabilities need to be developed/proficient in-school leadership will be key/ staff and BoT engagement and buy-in will be essential	31	32	33	25	0	31
Iwi/hāpu/community will need support to engage in a true partnership	9	8	0	17	0	9
We are already using this approach in our school/hope that it won't impact on what's been achieved	8	10	0	8	0	5

Continued



Table 6: Local curriculum design – Free-text comments (continued)

	Base =	Total 231*	English 146	Maori 6**	Dual medium 12**	Special 2**	Other 65
		%	%	%	%	%	%
Negative:							
The curriculum is too restrictive/there's too much assessment/assessment is inadequate/PLD is too focussed on evaluation and compliance		3	3	0	0	0	6
Students/ākonga need to be global/future-focussed learners		4	3	0	0	0	8
It's vital to focus on the core subjects/learning key competencies		5	6	17	0	0	2
There should be a focus on STEM/STEAM		0	0	0	0	0	2
Digital literacy is vital		1	1	0	0	0	0
Iwi/community/parents are not engaged with the school/do not understand the education system.		4	5	0	8	0	2
Inequity is complex/it will continue outside of school and impact learning/it remains to be a colonial education system/it's a flawed PLD model/the education system does not honour the Treaty/implementation and success will depend on the individual school's values/fundamental systemic changes are required, with national direction		14	12	33	17	0	15
Other:							
Need more information/other response		12	12	0	0	100	14

Total may exceed 100% because of multiple response.

*Sub-sample based on those respondents who provided a verbatim comment.

**Caution: low base number of respondents - results are indicative only.



5.3 Agreement-disagreement with the impact of the Using Information to Support Learning priority

Using a 5-point Likert scale, respondents were asked to agree or disagree with five statements in relation to this priority (Table 7).

Table 7: Using information to support learning – Agreement-disagreement

Base =	Total 815 %	English 548 %	Maori 15** %	Dual medium 52 %	Special 16** %	Other 184 %
This priority would help strengthen on-going three-way partnerships among ākongā, whānau, and educators to share information that supports ākongā progress and achievement						
<i>Agree/Strongly agree</i>	77	78	93	75	100	71
<i>Neutral</i>	10	11	0	6	0	11
<i>Disagree/Strongly disagree</i>	12	10	7	15	0	16
This priority would help educators to support ākongā progress across the breadth of the whole curriculum						
<i>Agree/Strongly agree</i>	74	76	80	77	88	66
<i>Neutral</i>	12	12	13	8	12	15
<i>Disagree/Strongly disagree</i>	12	12	7	12	0	15
This priority would address inequitable ākongā progress and achievement within schools and kura						
<i>Agree/Strongly agree</i>	66	67	87	67	81	58
<i>Neutral</i>	14	15	0	12	19	14
<i>Disagree/Strongly disagree</i>	18	17	7	17	0	26
This priority would enable educators to develop and strengthen their ability to notice, recognise and respond to ākongā progress						
<i>Agree/Strongly agree</i>	75	75	87	83	100	68
<i>Neutral</i>	11	12	0	4	0	12
<i>Disagree/Strongly disagree</i>	12	11	13	10	0	16
This priority would meet the needs of my school or kura						
<i>Agree/Strongly agree</i>	62	65	87	77	88	47
<i>Neutral</i>	22	21	7	6	12	32
<i>Disagree/Strongly disagree</i>	13	13	7	13	0	16

Total may sum to more than 100% because of rounding.



The results of the summative statement (*This priority would meet the needs of my school or kura*) has been used to create three groups of respondents:

- u Respondents who **agreed** that the priority would meet the needs of their school or kura.
- u Respondents with a **neutral/conditional** response.
- u Respondents who **disagreed** that the priority would meet the needs of their school or kura.

In turn, these three groups of respondents have been used to analyse to the response to the free-text open-ended question that was asked in relation to this priority (*If you would like to say more, please do so here*) (Table 8). Note that 74% of respondents did not provide any further comment. Therefore, the following table is based on the 26% of respondents who did (i.e. n=211).

