

**Demographic and Statistical Analysis Unit
Ministry of Education**

Ethnicity in the Early Childhood Education Teacher-led Workforce

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Purpose

This paper presents the second stage of analysis from the 2003 Early Childhood Education (ECE) Teacher-led Workforce survey. The focus is on what the survey tells us about the different ethnic groups that make up the ECE teacher workforce.

About the survey

The ECE Teacher-led Workforce survey was carried out in August 2003. 9,725 members of the workforce responded from Education and Care services, Kindergartens, Home-based services¹ and the Correspondence School. In all, 87% of services engaged in the survey by returning at least one questionnaire².

Interpreting the survey results

The ECE Teacher-led Workforce survey data is a sample of all ECE teachers. Therefore an element of error is associated with the results. Overall, due to the large response rate for the survey, the sampling error for the survey is $\pm 1\%$ (95% significance level). However this will vary between questions as the number of teachers responding to particular question varies.

When the workforce survey data is compared with the 2003 annual return carried out 6 weeks earlier it is seen that persons responsible, qualified teachers and teachers in training are over-represented in the survey data. Results that consider persons responsible versus all staff, qualified versus unqualified staff or information about teachers in training compared to all teachers will need to be interpreted with these biases in mind. In addition not all staff from a service may have completed the survey, therefore results that are reported on a 'per service' will need to be treated with caution.

The analysis in the paper excludes people who did not respond to the questions being analysed. When one question is considered, people who did not answer that question will be excluded. When two questions are combined, people who did not answer either question will be excluded. Therefore the population of survey respondents will differ between pieces of analysis.

Terminology.

The words 'total workforce' are used to describe the group made up by all respondents to the survey.

The words 'non-Maori' refers to the group of respondents that are not recorded as Maori. Similarly the words 'non-Pasifika' are used to describe the group of respondents that are not recorded as the ethnicities that make up the Pasifika ethnic group, the words non-European/Pakeha is used to refer to the group of respondents that is not recorded in the European/Pakeha ethnicity group and the words 'non-

¹ Only Home-based co-ordinators were surveyed

²Source: ECE Teacher-led Workforce Survey 2003: November 2003. Kathleen Murrow, Katrina Fryer & Emanuel Kalafatelis. BRC Marketing & Social Research.

Asian' are used to describe the group of respondents that are not recorded as the ethnicities that make up the Asian ethnic group.

References to Education & Care services exclude Casual Education & Care services unless stated otherwise.

Maori³

932 respondents identified themselves as New Zealand Maori in the 2003 ECE Teacher-led Workforce Survey. This represents 10% of the total number of respondents.

This proportion is broadly in line with other data sources. The 2003 annual return data⁴ identifies 8% of teachers as Maori. Also of interest is the similarity to the 9% of primary teachers identified themselves as Maori⁵.

Summary

Compared to non-Maori respondents, Maori are more likely to:

- work in Education & Care services
- speak New Zealand Maori 'fairly well' or better⁶
- teach in New Zealand Maori
- be currently studying
- be planning to study.

Compared to non-Maori respondents, Maori are less likely to:

- be qualified and registered.

³ Maori refers to New Zealand Maori only. Analysis on Cook Islands Maori will be covered in another section.

⁴ Ministry of Education RS61 Annual Return of Children and Staff at Licensed Early Childhood Services at 1 July 2003.

⁵ Ministry of Education, Teacher Census 2001

⁶ Respondents were asked to indicate how well they are able to speak New Zealand Maori in day-to-day conversation. The scale was 'cannot speak any Maori at all', 'not very well', 'fairly well', 'well', 'very well'.

Profile of Maori respondents

- Maori respondents are concentrated in the 20-39 age group with the highest proportion (20%) being in the 30-34 age group. This is similar to New Zealand Labour Force data that shows the highest proportion of employed Maori being in the age groups 25-34 and 35-44⁷.

Although 10% of respondents identified themselves as Maori, 13% of the 20-39 age group is Maori. Therefore Maori are a little more likely to be in this age group than the total workforce is.

