



# Briefing report

## Education Review Office (ERO): ERO's Long-Term Insights Briefing: Education for all our children: Embracing diverse ethnicities

Date	1 March 2023
Security Level	N/A
ERO Priority	Medium
ERO Reference	M23-3
Date requested	ERO initiated
Date due	ERO initiated
Proactive release	Recommended

Addressee	Action sought	Deadline
<b>Minister of Education</b>	<p>It is recommended that you:</p> <ul style="list-style-type: none"><li>a) <b>Note</b> the attached near final (pre-designed) report and summary: <i>Education for all our children: Embracing diverse ethnicities</i>.</li><li>b) <b>Agree</b> to present the LTIB report to the House of Representatives on 15 March 2023.</li><li>c) <b>Note</b> that ERO will publish this LTIB report and summary on 16 March 2023 and that the summary will be available in a variety of languages.</li><li>d) <b>Note</b> that a number of activities and events are planned to support the publication.</li><li>e) <b>Note</b> that the Ministry for Ethnic Communities is sharing a copy of the LTIB report and summary with the Minister for Diversity, Inclusion and Ethnic Communities.</li><li>f) <b>Agree</b> to forward this briefing to the Associate Minister of Education and the Parliamentary Under-Secretary for Education.</li><li>g) <b>Agree</b> to share a copy of the LTIB report and summary with the Minister for Diversity, Inclusion and Ethnic Communities.</li><li>h) <b>Note</b> that this briefing is recommended for proactive release after the publication of the report.</li></ul>	



# Briefing report



Attachments:

***Education Review Office (ERO):  
ERO's Long-Term Insights Briefing:  
Education for all our children:  
Embracing diverse ethnicities***



Comments:

Minister's Office to complete	
Noted	<input type="checkbox"/>
Seen	<input type="checkbox"/>
Approved	<input type="checkbox"/>
Referred to:	
Date signed by Minister:	



Our Ref: M23-3

1 March 2023

**Hon Jan Tinetti**  
**Minister of Education**

**ERO's Long-Term Insights Briefing: Education for all our children: Embracing diverse ethnicities.**

**Purpose**

1. This briefing provides you with a copy of the near final report and accompanying summary on ERO's Long-Term Insights Briefing on the education experiences of learners from ethnic communities. It also provides an update on the proposed presentation to the House of Representatives and publication plan.

**Background**

2. ERO's Long-Term Insights Briefing (LTIB) explores learners from ethnic communities' experiences of education, and the implications for the future of Aotearoa New Zealand. More specifically, it looks at:
  - a. How has ethnic diversity changed in schools and how will it change going forward?
  - b. What are the education experiences of learners from ethnic communities and their whānau?
  - c. What are good practices in schools in meeting the needs of learners from ethnic communities and what are the challenges they face?
  - d. How can education change in Aotearoa New Zealand to prepare for a more diverse future?
3. For this study, ERO partnered with the Ministry for Ethnic Communities.
4. The ethnic communities we focus on in the study are Asian and Middle Eastern, Latin American, and African (MELAA).
5. On 7 November 2022, ERO provided you with a briefing [M22-65] on its draft LTIB report on the education experiences of learners from diverse ethnic communities and their whānau. A copy of this briefing [M22-65] was also shared with the Minister for Diversity, Inclusion and Ethnic Communities.

6. On 22 November 2022, ERO released the draft LTIB report for public consultation. As part of this consultation process, ERO held hui and received written feedback about the draft report. The summary of the draft report was translated into seven languages.
7. ERO has since responded to the consultation feedback and has now completed the LTIB report and accompanying summary. A copy of the full LTIB report: *Education for all our children: Embracing diverse ethnic communities* and the summary are attached in Appendix A and B.
8. This report helps schools and the education system to better prepare and plan for a more diverse Aotearoa New Zealand by understanding the experiences of diverse learners and showcasing good practice.

