

# Kōrero Mātauranga Survey

Initial analysis of responses as at 25 May 2018



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# Introduction

Over 14,000 responses to The Education Conversation | Kōrero Mātauranga online survey have been received between 23 March 2018 and 3 July 2018.

This report is an initial analysis of emerging themes from the 11,077 responses received as at 25 May 2018. These themes will evolve as more responses are received. The Survey closes at the end of July 2018, and final analysis will further inform the development of a vision for the next thirty years of education and learning in New Zealand. Specific feedback from the Survey will also be used to inform the various aspects of the Government's Education Work Programme as we seek to build the world's best education system.

The survey is one aspect of the broader Education Conversation | Kōrero Mātauranga, which also includes the Education Summit events of May 2018, and the specific engagements taking place, with a wide range of stakeholders, as part of the Education Work programme. Visit the [website](#) for more information on this programme.

The Education Conversation | Kōrero Mātauranga Online Survey consists of four questions designed to be answered in as little as 5 minutes, although respondents can take longer and give more detailed responses. There are also demographic questions which enable more insightful reporting of the results.



Overview

Closes 31 Jul 2018  
Opened 23 Mar 2018



Contact  
[conversation@education.govt.nz](mailto:conversation@education.govt.nz)

The survey consists of four questions which you can answer in as little as 5 minutes; or you can take as long as you like.

There are also the usual demographic questions. Answering these will help us more usefully report on the results.

Having your say starts here

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# Major Themes

Overall some major themes emerging across the questions are:

- Equity
- Teaching quality, status and workforce issues
- Funding
- Class sizes
- Learning Support
- Diversity
- Progress rather than standardisation
- Home environment/poverty
- The qualities of resilience, well-roundness and confidence
- The ability to interpret information, effectively communicate and problem solve
- A connection with community and ability to be a good citizen
- NCEA / less assessment
- Te Reo
- Māori history
- Free education

A sample of responses and indicative themes for the different questions are provided. Additional snapshots look into common themes for some respondent groups, and common responses on some specific issues.

Sub-group analyses were carried out among the following populations:

- Youth
- Parents
- Those with disabilities/requiring learning support

The following specific topics were discussed by a range of respondents and are singled out in the analysis:

- Māori
- Those with disabilities/requiring learning support
- NCEA

## Some emerging themes across the four questions

### 1. If you were the boss of education in New Zealand, what would you do first?

#### Equity

*Equal access / opportunity / funding / access / treated fairly / underprivileged*

Respondents commented on a range of sub-themes around access to education, fairness and equal opportunity, particularly for disadvantaged New Zealanders. Respondents commented that students should not be disadvantaged due to their financial background or family circumstance.

#### Teaching quality

*Ensuring quality / teacher status / professional development / attracting staff*

More than one-third of respondents to the survey to date have come from teachers and many of their comments have focussed on issues affecting the workforce. Many of these comments focussed on strategies to attract people into the profession (e.g. minimum requirements for entry into the profession, remuneration), better supporting staff and strategies to improve teaching practice (e.g. through professional learning and development).

#### Increased funding

*Invest more / increased capacity*

Respondents commented on the need to increase funding for the education system to make sure the full costs are met, and to plan effectively for the future.

#### Class sizes

*Reduce / smaller classes / student-teacher ratios*

A range of views were expressed around the need for maximum class sizes and associated issues (e.g. established student-teacher ratios or the removal of team teaching approaches).

#### Learning Support

*Behavioural / mental / special education / equity / integration / alternative education*

Learning support was a common theme across many responses, largely relating to the need to increase funding for children with additional learning needs (such as behavioural or psychological services). Some also commented on the need for more inclusive education for students with additional needs to ensure equitable outcomes.

## 2. What does a successful student of the future look like to you?

### Resilient

*Resilient and adaptable / resourceful / adaptive / well-adjusted*

Responses to this question were diverse but one common adjective used to describe successful students of the future was “resilient”, with a diverse array of accompanying adjectives such as “resilient, resourceful and socially competent” or “capable, resilient, independent and curious”. Some of the commonly clustered terms are reflected above, including adaptability, resourcefulness, and being well-adjusted.

### Well rounded

*Well rounded / respectful / capable*

Another common adjective was being well-rounded in diverse settings or similar concepts such as being respectful and capable. Related concepts such as maturity were also reflected in this theme.

### Community

*Community / people / contribution / iwi / neighbourhood / values / citizen*

Some respondents focused not so much on the individual but on their contribution to the broader community (be that the family/whānau, hapu or iwi, or wider social setting). Some of these comments extended to concepts such as the importance of citizenry, or sense of connectedness to the wider neighbourhood.