- The majority (73%) of Maori are most likely to have worked in their current ECE service type for less than 10 years. This is higher than for non-Maori respondents, 63% of who have been in their current service type for less than 10 years.
- More Maori rated themselves as able to speak New Zealand Maori 'fairly well' up to 'very well' than non-Maori respondents did. 56% of Maori speak 'fairly well' or better compared to 22% of non-Maori.

47% of those who rate themselves as speaking New Zealand Maori 'very well' are Maori, 36% of those speaking 'well' are Maori.

- 89% of Maori indicated that they use New Zealand Maori when teaching compared to 73% of non-Maori.
- 11% of Maori teach in NZ Maori more than 30% of the time which is higher than the 1% of non-Maori who reported the same.

Put another way: 20 out of 1000 teachers teach in NZ Maori more than 30% of the time. 13 of these 20 teachers are Maori.

⁷ Source: Statistics New Zealand, Household Labour Force Survey, September 2003 quarter.

Qualifications and Registration

Less than half of all Maori teachers hold a benchmark ECE qualification. Nearly a third are fully or provisionally registered.

Table 1: Qualification status by Registration Status for All Maori respondents and Maori Persons Responsible⁸

Qualification Status		Registration Status			Total
		Fully Registered	Provisionally Registered	Not Registered	
Qualified	All staff	19%	14%	14%	46%
	Persons Responsible	29%	21%	19%	69%
Not Qualified	All staff	0%	1%	53%	54%
	Persons Responsible	0%	1%	29%	30%
Total	All staff	19%	14%	67%	100%
	Persons Responsible	29%	22%	49%	100%

⁸ Totals may not be exact sum of cells as figures have been rounded.

Note that the survey asked who was currently a Person Responsible. Further analysis as shown that the number of Persons Responsible and the persons so designated can fluctuate over short periods.

32% of all Maori respondents are qualified and fully or provisionally registered. This is less than the figure for non-Maori respondents (42%). The majority of Maori work in Education & Care services that have not had a high qualification and registration requirement. When only Education & Care services are considered the pattern is about the same⁹.

62% of qualified Maori hold a Diploma of Teaching (ECE) while another 22% hold a Bachelor of Education (Teaching) (ECE).

3% of Maori hold post-graduate qualifications, which is less than the 6% of non-Maori. However both of these proportions appear low when compared to the Primary school sector.¹⁰

Unqualified Maori are more likely to be currently studying or planning to study than the total workforce¹¹.

⁹ 23% of Maori respondents in Education & Care are qualified and registered compared with 32% of the non-Maori Education & Care respondents.

¹⁰ Ministry of Education, 2001 Teacher Census. 9% reported completing a teaching related Masters or Post-graduate qualification. Due to timing and definitional issues this figure is not directly comparable with the ECE Teacher-led Workforce Survey data.

¹¹ This section refers to people who are currently studying or planning to study for a Diploma of Teaching (ECE) or a Bachelor of Education (Teaching) (ECE).

- 41% of unqualified Maori are currently studying which is 7% more than unqualified non-Maori respondents. However as people in Education & Care services are more likely to study and Maori are pre-dominantly employed in Education & Care services it is worthwhile considering Education & Care services alone. The difference remains with 41% of unqualified Maori in Education & Care services currently studying compared with 34% of unqualified non-Maori respondents in Education & Care.
- The same sorts of differences show up when those planning to study are considered. 51% of unqualified Maori are planning to study, 15% more than the 36% of unqualified non-Maori respondents who are planning to study. When only respondents in Education & Care services are considered the difference is slightly lower with 51% of unqualified Maori planning to study compared with 37% of all unqualified non-Maori respondents in Education & Care.

At the time of the survey just over half of Maori are Persons Responsible. This is on a par with the proportion of non-Maori Persons Responsible¹². Most Maori Persons Responsible are qualified, and just over half are both qualified and registered.

- 70% of Maori Persons Responsible are qualified. Half of Maori Persons Responsible are both qualified and registered, which is less than the 62% of non-Maori Persons Responsible who are qualified and registered. When Education & Care services alone are considered: 40% of Maori Persons Responsible are qualified and registered compared with 51% of non-Maori Persons Responsible.