## Key findings

9. Based on our research and consultation feedback, ERO have identified 10 key findings:
  - a. **Learners from ethnic communities are very diverse** with a wide range of ethnicities, religions, cultures, time in New Zealand, and family backgrounds. More than two thirds of learners from ethnic communities were born in New Zealand. Many learners have multiple ethnicities, and more than half of ethnic communities speak multiple languages.
  - b. **Aotearoa New Zealand is ethnically diverse, and this is changing quickly.** Diversity is increasing across the country, but most rapidly in urban areas. By 2043, it is expected just over one in four learners will identify as Asian and around one in 20 will identify as Middle Eastern, Latin American, or African (MELAA). In Auckland, more than two in five learners will identify as Asian.
  - c. **Many learners from ethnic communities achieve well in education.** Looking at National Certificates of Educational Achievement (NCEA), achievement and endorsements are higher for Asian learners than the New Zealand average, and both MELAA and Asian learners are more likely to achieve University Entrance and go onto university. However, there are significant differences across ethnic communities, and within all ethnic communities there are learners who are not achieving well.
  - d. **Learners from ethnic communities experience widespread racist bullying, which too often is not taken seriously by their school.** One in five learners from ethnic communities have experienced racist bullying in the last month, and over half have seen others being bullied because of their ethnicity. Both whānau and learners report that racist bullying needs to be better identified and addressed at school. Nearly a third of learners from ethnic communities do not think their school takes racist bullying seriously.
  - e. **Learners from ethnic communities often do not feel they belong.** Nearly one in five learners from ethnic communities reported they frequently feel they do not belong and a third feel lonely at school every week or every day. Nearly one in five also feel they have to hide their ethnic identity at school or feel excluded from activities because of their ethnic identity. MELAA learners in particular have very low wellbeing.
  - f. **Education provision does not always reflect what whānau and learners from ethnic communities want.** As Aotearoa New Zealand changes, what communities want from education changes too. Education is not currently always

reflecting what whānau from ethnic communities want. Four in 10 whānau, and nearly a third of learners from ethnic communities, do not feel schoolwork is challenging enough. Almost two-thirds of whānau think schools should support their mother tongue, but there are 11 ethnic languages - including Hindi, which is the fourth most commonly spoken language in Aotearoa - which are not available as NCEA qualifications. Some whānau also want schools to teach more about religions.

- g. **Whānau from ethnic communities' face barriers to engaging with schools.** Whānau from ethnic communities want to be part of their children's education. They attend parent information sessions more than any other activity but find information about their children's learning insufficient or confusing. They are significantly under-represented on School Boards – for example, only 2 percent of parents on School Boards are Asian.
- h. **Many learners from ethnic communities go on to tertiary study, but pathways are confusing, and, for some, choices are unfairly constrained by teachers' biases.** Learners from ethnic communities are more likely to go on to tertiary study than the New Zealand average. But for some, their choices are being constrained. More than one in four secondary learners from ethnic communities' report that teachers' recommendations for their course selection are influenced by ethnicity. Both learners and whānau from ethnic communities find NCEA confusing. And a fifth of learners do not feel supported in choosing subjects or career pathways.
- i. **Some schools are already innovating and adopting new practices** to meet the needs of ethnic communities. ERO visited schools and found that many were adapting what and how they teach, were connecting with ethnic communities, and increasing their understanding of their learners' cultures and learning needs. However, we also found schools facing challenges as they adjust, that not all schools are adopting new practices, and many do not know if what they are doing is working.
- j. **Teachers' understanding of their learners, including their culture, is key to learners' experiences at school, but this needs building.** Teacher's understanding of cultures is not keeping up with our changing population. The teaching workforce does not reflect learners' ethnicities. For example, only 5 percent of teachers are Asian. Whānau and learners are concerned about teachers' lack of cultural knowledge and awareness. Teachers report having limited awareness of learners' cultural and learning needs. More than half of teachers do not feel confident connecting with ethnic communities. Half of the learners from ethnic communities reported having their names mispronounced by their teacher.

## Implications for education

- 10. As New Zealand's schools become more diverse there is an exciting opportunity to look again at education, including what we teach and how we teach. We have identified five big implications when considering the future of education in Aotearoa New Zealand.
  - 1. **Every school needs to be able to respond to increased ethnic diversity.** Ethnic diversity is increasing across the country – not just in Auckland – and the largest changes are in our young population. This increase in ethnic diversity in schools is reflected in an increase in the diversity of cultures, and the diversity of languages spoken. Every school needs to be able to meet the needs of learners

from ethnic communities so they not only continue to achieve in education but they also thrive at school.

2. **Every school needs to be able to tackle racism.** In Aotearoa New Zealand, too many learners from ethnic communities experience racist bullying and racial biases. And, when they raise concerns, they are not always acted on. We must do better. Every school needs to be able to prevent and tackle racism.
3. **We need to get better at delivering education for learners from ethnic communities.** We need to understand more about what the learning experiences are and outcomes that diverse ethnic communities want. This may include the types and locations of schools, and subjects taught. We must increase the cultural capability of the current teaching workforce and develop a more ethnically diverse teaching workforce for the future.
4. **We need to better understand the education experiences and outcomes for learners from ethnic communities and give them a stronger voice in education.** In 2043, a quarter of learners will be from ethnic communities; their communities should have a strong say in the education they receive. Our learners from ethnic communities and their whānau are too often invisible in the data we collect in education, in the conversations we have about education, and in the decisions we make. We need to understand their experiences and outcomes (particularly how they differ between different ethnic groups) and provide ethnic communities with a stronger voice in education.
5. **For Aotearoa New Zealand's future we need education to be good for learners from ethnic communities and their whānau.** Learners and their whānau from ethnic communities have high aspirations for their education and value maintaining their home languages. Supporting these aspirations and making Aotearoa New Zealand's education great for learners of all ethnicities and cultures, will help us strengthen our education system, workforce, culture, and relationships with other countries.

