

Total of **48,800 people** involved in education conversations so far

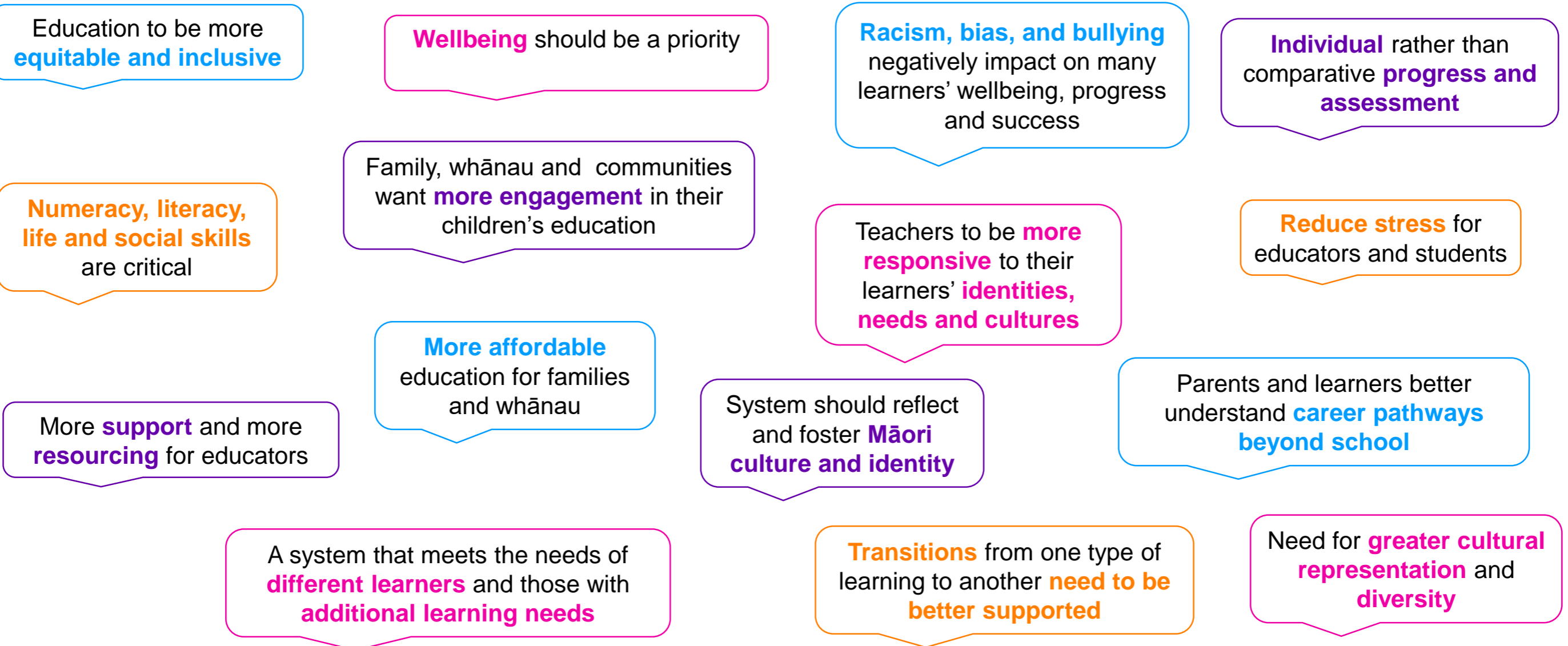
16,400 survey responses about the future of education

1,400 people attend the Education Summits

#EdConvo18 trended #1 on Twitter

Kōrero Mātauranga | Education Conversation

What people told us - common themes



These are the strongest recurring themes across the whole Education Conversation. They provide an umbrella for many nuanced sub-themes and are presented in no particular order.