Profile of Services Maori respondents work in

- Most (85%) work in Education & Care services¹³:
 - 13% work in Kindergartens
 - 1% work in Casual Education & Care services
 - 1% work in Homebased services.
- Most (74%) work in main urban areas:
 - 6% work in secondary urban areas
 - 16% work in minor urban areas
 - 4% work in rural areas.

Maori are more likely to be employed in minor urban areas (16%) than non-Maori (10%).

¹² 51% of Maori reported that they are currently Persons Responsible. 52% of non-Maori reported that they are currently Persons Responsible. Note however that this question had a relatively high non response rate.

¹³ This is higher than the non-Maori level of 78%.

- Most (59%) work in community based services¹⁴.

The spread of Maori across community based and private services is the same as for the total workforce and non-Maori.

- Maori are more likely to be in the North Island than non-Maori respondents – 89% are in the North Island, compared with 75% of non-Maori respondents. 64% of Maori work in Auckland, Waikato, Bay of Plenty or Wellington.
- The Maori ECE workforce is distributed across the country in a way that is more like the general Maori population rather than the general ECE workforce.
 - Maori make up higher proportions of the ECE workforce in Gisborne, Northland, and Bay of Plenty. This equates more to the distribution of the Maori population across the country. In the 2001 census, NZ Maori were more likely to be in Gisborne, Northland and Bay of Plenty¹⁵.
- Maori are more likely to work in a Maori ECE service than the total workforce. 7% of Maori work in Maori ECE services.

Pasifika¹⁶

627 respondents identified themselves as belonging to the Pasifika ethnic group in the 2003 ECE Teacher-led Workforce Survey. This represents 7% of the total number of respondents.

This proportion is broadly in line with other data sources. The 2003 annual return data¹⁷ identifies 8% of teachers as Pasifika peoples. Also of interest is that 8% of primary teachers identified themselves as Pasifika peoples¹⁸.

Summary

Compared to non-Pasifika respondents, Pasifika respondents are more likely to:

- work in Education & Care services
- work in Pasifika ECE services
- work in Auckland

¹⁴ Community based services are defined as services owned by an Incorporated Society, owned by a Trust and owned by a Public Body.

¹⁵ 30% of ECE respondents in Gisborne Region are Maori, 21% in Northland are Maori, and 17% in Bay of Plenty are Maori. In the 2001 Census 44% of Gisborne Regions population was Maori, 29% of Northlands population, and 27% of Bay of Plenty's population.

¹⁶ Pasifika refers to those identified as Tokelauan, Fijian, Niuean, Tongan, Cook Islands Maori, Samoan or people from Other Pacific Islands.

¹⁷ Ministry of Education RS61 Annual Return of Children and Staff at Licensed Early Childhood Services at 1 July 2003. Note that this data includes all Home-based teachers while the Workforce survey only includes Home-base co-ordinators.

¹⁸ Ministry of Education, Teacher Census 2001

- hold NZQA equivalence to a Diploma of Teaching (ECE)
- be planning to study
- work in community based services.

Compared to non-Pasifika respondents, Pasifika respondents are less likely to:

- be qualified and registered

Profile of Pasifika respondents

- Pasifika respondents are spread relatively evenly across most age groups. The highest proportion (16%) are in the 40-44 age group. This is similar to New Zealand Labour Force data that shows the highest proportion of employed Pasifika people being in the 35-44 age group¹⁹.
- The majority (67%) of Pasifika have worked in their current ECE service type for less than 10 years. This is similar to the level for the total workforce (63%).
- A higher proportion of Pasifika rated themselves as able to speak New Zealand Maori 'fairly well' up to 'very well' than non-Pasifika respondents did. 37% of Pasifika speak from 'fairly well' or better compared to 24% of non-Pasifika.
- Pasifika are more likely to teach in Cook Islands Maori, Niuean, Samoan, Tokelauan or Tongan languages than any other ethnic group.

