



Briefing report

Education Review Office (ERO): Research reports – *He Iho Ruruku 2021*

Date	9 December 2021
Security Level	N/A
ERO Priority	Medium
ERO Reference	M21-119
Date requested	ERO initiated
Date due	ERO initiated
Proactive release	Recommended

Addressee	Action sought	Deadline
Min Davis Associate Minister of Education	It is recommended that you: a. Note the contents of this briefing, and the summary of findings for <i>He Iho Ruruku 2021</i> .	
Min Tinetti Associate Minister of Education	b. Note receiving the following three reports: <ul style="list-style-type: none"> • <i>He Iho Ruruku 2021: Ngā Kura ā Iwi perspectives.</i> • <i>He Iho Ruruku 2021: Te Aho Matua Kura Kaupapa Māori perspectives.</i> • <i>He Iho Ruruku 2021: English medium perspectives.</i> c. Note ERO's intention to conduct further research to strengthen the learning experiences for Māori. d. Note that this briefing is recommended for proactive release. e. Note the intention to publish in January 2022.	



Attachments:

**Education Review Office (ERO):
Research reports – *He Iho Ruruku 2021***



Comments:

Minister's Office to complete

Noted

Seen

Approved

Referred to:

Date signed by Minister:



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Our Ref: M21-119

9 December 2021

Hon Kelvin Davis
Associate Minister of Education

Hon Jan Tinetti
Associate Minister of Education

Education Review Office (ERO) Research reports – *He Iho Ruruku 2021: The innate commitment that binds us, our connection and relationship to each other*

Purpose

1. This is to brief you on the findings of three ERO research reports conducted with Māori medium peak bodies and English medium providers.

Background

2. In 2020, *Te Kahu Whakahaumarū – Nga mahi a te rangai mātauranga* provided major insights into the way Māori-medium leaders worked through Covid-19 2020. The report presented the stories, lessons, challenges and innovations of the Māori-medium sector in responding to an unprecedented crisis.
3. The impact on English-medium schools, with high population of Māori learners, was also revealed through the release of *Te Muka Here Tangata – The strand that binds people* in 2020. This case study profiled eight low-decile English-medium schools with high populations of Māori students in the Bay of Plenty and East Coast regions.
4. With the emergence of the Delta variant in the community in 2021 and schools and kura faced with implementing online learning once again, ERO sought to understand the lessons learnt from 2020 and the ongoing challenges and innovations of both the Māori-medium and English-medium sectors in responding to the second wave of nationwide lockdowns.
5. The three reports released as part of *He Iho Ruruku 2021* continues ERO's longitudinal inquiry and strengthens the sector's evidence base on the impact of COVID-19 on Māori success as Māori.
6. The participants and sample group for this research represent Ngā Kura ā Iwi, Te Aho Matua Kura Kaupapa Māori and English-medium sites with a high population of Māori learners.

7. The research and subsequent reports give voice to the stories and lived experiences of tumuaki, kaiako, whānau, learners and the wider community in overcoming challenges to support continued learning and wellbeing during the 2021 lockdowns.

Findings

8. *He Iho Ruruku 2021: The innate commitment that binds us, our connection and relationship to each other* is the outcome of phase 1 of research that began in September 2021 by Te Pou Mataaho – ERO’s evaluation and research group, and Te Uepū ā-Motu – ERO’s national evaluation and review team, Māori.
9. The research has informed three reports:
 - ***He Iho Ruruku 2021 Ngā Kura ā Iwi perspectives*** –Māori Medium- Learning to learn, learning to live in a Covid-19 Aotearoa.
 - ***He Iho Ruruku 2021: Te Aho Matua Kura Kaupapa Māori*** – Māori Medium - Learning to learn, learning to live in a Covid-19 Aotearoa.
 - ***He Iho Ruruku 2021: English medium perspectives*** – English medium education – Learning to learn, learning to live in a Covid-19 Aotearoa.
10. *He Iho Ruruku 2021: Ngā Kura ā Iwi perspectives* and *He Iho Ruruku 2021: Te Aho Matua Kura Kaupapa Māori perspectives* revealed that lessons learned in 2020 paved the way for greater ease and familiarity with online learning during the 2021 lockdowns.
 - a. The experiences of 2020 influenced a strong and widespread focus on wellbeing and supporting Ihonui of kaiako, whānau and learners from the outset.
 - b. Tumuaki and Board of Trustee members made strategic and influential decisions to ensure students and whānau were not disadvantaged, even in situations where there was a shortage of devices and learning resources.
 - c. By 2021, kaiako and whānau had the know-how to confidently use technology and online tools to support student learning.
 - d. Communications and information flow were more effective, and the daily newsletters from the Secretary of Education were deemed as critical.
 - e. Disparities created through the digital divide and compounding social impacts of Covid-19 have widened since 2020, with many learners also impacted by poverty and lack of essentials for whānau.
 - f. An increased strain was evident on senior students facing the stresses of NCEA assessments.
 - g. Tumuaki in Māori-medium education remain reliant upon the strength of the kura whānau, whakapapa connections and the wider community to determine the needs of whānau, and to provide kai packs, housing (in some instances), household necessities, devices and wi-fi connectivity when needed. Tumuaki often served as conduit between support services and vulnerable whānau.
 - h. Tumuaki and leadership recognise the need to move forward with vaccinations but are concerned about division and disruption in the community, and the health and safety of their most vulnerable members in the community.

