



PRINCIPAL
HEALTH & WELLBEING SURVEY

DISCRIMINATION

**FINDINGS FROM NEW ZEALAND SCHOOL LEADERS'
OCCUPATIONAL HEALTH AND WELLBEING 2017 SURVEY**

NZEI TE RIUROA
NEW ZEALAND EDUCATIONAL INSTITUTE

 **ACU**
AUSTRALIAN CATHOLIC UNIVERSITY

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Introduction:

The first Principal Health and Wellbeing Survey commissioned by NZEI Te Riu Roa in 2016 included a significant sample of Māori and Pasifika school leader participants - 11.3% (N = 75) of all participants. In 2016, 29.8% reported that their ethnicity had been a source of relationship tension during the past 12 months and 27.1% reported discrimination at work on the basis of their ethnicity during the same period, raising concerns that have been followed up in the 2017 survey.

In 2017, 27% reported that their ethnicity had been a source of relationship tension during the past 12 months and 25.8% reported discrimination at work on the basis of their ethnicity. This compares with 8.5-8.9% of non-Māori leaders experiencing tension or discrimination due to their ethnicity.

The 2017 survey involved a higher proportion of Māori and Pasifika respondents (14.9%, N = 89), and additional questions were asked about discrimination. These questions were voluntary, and related to the type of discrimination and the perpetrators.

While the number of Māori and Pasifika participants for whom the additional questions were not applicable was high, their responses show that discrimination is a significant stressor for a nearly a third (27-28%) of Māori and Pasifika school leaders. Discrimination is reported by school leaders as one of several offensive behaviours - alongside bullying, threats of violence, and actual physical violence. Respondents experienced a range of discrimination from “micro-aggressions”, overtly racist statements about themselves or other Māori through to institutional and systemic racism experienced at the hands of agencies and other sector groups. These included acts of omission (not telling people things and thus disadvantaging them) and of commission (actively doing something discriminatory).

NZEI Te Riu Roa finds the current level of discrimination unacceptable and has made recommendations to address the issue.

NZEI Te Riu Roa Vision

NZEI Te Riu Roa has a vision of societal change within a generation to end discrimination.

There is an urgent need to look for causes and reduce the level of discrimination experienced by principals, deputy principals and assistant principals; and also to look at to what extent discrimination is experienced by teachers and students. Government structures, information flow between adults, and external influences on school function should all be part of this investigation. We are aware that our students are feeling discriminated against and it is clear that if the level of discrimination against school leaders is this high, the levels of discrimination experienced by our teacher and students could well be even higher.

Key findings - 2017

- The type of discrimination which participants most often experienced was “comments made referring to Māori that cause offence”. These may have been informal and away from the public arena, but were still significant.
- Unofficial or informal public statements (including gossip) was the next most likely type of discrimination experienced, and many also experienced discriminatory comments made directly to them.
- Less frequently experienced as discriminatory were “official/formal public statements” and “action (eg denying access to resources, or support)”.
- Some of those most often responsible for causing offence by discrimination (perpetrators) were: other employees or principals of the same school/kura; employees of other schools/kura in leadership or management positions; business contractors; representatives of community organisations; members of the school community eg parents, whānau; and members of the wider community.
- Three participants stated that those with employer or managerial responsibility over them had discriminated against them in terms of “action, eg denying access to resources or support”, and ten stated that people in this group had made offensive comments.
- Some also experienced discrimination within the context of Communities of Learning/Kahui Ako, Principals’ Association, teachers’ union, from Ministry of Education representatives, and other government agencies (eg ERO).

Table 1: Discrimination & Māori and Pasifika school leaders – type of behaviour & perpetrator:

Table 44. Discrimination toward Māori and Pasifika school leaders disaggregated by type of behavior and perpetrator.

Have you ever experienced discrimination on the basis of race in the form of comments or actions by of the following: Perpetrator	Type of Discrimination						
	Official/ formal public statement	Unofficial/ informal/ public statement (including gossip)	Direct comment made to you	Comments made referring to Māori that cause offence	Action (eg denying access to resources, or support)	Other	Not applicable
Other employees working in the same kura/school as you who are at the same or senior place in the leadership/management structure	1	7	5	10	1		49
Person(s) with managerial or employer responsibility for you (eg for Principals, the Board and APs and DPs, the principal)	2	9	8	10	3	1	47
Principals of other schools/kura	1	10	10	18	4	2	38
Employees of other kura/schools in leadership/management positions	2	14	9	24	3	2	33
Other employees working in the same school/kura as you who are at the in a lower position in the leadership/management structure (including not in it at all)	1	10	11	21	3	1	39

<i>Have you ever experienced discrimination on the basis of race in the form of comments or actions by of the following: Perpetrator</i>	Type of Discrimination						
	Official/ formal public statement	Unofficial/ informal/ public statement (including gossip)	Direct comment made to you	Comments made referring to Māori that cause offence	Action (eg denying access to resources, or support)	Other	Not applicable
<i>Members of your Community of Learning/Kahui Ako leadership group</i>	1	6	6	9	2	1	53
<i>Participants in your Community of Learning/Kahui Ako not in the leadership group</i>	1	3	3	6	1	1	58
<i>Members of your principals association (within the context of Principals' Association activity)</i>	2	6	8	13	6	2	48
<i>Members of your union (within the context of union activity)</i>		2	4	4	3		59
<i>Representatives of the Ministry of Education</i>	2	1	3	6	5	2	54
<i>Representatives of other government agencies, eg ERO</i>	2	5	7	8	4	2	51
<i>Representatives of businesses/contractors working with your kura/school</i>		7	12	15	2		42

<i>Have you ever experienced discrimination on the basis of race in the form of comments or actions by of the following: Perpetrator</i>	Type of Discrimination						
	Official/ formal public statement	Unofficial/ informal/ public statement (including gossip)	Direct comment made to you	Comments made referring to Māori that cause offence	Action (eg denying access to resources, or support)	Other	Not applicable
<i>Representatives of community organisations working with your school/kura</i>	2	6	7	16	2	1	44
<i>Comments referring to race made by an appraiser</i>	1	1	2	3	1	3	57
<i>Official board actions (including written reports)</i>	1	2	2	2	1		
<i>Members of the school community (parents, whanau)</i>	2	17	22	27	4	2	27
<i>Members of the wider community</i>	3	16	17	29	6	3	26

Recommendations

In consultation with Te Akatea, the association of Māori principals, and the New Zealand Principals Federation, NZEI Te Riu Roa recommends that this data on discrimination is used to call for and instigate change to:

- End systemic racism in agencies, actions and resourcing and instead build a system that is culturally sustaining both for Māori educators and tamariki Māori
- Provide funded professional support for educators to ensure the mauri of educators and tamariki Māori is upheld so that all Māori can achieve their potential without compromising who they are. Providing PLD in terms of cultural responsiveness would also provide the wider education community with a strengthening of cultural awareness
- Provide a clear information campaign to the sector that highlights what behaviour is not appropriate
- Provide a mechanism that allows for the immediate reporting of discrimination within the system that allows for the protection of whistle-blowers
- Require school Boards of Trustees, school leaders, MOE and ERO staff to complete an approved course on racial equality or cultural competency provided by NZSTA, Education Council or an approved PLD provider every three years
- Require NZSTA to ensure that all Boards of Trustees have systems that identify discrimination as early as possible and have the resources to immediately address the situation
- Ensure our own organisations regularly review our practices in order to end discrimination and strengthen cultural awareness
- Provide culturally appropriate professional supports/mentoring for all Maori leaders to ensure they are nurtured, supported and retained in the workforce