Teaching in the Samoan language is done by more teachers than the other four languages listed above. 5% of all respondents teach in Samoan. Therefore, out of 1000 people: 50 teach in Samoan. Of that 50, 30 are Pasifika.

Of the group of Pasifika who teach in Samoan, 59% of them teach in Samoan for more than 30% of the time. As stated above 30 out of 1000 people are Pasifika and teach in Samoan. Of this group, 17 teach in Samoan for more than 30% of the time.

Less than 5% of all respondents teach in Cook Islands Maori, Niuean, Tokelauan or Tongan. However nearly all of these respondents are Pasifika people.

¹⁹ Source: Statistics New Zealand, Household Labour Force Survey, September 2003 quarter.

Qualifications and Registration

Less than half of all Pasifika teachers hold a benchmark ECE qualification. Just over a quarter are fully or provisionally registered.

Table 2: Qualification status by Registration Status for All Pasifika respondents and Pasifika Persons Responsible²⁰

Qualification Status		Registration Status			Total
		Fully Registered	Provisionally Registered	Not Registered	
Qualified	All staff	12%	13%	17%	42%
	Persons Responsible	18%	18%	22%	58%
Not Qualified	All staff	0%	1%	56%	58%
	Persons Responsible	0%	1%	41%	42%
Total	All staff	13%	14%	73%	100%
	Persons Responsible	18%	20%	63%	100%

²⁰ Totals may not be exact sum of cells as figures have been rounded.

Note that the survey asked who was currently a Person Responsible. Further analysis as shown that the number of Persons Responsible and the persons so designated can fluctuate over short periods.

A quarter of all Pasifika respondents are qualified and fully or provisionally registered. This is less than the figure for non-Pasifika respondents (44%). However the majority (94%) of Pasifika respondents work in Education & Care services which do not have the same level of compulsory qualification and registration requirements as Kindergartens. When only Education & Care services are considered the difference in proportions is less²¹.

61% of qualified Pasifika hold a Diploma of Teaching (ECE) while 16% hold a Bachelor of Education (Teaching) (ECE). 19% hold NZQA equivalence to a Diploma of Teaching (ECE) - the highest proportion of any ethnic group holding this qualification.

Unqualified Pasifika are more likely to be planning to study than the total workforce²².

- 52% of unqualified Pasifika are planning to study, 15% more than the 37% of all unqualified persons who are planning to study. The majority of the Pasifika respondents planning to study are in Education & Care services.
- The differences are less significant when those currently studying are considered. 39% of unqualified Pasifika are currently studying which is

²¹ 21% of Pasifika respondents in Education & Care are qualified and registered compared with 32% of non-Pasifika Education & Care respondents. This also indicates that the majority of Pasifika respondents who are not in Education & Care services are qualified and registered (83%).

²² This section refers to people who are currently studying or planning to study for a Diploma of Teaching (ECE) or a Bachelor of Education (Teaching) (ECE).

similar to unqualified non-Pasifika respondents.²³ Again the majority of the Pasifika respondents currently studying are in Education & Care services.

At the time of the survey over half of Pasifika are Persons Responsible (59%). This is slightly higher than the proportion of Persons Responsible in the total workforce (52%). Note however that this question had a relatively high non-response rate. More Pasifika Persons Responsible are qualified than not. Just over a third are both qualified and registered.

- 58% of Pasifika Persons Responsible are qualified. 36% of Pasifika Persons Responsible are both qualified and registered, which is less than for non-Pasifika Persons Responsible (63%).

Profile of Services Pasifika respondents work in

- Nearly all (94%) work in Education & Care services²⁴:
 - 6% work in Kindergartens.
- Most (92%) work in main urban areas:
 - 6% work in secondary urban areas
 - 2% work in minor urban areas
 - 1% work in rural areas.
- Most (75%) work in community based services²⁵.

Pasifika are more likely to work in community based services than any other ethnic group.