Table 9 recreates this table based on type of school respondents identified with. The 'other' category includes respondents who did not specify their type of school.

The key findings are as follows:

- u Again, most respondents agreed with the statements relating to this priority. However, although marginally, this priority is the least positively received. The most positive response (77%) was in relation to the priority helping strengthen on-going three-way partnerships among ākongā, whānau, and for educators to share information that supports ākongā progress and achievement.
- u When invited to provide additional feedback, 26% did so.
- u As with the other priorities, while feedback positively supported the priority, believing that it will better meet students'/ākongā needs (15%), most often feedback was **neutral/conditional**.
- u As for the other priorities, the main neutral/conditional responses were in relation to the guidance, support and resourcing schools would require to effectively implement the priority (32%), although a similar proportion to the Local Curriculum Design priority (11%) noted that they were already using this approach.
- u Although, again, little feedback was negative, respondents were particularly critical of the current assessment processes students'/ākongā are subjected to (16%). Expressions of endemic inequity were raised by 7%; rather less than in relation to the previous priorities.



Table 8: Using information to support learning – Free-text comments

Base =	Total 211* %	Agree 115 %	Neutral 50 %	Disagree 42 %
Positive:				
General praise for the priority - it will better meet students'/ākonga needs, strengthen their identity and enhance learning/success/competency and holistically assess this	15	19	14	5
The priority will/needs to instil Maori cultural values and principles, including MAC/promote Te reo Maori as a priority/will better support Maori ākonga	1	2	0	0
The priority will/should strengthen relationships and community engagement (e.g. iwi/parental/whanau involvement)	3	5	0	0
Neutral/Conditional:				
Implementation must not be tokenistic/needs multi-agency backing to succeed	5	4	2	7
The priority should focus on supporting cultural (including special mention of Pasifika), religious, sexual and gender diversity, and teach inclusion, tolerance and understanding	1	1	2	0
The priority should support students'/ākonga with mental or physical health issues/gifted and low-achievers/struggling students'/ākonga, including ESOL learners, and promote wellbeing/hauora	4	4	2	7
The priority should be tailored to and reflect the local community and students'/ākonga needs	5	7	2	2
PLD should be accessible and consistently incorporated into all schools and across the sector and the curriculum, including subject-specific areas (e.g. <i>the Arts</i>)/applying for the PLD should be easy and not an administrative burden for schools	6	5	8	5
Schools will need guidance, support and resources (time, finance) for any priority to succeed and be sustainable/PD providers need to be proficient/staff need upskilling; pedagogical capabilities need to be developed/proficient in-school leadership will be key/ staff and BoT engagement and buy-in will be essential	32	30	30	38
Iwi/hāpu/community will need support to engage in a true partnership	1	3	0	0
We are already using this approach in our school/hope that it won't impact on what's been achieved	11	9	10	19

Continued



Table 8: Using information to support learning – Free-text comments

Base =	Total 211* %	Agree 115 %	Neutral 50 %	Disagree 42 %
Negative:				
The curriculum is too restrictive/there's too much assessment/assessment is inadequate/PLD is too focussed on evaluation and compliance	16	14	16	21
Students/ākonga need to be global/future-focussed learners	0	0	0	2
It's vital to focus on the core subjects/learning key competencies	1	0	2	2
There should be a focus on STEM/STEAM	1	0	0	5
Digital literacy is vital	0	0	2	0
Iwi/community/parents are not engaged with the school/do not understand the education system.	2	2	4	0
Inequity is complex/it will continue outside of school and impact learning/it remains to be a colonial education system/it's a flawed PLD model/the education system does not honour the Treaty/implementation and success will depend on the individual school's values/fundamental systemic changes are required, with national direction	7	7	6	5
Other:				
Need more information/other response	15	10	32	7

Total may exceed 100% because of multiple response.