### Confident

*Confident / happy / independent*

Perhaps related to the concept of resilience, some respondents commented on the importance of confidence, the ability to give things a go and pick themselves up if they don't succeed right away. This broader theme also reflected the sentiment that students of the future need to build independence.

## 3. What will they need to know and be able to do?

### Interpreting information

*Information / interpretation / synthesis / critical thinking*

Some respondents focussed on the need for critical thinking skills to interpret information, perhaps reflecting the fast-changing nature of the way we access information (and from whom) in a digital world.

## **Communication**

*Communication / literacy / knowledge / written*

Related to the ability to interpret information, respondents also emphasised the importance of strong communication skills across a variety of media, including written and verbal communication, and strong foundation skills such as literacy and numeracy.

## **Resilience**

*Resilience / adaptability / coping / responsive*

As with the question relating to what a successful future student looks like, resilience also emerged as a key theme when asked what students will need to know and be able to do. Related concepts of being adaptable and picking oneself up to cope with difficulty emerged frequently.

## **Problem solving**

*Problem solving / numeracy*

Problem solving emerged as a key theme, with a diverse array of accompanying capabilities. Comments included “solve problems, support and respect others, take responsibility” and “be a lateral, free thinker who is able to easily adapt to change and create innovative solutions for problems”.

## **4. What things need to be in place to make sure every learner is successful?**

### **Curriculum diversity**

*Flexible / diverse / difference*

A number of respondents commented on the importance of maintaining a devolved and flexible curriculum, one that allows for students to experience a diversity of curriculum offerings catering for local need.

### **Less standardisation**

*Standards / options / achievement / progress*

Relatedly, many respondents commented on opposition to standardised testing. Some respondents felt that focusing on how much progress students are making through the curriculum is more important than judging whether they are reaching benchmarks at certain points (some with references to National Standards).

### **Smaller class sizes / resourcing**

*Class sizes / ratios / reduce / increased funding*

Class sizes, learning support and workforce issues such as remuneration for teachers also emerged as themes under this question.

## Home environment

*Poverty / support / environment / healthy*

The home environment, and particularly poverty, was a key theme. The following quote captures this general sentiment:

*“There are huge number of kids living in poverty. It's not just economic poverty, it's also emotional poverty. If we don't help to nourish these kids mentally, emotionally and physically then their learning journey will be short and most likely inadequate”*

## Snapshots of different groups and issues

### Group Snapshot: Youth

School-aged responses made up about 9% of all responses. As with other groups, there was a large variety of concerns. One theme that emerged for this group was the issue of assessment, both from the student and teacher perspective.

#### Less assessment

Young respondents commented that there was too much focus on assessment and a number of their comments identified the workload this places on teachers. Some young people also commented on their dislike for external assessments, homework, and the pressure associated with workload.

#### Access / free education

Another issue that the youth age group commented on was around access to education and in particular free education. Many of the comments relating to free education were focussed on the tertiary part of the system.

### Group Snapshot: Parents

Parent responses were particularly diverse. Issues that came up included bullying, access to information and system-wide issues such as funding.

#### Overhauling the system (with specific references to learning from other countries)

Parents commented that they would use evidence from what works in other countries (particularly Scandinavian countries) to shape the system for the future. Some respondents commented that a major overhaul was needed.



### **Greater investment in teacher aides / learning support**

Parents were particularly supportive of additional funding for students with additional learning support needs, referencing funding for more teacher aides. While views were mixed, the balance between inclusivity and specialist support was raised.

### **Reducing bullying**

Many parent respondents identified the need to reduce bullying as a priority.

## **Group Snapshot: People with disabilities, requiring learning support**

A similar spectrum of views was identified for those with disabilities as found for the overall group. Access to education, learning support and equity were identified as particular issues.

### **Access to education**

Many of the comments around access to education related to the importance of support staff to enable people with disabilities to access education.

### **Learning support**

Many of the comments related to learning support from people with disabilities related to the pay and conditions for support staff.

### **Equity**

Comments in relation to equity focused on the need to provide environments that cater for all students, including those who sometimes struggle to fit in.

## **Issues Snapshot: Māori education (note: this does not only come from Māori respondents)**

Māori education was brought up by many respondents, not only those identifying as Māori. Topics included:

### **Need for a greater understanding of Māori history**

Respondents referenced Te Tiriti o Waitangi and the need for better teaching of Māori culture and history. Some commented that these aspects of the Curricula should be compulsory.

### **Greater access to Te Reo Māori**

Additional comments included that Te Reo Māori should be compulsory in schools (with varying views on whether this should be all schools or restricted to primary).

## **Reducing disparities in outcomes for Māori**

Many focused on the differences in achievement between Māori (and Pacific people) relative to pakeha and the need to reduce these disparities.