- Employment of Pasifika people by region reflects the overall distribution of Pasifika people in the population. Most Pasifika are employed in Auckland. Additionally, the proportion of Pasifika who are employed in Wellington is higher than for any other ethnic group. This lines up with census data which shows that the Pasifika are most likely to live in Auckland or Wellington.
- Pasifika are more likely to work in a Pasifika ECE service²⁶ than the total workforce. 48% of Pasifika work in Pasifika ECE services.

²³ 34% of non-Pasifika respondents are currently studying for a Diploma of Teaching (ECE) or a Bachelor of Education (Teaching) (ECE).

²⁴ This is higher than the non-Pasifika level of 76%.

²⁵ Community based services are defined as services owned by an Incorporated Society, owned by a Trust and owned by a Public Body.

²⁶ Pasifika ECE services include Cook Island ECE services, Niue ECE services, Pacific Centres, Samoan ECE services, Tokelauan ECE services and Tongan ECE services.

European/Pakeha²⁷

7,551 respondents identified themselves as European/Pakeha in the 2003 ECE Teacher-led Workforce Survey. This represents 79% of the total number of respondents.

This proportion is broadly in line with other data sources. The 2003 annual return data²⁸ identifies 78% of teachers as European/Pakeha. Also of interest is that 86% of primary teachers identified themselves as European/Pakeha²⁹.

Summary

Compared to the rest of the ECE workforce, European/Pakeha are more likely to:

- be qualified and registered
- work in Kindergartens
- work in the South Island.

Compared to the rest of the ECE workforce, European/Pakeha are less likely to:

- be currently studying
- be planning to study.

Profile of European/Pakeha respondents

- European/Pakeha respondents are spread across all age groups with the highest proportion (15%) being in the 45-49 age group. This is similar to New Zealand Labour Force data that shows the highest proportion of employed European/Pakeha being in the age group 45-54³⁰.
- The majority (61%) of European/Pakeha are most likely to have worked in their current ECE service type for less than 10 years. This is lower than for non-European/Pakeha respondents, 70% of who have been in their current service type for less than 10 years.
- 21% of European/Pakeha respondents rated themselves as able to speak New Zealand Maori 'fairly well' or better. More European/Pakeha rated themselves as able to speak New Zealand Maori 'not very well' than the total workforce did. 70% of European/Pakeha speak 'not very well' compared to 48% of non-European/Pakeha respondents.

²⁷ European/Pakeha refers to those identified as NZ European/Pakeha and Other European.

²⁸ Ministry of Education RS61 Annual Return of Children and Staff at Licensed Early Childhood Services at 1 July 2003. Note that this data includes all Home-based teachers while the Workforce survey only includes Home-base co-ordinators.

²⁹ Ministry of Education, Teacher Census 2001

³⁰ Source: Statistics New Zealand, Household Labour Force Survey, September 2003 quarter.

- 75% of European/Pakeha respondents indicated that they use New Zealand Maori when teaching compared to 73% of non-European/Pakeha respondents. However most of these people teach in Maori for less than 30% of the time.

Qualifications and Registration

Over half of all European/Pakeha teachers hold a benchmark ECE qualification. Nearly half are fully or provisionally registered.

Table 3: Qualification status by Registration Status for All European/Pakeha respondents and European/Pakeha Persons Responsible³¹

Qualification Status		Registration Status			Total
		Fully Registered	Provisionally Registered	Not Registered	
Qualified	All staff	32%	15%	14%	60%
	Persons Responsible	47%	18%	17%	83%
Not Qualified	All staff	1%	1%	37%	40%
	Persons Responsible	1%	0%	16%	17%
Total	All staff	33%	16%	51%	100%
	Persons Responsible	48%	19%	33%	100%

³¹ Totals may not be exact sum of cells as figures have been rounded.

Note that the survey asked who was currently a Person Responsible. Further analysis as shown that the number of Persons Responsible and the persons so designated can fluctuate over short periods.

47% of all European/Pakeha respondents are qualified and fully or provisionally registered. This is higher than the figure for non-European/Pakeha respondents³². This result is not unexpected since European/Pakeha are more likely than other groups to work in Kindergartens which have had a higher qualification and registration requirement than other services. However when only Education & Care services are considered the proportion of European/Pakeha respondents that are both qualified and fully or provisionally registered is still higher than for other ethnic groups³³.