*Sub-sample based on those respondents who provided a verbatim comment.

**Caution: low base number of respondents - results are indicative only.



Table 9: Using information to support learning – Free-text comments

Base =	Total 211* %	English 134 %	Maori 7** %	Dual medium 11** %	Special 3** %	Other 56 %
Positive:						
General praise for the priority - it will better meet students'/ākonga needs, strengthen their identity and enhance learning/success/competency and holistically assess this	15	14	14	18	0	16
The priority will/needs to instil Maori cultural values and principles, including MAC/promote Te reo Maori as a priority/will better support Maori ākonga	1	0	0	0	0	4
The priority will/should strengthen relationships and community engagement (e.g. iwi/parental/whanau involvement)	3	2	14	0	33	2
Neutral/Conditional:						
Implementation must not be tokenistic/needs multi-agency backing to succeed	5	7	0	0	0	2
The priority should focus on supporting cultural (including special mention of Pasifika), religious, sexual and gender diversity, and teach inclusion, tolerance and understanding	1	1	0	0	0	0
The priority should support students'/ākonga with mental or physical health issues/gifted and low-achievers/struggling students'/ākonga, including ESOL learners, and promote wellbeing/hauora	4	1	0	9	33	9
The priority should be tailored to and reflect the local community and students'/ākonga needs	5	6	0	9	0	4
PLD should be accessible and consistently incorporated into all schools and across the sector and the curriculum, including subject-specific areas (e.g. the Arts)/applying for the PLD should be easy and not an administrative burden for schools	6	5	0	18	0	7
Schools will need guidance, support and resources (time, finance) for any priority to succeed and be sustainable/PD providers need to be proficient/staff need upskilling; pedagogical capabilities need to be developed/proficient in-school leadership will be key/ staff and BoT engagement and buy-in will be essential	32	34	29	18	0	32
Iwi/hāpu/community will need support to engage in a true partnership	1	2	0	0	0	0
We are already using this approach in our school/hope that it won't impact on what's been achieved	11	10	29	9	0	12

Continued



Table 9: Using information to support learning – Free-text comments

	Total	English	Maori	Dual medium	Special	Other
Base =	211*	134	7**	11**	3**	56
	%	%	%	%	%	%
Negative:						
The curriculum is too restrictive/there's too much assessment/assessment is inadequate/PLD is too focussed on evaluation and compliance	16	16	14	27	0	14
Students/ākonga need to be global/future-focussed learners	0	0	0	0	0	2
It's vital to focus on the core subjects/learning key competencies	1	1	0	0	0	2
There should be a focus on STEM/STEAM	1	0	0	0	0	4
Digital literacy is vital	0	0	0	0	0	2
Iwi/community/parents are not engaged with the school/do not understand the education system.	2	2	0	0	0	2
Inequity is complex/it will continue outside of school and impact learning/it remains to be a colonial education system/it's a flawed PLD model/the education system does not honour the Treaty/implementation and success will depend on the individual school's values/fundamental systemic changes are required, with national direction	7	9	0	0	0	4
Other:						
Need more information/other response	15	15	0	9	33	16

Total may exceed 100% because of multiple response.

*Sub-sample based on those respondents who provided a verbatim comment.

**Caution: low base number of respondents - results are indicative only.



5.4 Final comments/further suggested priorities

At the conclusion of the feedback form, respondents were invited to make any other comments, including describing any other priorities they felt should be considered (Table 10).

Note that 80% of respondents did not provide any further comment. Therefore, the table is based on the 20% of respondents who did (i.e. n=166) and presents the results by respondents' type of school. The 'other' category includes respondents who did not specify their type of school.