### **Key focus areas for the future**

Many learners from ethnic communities are achieving in education, but they have to overcome widespread racism, isolation, and lack of cultural understanding. To thrive as a country we need to change. There are five areas where there are opportunities for change going forward.

1. **Ending racism.** In the future, there are options to set stronger expectations on tackling racism and providing clearer avenues for parents and learners to raise concerns when racism is not tackled. We could also have a concentrated efforts to tackle racism against those groups who are most often targeted.
2. **Changing what is taught.** In the future, what is taught in schools could be changed to reflect more closely what New Zealand's ethnic communities and their learners want from education. This could include changing the languages taught in schools, the way we teach about religions, the visibility of ethnic communities and their histories in what is taught, and the level of challenge in schoolwork.
3. **Changing how it is taught (and who the teachers are).** In the future, teachers will need to be able to understand and respond to the needs of a much more diverse set of learners. There are options to develop the skills of all teachers and

to provide pathways that support more members of ethnic communities into teaching and becoming Teacher Aides.

4. **Changing where it is taught (expanding options).** In the future, ethnic communities may seek schools that match their expectations for education. There are existing mechanisms to create schools with distinct values, characters, and expectations and options to increase support for communities to do that.
5. **Increasing visibility and voice of ethnic communities in education.** Looking forward there are options to more rigorously collect and track information about how these learners are faring, and to prioritise and proactively recruit ethnic communities and learners into school governance.

### **Presenting the LTIB report to the House of Representatives in March 2023**

11. ERO recommends that, in your capacity as Minister of Education, you present this LTIB report to the House of Representatives. The proposed date for this is Wednesday 15 March 2023.
12. The LTIB report will, subsequently, also need to be presented to the Select Committee. A date for this is yet to be confirmed by the committee.

### **The publication of the LTIB report will follow its presentation to the House of Representatives**

13. ERO will publish the report and accompanying summary on our website on Thursday 16 March 2023.
14. The publication of the LTIB report will be supported by:
  - a. A media release.
  - b. A joint forum with the Ministry for Ethnic Communities.
  - c. A webinar for school principals.
  - d. ERO speaking at Ministry for Ethnic Communities conference with ethnic communities later this year.
  - e. Briefing other government agencies.
15. To enable people from diverse ethnic communities to understand the findings, ERO will publish the short summary in seven languages: English, Te Reo, Arabic, Chinese (Simplified), Hindi, Japanese, Korean.
16. ERO will also publish a tailored guide for principals/school leaders, which will focus more specifically on what schools can do to provide quality, inclusive education for learners from diverse ethnic communities.
17. Officials are available to discuss the findings of our report with you should you wish to delve deeper into our findings and recommendations.

### **Next Steps**

18. The Ministry for Ethnic Communities, as our partner in this work, will share a copy of the LTIB report and summary with the Minister for Diversity, Inclusion and Ethnic Communities.
19. Given their education portfolios, ERO recommends that you forward this briefing to the Associate Minister for Education, Hon Davis (in particular given his remit on racism)

and the Parliamentary Under-Secretary for Education, Ms Luxton and that you share a copy of the LTIB report and summary with the Minister for Diversity, Inclusion and Ethnic Communities.

## Recommendations

20. It is recommended that you:

- a) **Note** the attached near final (pre-designed) report and summary: *Education for all our children: Embracing diverse ethnicities*. **Noted**
- b) **Agree** to present the LTIB report to the House of Representatives on 15 March 2023. **Agreed/Disagreed/Discuss**
- c) **Note** that ERO will publish this LTIB report and summary on 16 March 2023 and that the summary will be available in a variety of languages. **Noted**
- d) **Note** that a number of activities and events are planned to support the publication. **Noted**
- e) **Note** that the Ministry for Ethnic Communities is sharing a copy of the LTIB report and summary with the Minister for Diversity, Inclusion and Ethnic Communities. **Noted**
- f) **Agree** to forward this briefing to the Associate Minister of Education and the Parliamentary Under-Secretary for Education. **Agreed/Disagreed/Discuss**
- g) **Agree** to share a copy of the LTIB report and summary with the Minister for Diversity, Inclusion and Ethnic Communities. **Agreed/Disagreed/Discuss**
- h) **Note** that this briefing is recommended for proactive release after the publication of the report. **Noted**



Nicholas Pole  
**Chief Executive**

NOTED/APPROVED



Jan Tinetti  
**Minister of Education**

05 / 03 / 2023