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What people told us

Component	Wānanga – future of Māori education	Fono – Future of Pacific education	Ethnic communities	Review of Home-based early childhood education	National Education & Learning Priorities (NELP) - children and young people	NCEA Review
Participation	36 wānanga involving over 2000 whānau, educators and ākonga	27 Pacific education fono 2000 people 7000 comments	Five meetings 500 parents and young people	1700 online survey responses 250 submissions 300 educators spoken to Seven hui with 450 providers	380 tamariki and rangatahi from backgrounds we don't often hear from. 71 individual and group sessions	16,000 people engaged during 2018; 25% of these were young people
Summary of feedback from the Kōrero Mātauranga	<p>Māori want to exercise tino rangatiratanga - agency and authority - over the education of Māori learners. Need for genuine partnership across the education system</p> <p>Racism and bias impact Māori learner confidence achievement and outcomes</p> <p>The education system needs to better reflect and foster Māori identity, language, culture and values in all their diversity</p> <p>Teaching and learning should be culturally responsive, individualised, localised, relevant, flexible and future-focused</p> <p>Māori seek to develop skills, knowledge and experience to support their participation in te ao Māori and New Zealand society</p> <p>Education workforce more representative of and responsible to Māori.</p>	<p>Wellbeing is hugely important. It relies on being physically, emotionally and culturally safe in our schools, homes and even online</p> <p>Experiences of bias, racism and bullying are negatively impacting our young people's mental health</p> <p>Education needs to acknowledge and value Pacific cultures, identities and languages</p> <p>Faith-based values should be reflected in the schooling environment</p> <p>Our young people want to be leaders and co-designers in what is taught</p> <p>Parents want to know more about the variety of career pathways available to young people</p> <p>Education is a communal activity. Parents want to support their children by learning alongside them.</p>	<p>Parents and families want more involvement in education and to grow their understanding of the New Zealand system</p> <p>Identity, language and culture should be better valued in schools</p> <p>Teaching practices to consistently support students to feel safe and valued as individuals</p> <p>Bias and racism exist and are harmful to students and parents</p> <p>Being accepted as kiwis and feeling supported are essential for wellbeing</p> <p>Community organisations are doing excellent work with families. Schools could tap into this expertise.</p>	<p>Home-based services allow children to build close relationships with their educator in their home language and thrive in a small group</p> <p>Parents praised the flexibility of home-based services, particularly those working outside a nine to five schedule</p> <p>Concerns raised about inconsistent quality across the sector, due in part to inadequate government oversight</p> <p>Government funding not always directed towards providing educators with the support needed</p> <p>Home-based educators do not always have the tools and knowledge to give children the best possible start in life.</p>	<p>Wellbeing - a sense of belonging and inclusion is required for effective learning</p> <p>Feeling safe and free from bullying, racism and discrimination was important</p> <p>Poverty is a barrier to learning</p> <p>Involve parents, whānau and communities</p> <p>Teachers who are open and caring, and who develop relationships are valued</p> <p>Some teachers could be more responsive to learner needs.</p> <p>More understanding of learners' identities, needs and cultures</p> <p>A fuller range of learning choices and diverse learning environments.</p> <p>Learning in te reo and about te ao Māori is important</p> <p>Transitions from one type of learning to another need better support.</p>	<p>NCEA fees and the current design of assessment creates barriers to access for many working towards the qualification</p> <p>NCEA disadvantages too many students from experiencing success as Māori</p> <p>Too many students lack the levels of literacy and numeracy necessary to engage with the community, further education and work</p> <p>The number of standards has grown over time significantly increasing student and teacher workload and stress, and making it hard to identify the most important learning</p> <p>Students need better access to clear pathways and information to make good decisions about their future.</p> <p>Need to make clearer the purpose of NCEA Levels for students: parents and employers found the Record of Achievement hard to understand</p> <p>Keep NCEA Level 1 for schools wishing to use it but allow others to adopt alternative approaches to Year 11.</p>

This table reflects strong and recurring themes that New Zealanders told us were important in education over the next three decades. To find out more details and other themes, see *What you told us* <https://conversation.education.govt.nz/conversations/education-conversation/>