Table 10: Final comments/further suggested priorities – Free-text comments

	Total	English	Maori	Dual medium	Special	Other
Base =	166*	113	5**	14**	4**	30
	%	%	%	%	%	%
Positive:						
General praise for the priority - it will better meet students/ākonga needs, strengthen their identity and enhance learning/success/competency and holistically assess this	10	14	0	7	0	0
The priority will/needs to instil Maori cultural values and principles, including MAC/promote Te reo Maori as a priority/will better support Maori ākonga	4	4	0	7	0	3
The priority will/should strengthen relationships and community engagement (e.g. iwi/parental/whanau involvement)	0	0	0	0	0	0
Neutral/Conditional:						
Implementation must not be tokenistic/needs multi-agency backing to succeed	3	4	0	7	0	0
The priority should focus on supporting cultural (including special mention of Pasifika), religious, sexual and gender diversity, and teach inclusion, tolerance and understanding	2	3	0	0	0	3
The priority should support students/ākonga with mental or physical health issues/gifted and low-achievers/struggling students/ākonga, including ESOL learners, and promote wellbeing/hauora	8	9	0	7	25	3
The priority should be tailored to and reflect the local community and students/ākonga needs	7	7	0	0	50	3
PLD should be accessible and consistently incorporated into all schools and across the sector and the curriculum, including subject-specific areas (e.g. the Arts)/applying for the PLD should be easy and not an administrative burden for schools	6	5	20	14	0	3
Schools will need guidance, support and resources (time, finance) for any priority to succeed and be sustainable/PD providers need to be proficient/staff need upskilling; pedagogical capabilities need to be developed/proficient in-school leadership will be key/ staff and BoT engagement and buy-in will be essential	34	36	60	29	25	23
Iwi/hāpu/community will need support to engage in a true partnership	1	1	0	0	0	0
We are already using this approach in our school/hope that it won't impact on what's been achieved	2	2	20	0	0	0

Continued



Table 10: Final comments/further suggested priorities – Free-text comments (continued)

	Total	English	Maori	Dual medium	Special	Other
Base =	166*	113	5**	14**	4**	30
	%	%	%	%	%	%
Negative:						
The curriculum is too restrictive/there's too much assessment/assessment is inadequate/PLD is too focussed on evaluation and compliance	2	4	0	0	0	0
Students/ākonga need to be global/future-focussed learners	3	1	0	0	0	13
It's vital to focus on the core subjects/learning key competencies	5	5	0	0	0	10
There should be a focus on STEM/STEAM	6	4	0	7	0	17
Digital literacy is vital	9	7	0	14	0	17
Iwi/community/parents are not engaged with the school/do not understand the education system.	0	0	0	0	0	0
Inequity is complex/it will continue outside of school and impact learning/it remains to be a colonial education system/it's a flawed PLD model/the education system does not honour the Treaty/implementation and success will depend on the individual school's values/fundamental systemic changes are required, with national direction	6	4	20	0	0	13
Other:						
Need more information/other response	15	12	0	14	25	27

Total may exceed 100% because of multiple response.

*Sub-sample based on those respondents who provided a verbatim comment.

**Caution: low base number of respondents - results are indicative only.

The key findings are as follows:

- Most feedback received reiterated the themes raised in comments in relation to the three priority areas.
- As for specific comments in relation to the three priority areas, while some respondents expressed general praise for the initiative (10%), most comments were **neutral/conditional**.
- The main neutral/conditional comments (expressed by 34%) reiterated the need for guidance, support and resourcing for these or any priorities to succeed and the importance of priorities reflecting the local community and students'/ākonga needs (7%).
- In terms of other priority areas, those most mentioned included:
 - Supporting students/ākonga with mental or physical health issues/gifted and low-achievers/struggling students/ākonga, including ESOL learners, and promote wellbeing/hauora (8%).
 - Digital literacy (9%).
 - STEM/STEAM (6%).



- Focussing on core subjects/learning key competencies (5%).