## **Issues Snapshot: NCEA**

NCEA was a popular topic for many different people, with a range of views expressed. Many focussed on overhauling the NCEA qualifications, with variety of underlying motivations including creating greater flexibility, ensuring it can accommodate both academic and vocational pathways, reducing 'credit farming', and putting teaching and learning ahead of assessment.

# Appendix – method responses and rates

## Method

An analysis of key themes was undertaken using a combination of exploratory topic modelling techniques and qualitative investigation. Topic modelling was used to identify whether some themes tended to emerge due to the common co-occurrence of words. The output from this modelling was then used in combination with the relative frequency of terms used across all respondents to determine the themes that were more common.

Topic modelling only took the analysis so far and a number of important topics were not identified through this process (particularly if people used different language to say similar things). Additional themes were identified by visual inspection of raw responses.

For Māori and NCEA topics, researchers searched for any mention of the words ‘maori’, ‘māori’, or ‘te reo’, or the term ‘NCEA’ to get a sampling of the responses. For the individual sub-group analysis, the researchers limited the data to the sub-group of interest and had a look at which topics came out similar to the above.

Responses are very diverse, with some people covering many different points and others with responses of a few words. It is important to note that this is only an initial analysis of some themes emerging. The themes will evolve and new ones will emerge as more responses are received and as more fulsome analysis is undertaken.

The themes reported below are not reported in any particular order and we have been deliberate in not quantifying how many people raised each theme. The survey respondents are not drawn from a representative sample of the New Zealand population and were never intended to be.

As at 25 May, the following tables give a sense of the extent to which the mix of respondents is representative of different roles within the education system, age groupings, ethnicity and disability.

### Role/Relationship

Taking into account that some of the parents are also teachers or principals, the survey to date is largely sampling teachers and principals. So far, as a proportion of their population, principals are well represented, teachers less so and parents and students least of all.

Some of the main roles

Role/relationship	Respondents	Proportion	Est. Population	Response Rate (%)
Principal	488	4%	4,887	10
Teacher	3,874	35%	62,237	6

Parents*	4,367	39%	1,600,668	0.3
Primary student	371	3%	502,756	0.1
Secondary student	952	9%	297,578	0.3
Other	3189	29%	-	-

Notes: People can belong to more than one group so percentages will add to greater than 100%, i.e. parents includes 1,024 parents who are also teachers, and 61 parents who are also principals. Estimated population is based on education roll and payroll information, while parents is a basic estimate assuming 2 parents for every student.

## Age

Most respondents, as at 25 May, were aged 26+ (85% of respondents). About 9% of respondents were school age. The group with the highest response rate per head of population were those aged 36-45.

Age band	Respondents	Proportion	Est. Population	Response Rate (%)
05-12	265	2%	583,410	0.05
13-18	708	6%	439,410	0.16
19-25	599	5%	499,170	0.12
26-35	1,790	16%	601,820	0.30
36-45	3,159	29%	653,190	0.48
46-55	2,568	23%	655,700	0.39
56-65	1,393	13%	473,930	0.29
65+	454	4%	639,090	0.07
Not Answered	141	1%		

## Ethnicity

The majority of responses so far analysed identified with European or Other ethnicities. About 14% identified as Māori, 3% as Asian and 4% as Pacific.

The responses are given in two tables as the population estimates used to calculate population rates from Statistics NZ are grouped at a higher level than the provided responses.

Respondent ethnicity	Respondents	Proportion*
Chinese	154	1.4%
Indian	183	1.7%
European (including New Zealander)	8,791	80%

Other ethnicity	1,075	10%
Māori	1,559	14%
Pacific peoples	446	4%

Grouped ethnicity	Respondents	Proportion*	Est. Population	Response Rate (%)
Asian	337	3%	500,120	0.07
European and Other ethnicity** (including New Zealander)	9,866	90%	3,089,820	0.32
Māori	1,559	14%	608,180	0.26
Pacific peoples	446	4%	299,810	0.15

Notes:

\*People can choose more than one ethnicity so proportions add to greater than 100%.

\*\*The population estimates used from Statistics NZ group together European with Other ethnicities, which is why these are combined in the Grouped ethnicity table.

## Disability/Learning support

So far, about 7% of respondents (751) indicated a disability or need for extra support for learning.

## Geography

- 74% come from the North Island
- 28% live in Auckland
- 17% live in Wellington
- 13% live in the Canterbury and Christchurch areas.

As at 25 May, these percentages were broadly representative of population, although Auckland was under-represented (28% compared with 35% population) and Wellington over-represented (17% compared with 10% population).

Notes: Estimated population is based on education roll, payroll information and Statistics NZ population estimates, while parents is a basic estimate assuming 2 parents for every student.