47% of qualified European/Pakeha hold a Diploma of Teaching (ECE) while 20% hold a Bachelor of Education (Teaching) (ECE). A higher proportion of European/Pakeha respondents hold a NZFKU³⁴ Diploma than other ethnic groups³⁵.

³² 29% of non-European/Pakeha respondents are qualified and registered.

³³ In Education & Care services 33% of European/Pakeha respondents are qualified and registered compared to 23% of Maori, 21% of Pasifika and 20% of Asian respondents. On average, 21% of non-European/Pakeha respondents are qualified and registered.

³⁴ NZFKU - New Zealand Free Kindergarten Union

³⁵ 16% of European/Pakeha respondents hold a NZFKU Diploma.

6% of European/Pakeha hold post-graduate qualifications.

Unqualified European/Pakeha are less likely to be currently studying or planning to study than non-European/Pakeha respondents.

- 33% of unqualified European/Pakeha are currently studying which is 6% less than non-European/Pakeha unqualified respondents.³⁶
- Unqualified European/Pakeha planning to study are also a lower proportion than for non-European/Pakeha. 34% of unqualified European/Pakeha are planning to study, 15% less than the 49% of all unqualified non-European/Pakeha respondents who are planning to study.

At the time of the survey just over half of European/Pakeha are Persons Responsible. This is on a par with the proportion of non-European/Pakeha Persons Responsible³⁷. Most European/Pakeha Persons Responsible are qualified, and more than half are both qualified and registered.

- 83% of European/Pakeha Persons Responsible are qualified. 65% of European/Pakeha Persons Responsible are both qualified and registered, which is more than the 44% of non-European/Pakeha Persons Responsible respondents who are qualified and registered. When Education & Care services alone are considered: 54% of European/Pakeha Persons Responsible are qualified and registered compared with 36% of non-European/Pakeha Persons Responsible respondents.

Profile of Services European/Pakeha respondents work in

- Most (76%) work in Education & Care services³⁸:
 - 19% work in Kindergartens
 - 2% work in Casual Education & Care
 - 2% work in Home-based networks³⁹.
- Most (78%) work in main urban areas:
 - 7% work in secondary urban areas
 - 12% work in minor urban areas
 - 4% work in rural areas.
- Most (58%) work in community based services⁴⁰.

³⁶ 39% of non-European/Pakeha respondents are currently studying.

³⁷ 52% of European/Pakeha reported that they are currently Persons Responsible. For non-European/Pakeha respondents, 51% reported that they are currently Persons Responsible. Note however that this question had a relatively high non-response rate.

³⁸ Although the majority this is lower than the 89% of non-European/Pakeha respondents who work in Education and Care Services.

³⁹ Percentages may not add to 100% due to rounding.

- European/Pakeha are more likely to work in the South Island than non-European/Pakeha respondents – 27% are in the South Island, compared with 9% of non-European/Pakeha respondents.

Asian⁴¹

Due to the small number of respondents some categories are combined in the following analysis.

382 respondents identified themselves as Asian in the 2003 ECE Teacher-led Workforce Survey. This represents 4% of the total number of respondents.

This proportion is broadly in line with other data sources. The 2003 annual return data⁴² identifies 6% of teachers as Asian peoples. Also of interest is that 2% of primary teachers identified themselves as Asian peoples⁴³.

Summary

Compared to non-Asian respondents, Asian respondents are more likely to:

- work in Education & Care services
- hold an overseas teaching qualification⁴⁴
- be employed in a main urban area.

Compared to non-Asian respondents, Asian respondents are less likely to:

- be qualified and registered.

⁴⁰ Community based services are defined as services owned by an Incorporated Society, owned by a Trust and owned by a Public Body.

⁴¹ Asian refers to those identified as South-East Asian, Indian, Chinese or Other Asian.

⁴² Ministry of Education RS61 Annual Return of Children and Staff at Licensed Early Childhood Services at 1 July 2003. Note that this data includes all Home-based teachers while the Workforce survey only includes Home-base co-ordinators.