6. Feedback from respondents in Māori medium settings

6.1 Agreement-disagreement with the impact of the Mātauranga Māori priority

Using a 5-point Likert scale, respondents were asked to agree or disagree with four statements in relation to this priority (Table 11). Please note that with only 23 respondents, the results are shown as frequencies rather than as percentages.

Table 11: Mātauranga Māori – Agreement-disagreement

Base =	Total 23** No.
Ka taea e te RAU Mātauranga Māori te whakawhanake me te whakapakari i ngā āheinga o ngā kaiako me ngā kaiarataki	
<i>Kaha whakaae/Wakaae</i>	23
<i>Aua</i>	0
<i>Whakahē /Tino whakahē</i>	0
Ko ngā āheinga he mea whakaahua i raro i te Mātauranga Māori ka whakakaha i ngā kaiako kia eke panuku ai ngā ākonga puta noa i te marautanga	
<i>Kaha whakaae/Wakaae</i>	23
<i>Aua</i>	0
<i>Whakahē /Tino whakahē</i>	0
Ka tutuki i ngā āheinga e whakaahuatia ana i raro i te Mātauranga Māori ngā hiahia o taku kura	
<i>Kaha whakaae/Wakaae</i>	20
<i>Aua</i>	3
<i>Whakahē /Tino whakahē</i>	0
Ko ngā āheinga he mea whakaahua i raro i te Mātauranga Māori ka whakakaha ake, ka whakamana hoki i te whai wāhitanga o ngā ākonga, te whānau, te hapū, me te iwi	
<i>Kaha whakaae/Wakaae</i>	22
<i>Aua</i>	0
<i>Whakahē /Tino whakahē</i>	1

**Caution: low base number of respondents - results are indicative only.



6.2 Agreement-disagreement with the impact of the Marau ā-kura priority

Using a 5-point Likert scale, respondents were asked to agree or disagree with four statements in relation to this priority (Table 12).

Table 12: Marau ā-kura – Agreement-disagreement

	Base =	Total 23** No.
Ka taea e te Rau Marau ā-kura te whakawhanake me te whakapakari i ngā āheinga o ngā kaiako me ngā kaiarataki		
<i>Kaha whakaae/Wakaae</i>		19
<i>Aua</i>		1
<i>Whakahē /Tino whakahē</i>		3
Ko ngā āheinga he mea whakaahua i raro i te Marau ā-Kura ka whakakaha i ngā kaiako ki te hāpai i te kauneke o ngā ākonga puta noa i te marautanga		
<i>Kaha whakaae/Wakaae</i>		20
<i>Aua</i>		0
<i>Whakahē /Tino whakahē</i>		3
Ka tutuki i ngā āheinga e whakaahuatia ana i raro i te Marau ā-Kura ngā hiahia o taku kura		
<i>Kaha whakaae/Wakaae</i>		18
<i>Aua</i>		1
<i>Whakahē /Tino whakahē</i>		3
Ko ngā āheinga he mea whakaahua i raro i te Marau ā-Kura ka whakakaha ake i te whai wāhitanga o ngā ākonga, te whānau, te hapū me te iwi		
<i>Kaha whakaae/Wakaae</i>		20
<i>Aua</i>		0
<i>Whakahē /Tino whakahē</i>		3

**Caution: low base number of respondents - results are indicative only.



6.3 Agreement-disagreement with the impact of the Aromatawai priority

Using a 5-point Likert scale, respondents were asked to agree or disagree with four statements in relation to this priority (Table 13).