11. *He Iho Ruruku 2021: English medium perspectives* highlighted that principals, boards of trustees and teachers felt more prepared for managing the challenges of COVID-19 and lockdown learning.
 - a. There has been an uptake in online learning since 2020 and most whānau now have access to Wifi.
 - b. There was a closer monitoring of students with special needs in 2021. Schools regularly accessed Urgent Response Funding (URF) and utilised Special Assessment Conditions (SAC) to support students in need.
 - c. Communications were more organized, effective and regular which alleviated anxiety and stress of staff, students and whānau.
 - d. Wellbeing was prioritised above all else, with many schools taking a practical approach to supporting whānau by providing food, basic care packages, devices and hard packs for learning the first week of lockdown.
 - e. Schools recognized that a key component of whānau wellbeing was cultural wellbeing and many worked hard to incorporate approaches which supported te ao me ōna tikanga Māori.
 - f. Many schools acknowledged a lack of digital resources supporting te reo Māori learning. Many secondary schools are now exploring their role as Te Tiriti o Waitangi partners and are looking to further weave mātauranga Māori into their school programmes.
 - g. Many primary schools included a diverse range of activities for younger learners such as whānau-based activities in the home and outdoors.
 - h. A high number of Auckland high-school students were also working as essential workers and trying to manage their studies around employment. Schools were able to support and engage these students in creative ways.

12. Many tumuaki and leaders spoken to through the course of ERO's research for all three reports identified the following supports required to better meet the needs of learners when living with challenges of COVID-19.
 - a. A strategic pandemic plan which provides for living with COVID-19.
 - b. Upholding the kaupapa and tikanga of their kura.
 - c. Providing more professional development and learning for Kaiako.
 - d. Equity of resources and funds to best cater for their students, kaiako, whānau and community.
 - e. Provision of funding for kura and schools to develop their own learning resources that are relevant to their curriculum and context.
 - f. Providing students and whānau with the necessities for future lockdowns – day to day essentials such as kai, devices and internet connectivity.
 - g. Addressing social issues and inequities and finding ways to reduce the disparities these create.

Recommendations

13. It is recommended that you:

- a) **Note** the contents of this briefing, and the summary of findings for He Iho Ruruku 2021.
- b) **Note** receiving the following three reports:
 - *He Iho Ruruku 2021: Ngā Kura ā Iwi perspectives.*
 - *He Iho Ruruku 2021: Te Aho Matua Kura Kaupapa Māori perspectives.*
 - *He Iho Ruruku 2021: English medium perspectives*
- c) **Note** ERO's intention to conduct further research to strengthen the learning experiences for Māori.
- d) **Note** that this briefing is recommended for proactive release.
- e) **Note** the intention to publish in January 2022.

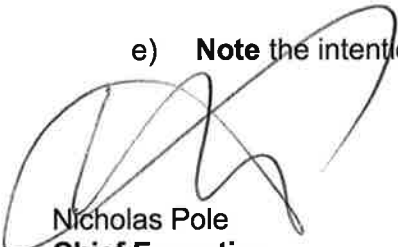
Noted

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Noted



Nicholas Pole
Chief Executive

NOTED/APPROVED

Kelvin Davis
Associate Minister of Education

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NOTED/APPROVED



Jan Tinetti
Associate Minister of Education

12 /12 /2021