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Component	Education Workforce Strategy	Learning Support Action Plan	Early Learning Draft Strategic Plan	Tertiary Education and Reform of Vocational Education	Curriculum Progress And Achievement	Independent Taskforce's Review of Tomorrow's Schools
Participation	A Workforce Strategy Governance Group has been set up with 25 education sector members. Māori medium education workforce has its own sector working group.	736 survey respondents 112 email submissions 56 group meetings	2264 online survey submissions 44 hui with 1900+ people 219 written submissions	2904 submissions 240 events and meetings 5400 participants	A Ministerial Advisory Group (MAG), of educationalists and practitioners, has been set up, along with a Reference Group to strengthen the focus on curriculum, progress and achievement.	Over 100 public and targeted meetings, attended by over 3000 people 3,338 online survey participants 2,263 submissions
Summary of feedback from the Kōrero Mātauranga	<p>Involve parents and whānau so teachers can understand the needs of all learners</p> <p>More focus on positive relationships between teachers and all learners</p> <p>People want high quality teachers and their roles need to be attractive and valued</p> <p>Teachers need to understand and value each student's unique cultural identity</p> <p>Teachers should work with whānau to design quality learning experiences with learners</p> <p>Teachers need to be well connected to their community, and involve people from the community in learning experiences</p> <p>More teachers from more diverse backgrounds to reflect the learners and community they serve</p> <p>More support for learners with disabilities or additional learning needs.</p>	<p>Earlier and better access to help identify and support learning needs</p> <p>Provide better training for teachers to understand and respond to disabled and students and those needing learning support</p> <p>Strengthen the range of supports for children and young people with additional learning needs</p> <p>Provide more resources for increased learning support and services</p> <p>Ensure that learning support is resourced for increased support</p> <p>Gifted students need to be identified and nurtured.</p>	<p>More funding to improve educational foundations</p> <p>Focus on a learner's identity and wellbeing</p> <p>Build curiosity and confidence, with learners asking questions and actively participating in their learning</p> <p>High quality teachers with better pay</p> <p>Support and recognise whānau support in the early years</p> <p>Every child with special learning needs will be identified early.</p>	<p>Make sure tertiary environments are inclusive, responsive and safe.</p> <p>Education needs to be considered holistically, promoting lifelong learning</p> <p>A seamless system with the sector aligned from early childhood to tertiary, based on progress</p> <p>Remove competition and duplication in the vocational education sector</p> <p>Flexible learning pathways</p> <p>Make it easier for students to transition within the system</p> <p>Have a focus on well-being as well as academic outcomes.</p> <p>The funding system should be fair and equitable</p> <p>Education needs to equip learners for their future, preparing them for employment and to function as productive citizens</p> <p>All education organisations should support communities.</p>	<p>A broad spectrum education that produces well-rounded New Zealanders who have academic knowledge as well as life and personal skills</p> <p>Shared ownership of learning with whānau at the centre of children's wellbeing and learning</p> <p>Flexible and individualised learning, based on the interests and aspirations of the learner</p> <p>A focus on a learner's identity, language and culture</p> <p>Want a shared understanding of the Treaty of Waitangi and a stronger representation of Māori culture in education</p> <p>Prioritise learners' wellbeing, mental/physical health and looking after oneself</p> <p>Young people valued good mental health as a significant factor underpinning success.</p> <p>Increased understanding of New Zealand history and specifically Māori culture was favoured</p> <p>Greater awareness, understanding and acceptance of different culture</p> <p>Enjoyment and interest are key to student engagement</p> <p>A greater focus on soft skills to get ready for the world of work</p> <p>A community-wide learning environment, with strong interdependent relationships between learners and their communities</p>	<p>Equitable access to high-quality education options and resources regardless of economic circumstances</p> <p>Better provision of support for those with disabilities and additional learning needs</p> <p>The fundamental importance of Te Tiriti o Waitangi in this country</p> <p>A focus on incorporating Māori influence within the education system and also ensuring that the system caters to Māori needs</p> <p>Better support for educational leadership and the growing workforce challenges</p> <p>The importance of listening to student voice</p> <p>Supporting communities to participate more fully in schooling.</p> <p>Collaboration between schools and other parts of the system</p>

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About the Conversation

The Guardians of the Education Conversation oversee the integrity and visibility of the Education Conversation | Kōrero Mātauranga. Our Terms of Reference are available [here](#).

Kōrero

Mātauranga

Me kōrero tātou

The Education Conversation | Kōrero Mātauranga was for all who wanted to have a say in the design of education in New Zealand. It involved diverse voices, particularly those not usually heard; it did not set out to be a representative slice of the stakeholders of education.

Information for the “conversation” was gathered from a range of engagements including a broad on-line survey, Education Summits in two locations, face to face meetings, hui, fono, a series of surveys to inform aspects of education policy development, focus groups, video messages and phone interviews.

A number of different approaches to the conversation were used, as no single channel is sufficient to engage all citizens. On-line surveys are just one tool for citizens to engage with policymakers and have limitations, including people’s access to digital technology or more active participation by those already interested in the system (e.g. teachers). Work commitments can be a barrier to some people attending hui, whichever day or time they are held. Some people are unable to leave their place of residence. We heard that the most effective approach for a conversation was to go to where people are - at work, at schools, on marae, in church communities, on sportsfields, at markets, in prisons and beyond.

Major recurring themes collected across the whole Education Conversation | Kōrero Mātauranga from March 2018 – August 2019 have been combined to complete the overview presented on page 1: *What people told us – common themes*. The themes are presented in random order; there should be no particular emphasis assigned to any listed item.

A range of reports capturing the participatory and analytical process is available from the Ministry of Education [here](#).

Information from the Education Conversation | Kōrero Mātauranga is informing the decision-making process shaping the future of education.

The Guardians have worked with the Ministry of Education to ensure the voices heard are ‘front of mind’ in the development and delivery of education services and policy advice to the Government of the day; we have no role in respect of policy decisions.