Table 13: Aromatawai – Agreement-disagreement

Base =	Total 23** %
Ka taea e te RAU Aromatawai te whakawhanake me te whakapakari i ngā āheinga o ngā kaiako me ngā kaiarataki	
<i>Kaha whakaae/Wakaae</i>	20
<i>Aua</i>	2
<i>Whakahē /Tino whakahē</i>	1
Kongā āheinga he mea whakaahua i raro i te Aromatawai ka whakakaha i ngā kaiako ki te hāpai i te kauneke o ngā ākongā puta noa i te marautanga	
<i>Kaha whakaae/Wakaae</i>	19
<i>Aua</i>	1
<i>Whakahē /Tino whakahē</i>	2
Ka tutuki ngā hiahia o taku kura i ngā āheinga e whakaahuatia ana i raro i te Aromatawai	
<i>Kaha whakaae/Wakaae</i>	19
<i>Aua</i>	2
<i>Whakahē /Tino whakahē</i>	2
Kongā āheinga he mea whakaahua i raro i te Aromatawai ka whakakaha i te whai wāhitanga o ngā ākongā, te whanau, te hapū me te iwi	
<i>Kaha whakaae/Wakaae</i>	19
<i>Aua</i>	2
<i>Whakahē /Tino whakahē</i>	2

**Caution: low base number of respondents - results are indicative only.



6.4 Final comments/further suggested priorities

At the conclusion of the feedback form, respondents were invited to make any other comments, including describing any other priorities they felt should be considered. Seven respondents provided feedback (Table 14).

Table 14: Final comments/further suggested priorities – Free-text comments

Base =	Total 7** No.
Positive:	
General praise for the priority - it will better meet students'/ākonga needs, strengthen their identity and enhance learning/success/competency and holistically assess this	1
The priority will/needs to instil Maori cultural values and principles, including MAC/promote Te reo Maori as a priority/will better support Maori ākonga	0
The priority will/should strengthen relationships and community engagement (e.g. iwi/parental/whanau involvement)	0
Neutral/Conditional:	
Implementation must not be tokenistic/needs multi-agency backing to succeed	0
The priority should focus on supporting cultural (including special mention of Pasifika), religious, sexual and gender diversity, and teach inclusion, tolerance and understanding	0
The priority should support students'/ākonga with mental or physical health issues/gifted and low-achievers/struggling students'/ākonga, including ESOL learners, and promote wellbeing/hauora	0
The priority should be tailored to and reflect the local community and students'/ākonga needs	1
PLD should be accessible and consistently incorporated into all schools and across the sector and the curriculum, including subject-specific areas (e.g. <i>the Arts</i>)/applying for the PLD should be easy and not an administrative burden for schools	0
Schools will need guidance, support and resources (time, finance) for any priority to succeed and be sustainable/PD providers need to be proficient/staff need upskilling; pedagogical capabilities need to be developed/proficient in-school leadership will be key/ staff and BoT engagement and buy-in will be essential	0
Iwi/hāpu/community will need support to engage in a true partnership	0
We are already using this approach in our school/hope that it won't impact on what's been achieved	0
Negative:	
The curriculum is too restrictive/there's too much assessment/assessment is inadequate/PLD is too focussed on evaluation and compliance	0
Students'/ākonga need to be global/future-focussed learners	0
It's vital to focus on the core subjects/learning key competencies	0
There should be a focus on STEM/STEAM	1
Digital literacy is vital	0
Iwi/community/parents are not engaged with the school/do not understand the education system.	0
Inequity is complex/it will continue outside of school and impact learning/it remains to be a colonial education system/it's a flawed PLD model/the education system does not honour the Treaty/implementation and success will depend on the individual school's values/fundamental systemic changes are required, with national direction	2
Other:	
Need more information/other response	2

**Caution: low base number of respondents - results are indicative only.



The key findings are as follows:

- The Māori medium settings' respondents expressed almost total support for each of the three priorities' intentions.
- The Mātauranga Māori priority met with the most favourable results overall, closely followed by the Marau ā-kura and the Aromatawai priorities.
- Seven of the 23 respondents provided additional feedback and suggestions for other priorities, including: providing general praise for the priorities (n=1); wanting the priorities to be tailored to and reflect the local community and students'/ākonga needs (n=1); and comments in relation to the endemic nature of inequity within the education system and society generally (n=2).
- The only suggestion for another priority area was a desire to focus on STEM/STEAM.