⁴³ Ministry of Education, Teacher Census 2001

⁴⁴ An overseas teaching qualification assessed by NZQA as comparable to a Diploma of Teaching (ECE).

Profile of Asian respondents

- Asian respondents are most likely to be in the 30-54 age group with the highest proportion (21%) being in the 35-39 age group.
- The majority (69%) of Asians are most likely to have worked in their current ECE service type for less than 10 years. This is similar to non-Asian respondents, 63% of who have been in their current service type for less than 10 years.

Qualifications and Registration

Less than half of all Asian teachers hold a benchmark ECE qualification. Nearly a third are fully or provisionally registered.

Table 4: Qualification status by Registration Status for All Asian respondents ⁴⁵

Qualification Status		Registration Status		
		Fully or Provisionally Registered	Not Registered	Total
Qualified	All staff	27%	16%	43%
Not Qualified	All staff	3%	54%	57%
Total	All staff	31%	69%	100%

⁴⁵ Totals may not be exact sum of cells as figures have been rounded.

27% of all Asian respondents are qualified and fully or provisionally registered. This is less than the figure for non-Asian respondents (43%). The majority of Asian respondents work in Education & Care services which has a lower qualification and regulation requirement than Kindergartens. When only Education & Care services are considered the difference is similar⁴⁶.

44% of those qualified hold a Diploma of Teaching (ECE) while 18% hold a Bachelor of Education (Teaching) (ECE). 23% hold an Overseas teaching qualification assessed by NZQA as comparable to a Diploma of Teaching (ECE).

Unqualified Asian respondents are more likely to be currently studying or planning to study than the total workforce⁴⁷.

- 41% of unqualified Asians are currently studying which is 7% more than unqualified non-Asian respondents. As all of the unqualified Asians currently studying are in Education & Care services the difference remains when only Education and Care responses are considered⁴⁸.

⁴⁶ 20% of Asian respondents in Education & Care are qualified and registered compared with 31% of non-Asian Education & Care respondents.

⁴⁷ This section refers to people who are currently studying or planning to study for a Diploma of Teaching (ECE) or a Bachelor of Education (Teaching) (ECE).

⁴⁸ 24% of non-Asian unqualified respondents are currently studying, 34% of non-Asian unqualified respondents in Education & Care services are currently studying.

- The same sorts of differences show up when those planning to study are considered. 46% of unqualified Asians are planning to study, 8% more than the 38% of all unqualified persons who are planning to study. Again the difference remains when only Education and Care responses are considered as all of the unqualified Asians planning to study are in Education & Care services⁴⁹.

At the time of the survey less than half of Asian respondents are Persons Responsible. This is less than the proportion of non-Asian Persons Responsible⁵⁰. Most Asian Persons Responsible are qualified, though less than half are both qualified and registered.

- 61% of Asian Persons Responsible are qualified. 41% of Asian Persons Responsible are both qualified and registered, which is less than the 62% of non-Asian Persons Responsible who are qualified and registered. When Education & Care services alone are considered: 33% of Asian Persons Responsible are qualified and registered compared with 51% of non-Asian Persons Responsible.

Profile of Services Asian Respondents work in

- Nearly all (90%) work in Education & Care services⁵¹:
 - 9% work in kindergartens
 - 2% work in Casual Education & Care and Home-based.
- Most (96%) work in main urban areas:
 - 2% work in secondary urban areas
 - 2% work in minor urban areas

Asian respondents are more likely to be employed in main urban areas (95%) than non-Asian respondents (78%).

- Just over half (55%) work in privately owned services⁵².
- Asians are more likely to live in Auckland than in any other area. Accordingly they are more likely to work in Auckland than any other area.
 - According to the 2001 Census Asians are more likely to live in Auckland than any other area – 64% of Asians reported that they lived in Auckland. 12% of Asians reported that they lived in Wellington which matches exactly to the 12% of the Asian workforce who work in Wellington.

⁴⁹ 37% of unqualified non-Asian respondents are planning to study, 38% of unqualified non-Asian respondents in Education & Care services are planning to study.

