

# Briefing report

## Education Review Office (ERO): Learning in the Lockdown for Māori Students

Date	11 June 2020
Security Level	N/A
ERO Priority	Medium
ERO Reference	M20-21
Date requested	ERO initiated
Date due	ERO initiated
Proactive release	Recommended

Addressee	Action sought	Deadline
<b>Associate Minister of Education</b>	<p>It is recommended that you:</p> <p>a) <b>note</b> the release of the attached report “Learning in the Lockdown” on Friday 19 June 2020.</p> <p>b) <b>note</b> this briefing is recommended for proactive release.</p>	



### Attachments:

***Education Review Office (ERO):  
Learning in the Lockdown for Māori  
Students***



### Comments:

Minister's Office to complete	
Noted	<input checked="" type="checkbox"/>
Seen	<input checked="" type="checkbox"/>
Approved	<input checked="" type="checkbox"/>
Referred to:	
Date signed by Minister:	14/08/2020

Our Ref: M20-21

11 June 2020

**Hon Kelvin Davis**  
Associate Minister of Education

### **Learning in the Lockdown for Māori students**

#### **Purpose**

1. The purpose of the briefing is to inform you about the release of the report “Learning in the lockdown” on Friday 19 June and provide you with a copy of the report.

#### **Background**

2. ERO ran a survey of teachers and students in English medium schools about their wellbeing and experience of teaching and learning during the lockdown. We had 10,000 students and 700 teachers respond to the survey from primary and secondary schools from a mix of roll sizes and school deciles. Students and teachers responded to the survey between week 2 and 4 of term 2 during alert levels 4 and 3. The survey findings found that:
  - a. Teachers felt supported by their schools and their teaching colleagues.
  - b. Students who had difficulty accessing a device to learn were more likely to watch Home Learning TV.
  - c. NCEA students said they found it difficult to cope with the workload while learning from home and some did not engage in learning remotely. The recent announcements to changes to NCEA and University Entrance will support these students to achieve their qualifications following the disruption caused by the lockdown.

#### **Wellbeing**

3. The survey found that students reported high levels of wellbeing. Eighty four percent of students agreed or strongly agreed that they felt safe from COVID while learning at home, and 82 percent of students agreed or strongly agreed that their bubble was doing well. Māori students, in English medium schools, reported **similar levels of wellbeing** compared with non-Māori students. Eighty three percent of Māori students agreed or strongly agreed that they felt safe from COVID while learning at home, and 78 percent of Māori students agreed or strongly agreed that their bubble was doing well.

## Primary school students

4. Just over three-quarters of (78 percent) of primary students agreed or strongly agreed that they had been able to learn from home, compared to 58 percent of secondary students. Māori primary students were **equally positive** about studying at home, with 80 percent agreeing or strongly agreeing that they had been able to learn from home.

## Secondary school students

5. Māori and New Zealand European secondary students in decile 1-3 schools were **less positive** about being able to learn from home, compared to Pacific secondary students in decile 1-3 schools. Just over half of Māori secondary students (53 percent) in decile 1-3 schools agreed or strongly agreed that they were able to work from home during the lockdown, compared to 52 percent of New Zealand European secondary students and 61 percent of Pacific secondary students.
6. The experience of secondary Māori and Pacific students in decile 4-10 schools was less positive than New Zealand European students. Fifty two percent of Māori and Pacific secondary students in decile 4-10 schools agreed or strongly agreed they were able to learn from home, compared with 60 percent of New Zealand European students.
7. These survey results, whilst positive about the overall student experience during lockdown, raise concerns that:
  - a. Some students will need additional support going forward as their learning has stalled or even regressed. We need to understand more about who these students are, the ongoing impact on their learning and how best to support them.
  - b. For older students there is the risk of early disengagement and some students not in fact returning to school. This may be a higher risk for boys who overall found remote learning harder to engage with.
  - c. There is potential for increased levels of mental health and anxiety among some learners. One in five students said that they disagreed or strongly disagreed that they had enjoyed learning at home and 2-3% of students said they did not feel safe at home from the coronavirus.
8. ERO is undertaking a programme of work to support the education system to learn the lessons from and continue to respond to the Covid-19 education experience. The work programme will address three questions:
  - a. How effectively have NZ schools responded to the Covid-19 crisis, and what lessons can be learned?
  - b. What impact has the disruption to education had on educational outcomes for learners? Which groups of learners were most affected and how well have schools managed re-engagement and learning recovery for these students?
  - c. To what extent has the education system been able to capture successful adaptation, innovation and learning from the crisis? What has changed as a result? What needs to change to be prepared for future events?

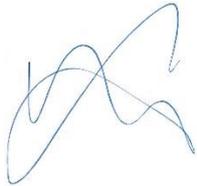
## Recommendations

9. It is recommended that you:

- a) **note** the release of the attached report "Learning in the Lockdown" on Friday 19 June 2020.
- b) **note** this briefing is recommended for proactive release.

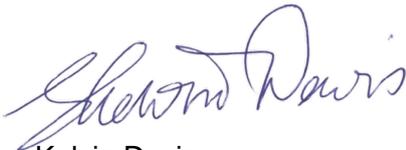
**noted**

**noted**



Nicholas Pole  
**Chief Executive**

NOTED/APPROVED



Kelvin Davis  
**Associate Minister of Education**

14 / 08 / 2020