Appendix A – Profile of respondents

Table15: Role within the education system

	Unweighted base =	Total 815 %
Iwi representative		2
Teacher/kaiako (early childhood)		2
Teacher/kaiako (primary)		22
Teacher/kaiako (intermediate)		8
Teacher/kaiako (secondary)		26
Teacher/kaiako (other)		4
Principal/tumuaki (primary)		23
Principal/tumuaki (intermediate)		4
Principal/tumuaki (secondary)		3
Professional learning and development provider/facilitator		15
Board of trustees member		6
School support staff member		1
Learning support staff member		2
Central education agency employee		1
Prefer not to say		2
Other education		6
Not answered		1

Total may exceed 100% because of multiple responses.

Table15: Capacity in which respondent completed survey

	Unweighted base =	Total 815 %
Maori-medium		1
English-medium		67
Bilingual/Dual-medium		6
Kura Kaupapa Maori		0
Nga Kura a Iwi		0
State-integrated school		11
Special school		2
Other		8
Prefer not to say		2
Not Answered		2
Total		100

Total may not sum to 100% due to rounding.



Table16: Ministry of Education region

	Unweighted base =	Total 815 %
Tai Tokerau/Northland		5
Auckland		35
Waikato		8
Bay of Plenty/Rotorua/Taupo		7
Taranaki/Whanganui/Manawatu		6
Hawkes Bay/Gisborne		5
Wellington		9
Nelson/Marlborough/West Coast		4
Canterbury		9
Otago/Southland		7
Other		3
Not Answered		2
Total		100

Total may not sum to 100% due to rounding.



Appendix B – Code frame

Consolidated code frame for the English and Māori medium settings' open-ended responses

Positive

1. General praise for the priority(s) – it will better meet students'/ākonga needs, strengthen their identity and enhance learning/success/competency and holistically assess this.
2. The priority(s) will/needs to instil Māori cultural values and principles, including MAC/promote Te reo Māori as a priority/will better support Māori ākonga.
3. The priority(s) will/should strengthen relationships and community engagement (e.g. iwi/parental/whānau involvement).

Neutral/conditional

4. Implementation must not be tokenistic/needs multi-agency backing to succeed.
5. Priorities should focus on supporting cultural (including special mention of Pacifica), religious, sexual and gender diversity, and teach inclusion, tolerance and understanding.
 - a. The priority should support students/ākonga with mental or physical health issues/gifted and low-achievers/struggling students/ākonga, including ESOL learners, and promote wellbeing/hauora.
6. Priorities should be tailored to and reflect the local community and students'/ākonga needs.
7. PLD should be accessible and consistently incorporated into all schools and across the sector and the curriculum, including subject-specific areas (e.g. *the Arts*)/applying for the PLD should be easy and not an administrative burden for schools.
8. Schools will need guidance, support and resources (time, finance) for any priority to succeed and be sustainable/PLD providers need to be proficient/staff need upskilling; pedagogical capabilities need to be developed/proficient in-school leadership will be key/ staff and BoT engagement and buy-in will be essential.
9. Iwi/hapū/community will need support to engage in a true partnership.
10. We are already using this approach in our school/hope that it won't impact on what's been achieved.

Negative

11. The curriculum is too restrictive/there's too much assessment/assessment is inadequate/PLD is too focussed on evaluation and compliance.



12. Students/ākonga need to be global/future-focussed learners.
 - b. It's vital to focus on the core subjects/learning key competencies.
 - c. There should be a focus on STEM/STEAM.
 - d. Digital literacy is vital.
13. Iwi/community/parents are not engaged with the school/do not understand the education system.
14. Inequity is complex/it will continue outside of school and impact learning/it remains to be a colonial education system/it's a flawed PLD model/the education system does not honour the Treaty/implementation and success will depend on the individual school's values/fundamental systemic changes are required, with national direction.

Other

96. Need more information (without specific reference)/other response.