⁵⁰ 40% of Asian respondents reported that they are currently Persons Responsible. 53% of non-Asian respondents reported that they are currently Persons Responsible. Note however that this question had a relatively high non-response rate.

⁵¹ Percentages may not add to 100% due to rounding.

⁵² Privately owned services are defined as services owned Privately (privately owned by a sole trader, privately owned by a company and privately owned by a partnership).

- Asian respondents are more likely to work in Auckland than any other group – 70% work in Auckland compared to 30% of non-Asian respondents.

Other⁵³

121 respondents reported that they in the Other ethnicity group. This number is too small to do much analysis with.

In summary Other ethnic group respondents; mainly work in Education & Care services, are unlikely to be qualified and registered, are unlikely to be currently studying, and are most likely to be working in Auckland.

Summary Statistics

The analysis above has either compared parts of each ethnic group with other parts of that group or with the same parts of the rest of the population. This section briefly summarises some of this analysis and compares proportions of ethnic groups by several factors.

Chart1: Selected characteristics by ethnic group

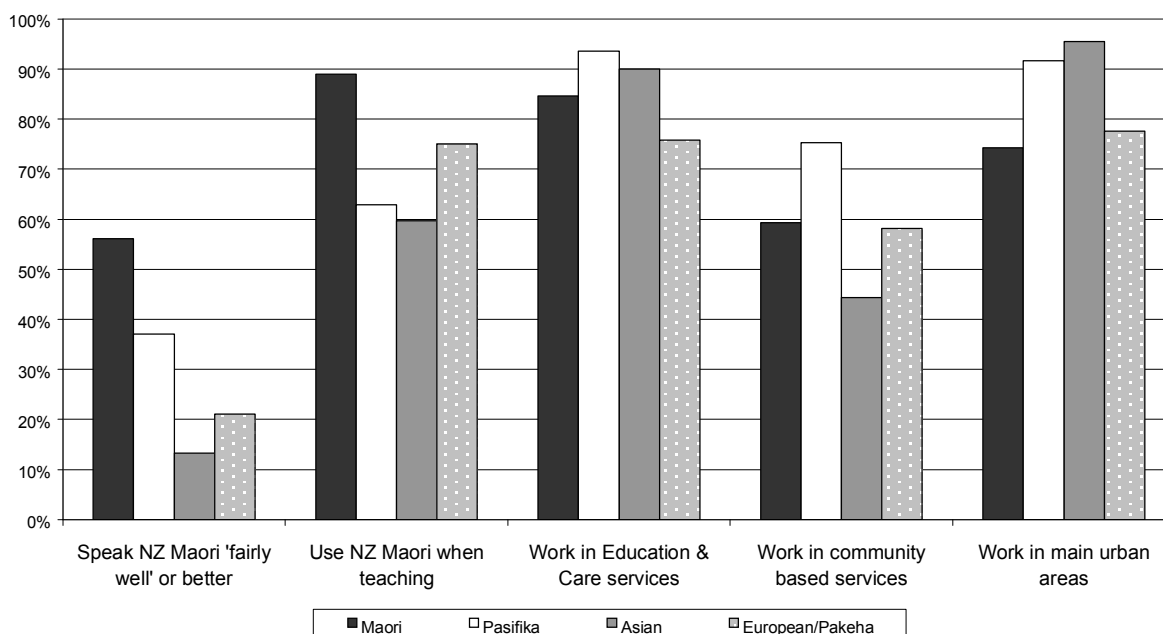


Chart 1 shows no large differences between ethnic groups. Speak NZ Maori 'fairly well' or better is an exception.

Comparison between ethnic groups can imply that membership of different ethnic groups is a cause of difference. However a combination of other factors are likely to

⁵³ Other refers to those identified as Other (eg. African, South American).

be behind differences seen. In the case of the workforce survey, the data where ethnicity seems to have the highest connection to difference is: proficiency in New Zealand Maori, teaching in New Zealand Maori, and working in services with special characteristics eg. Samoan ECE service.

Chart 2: Selected qualification characteristics by ethnic group

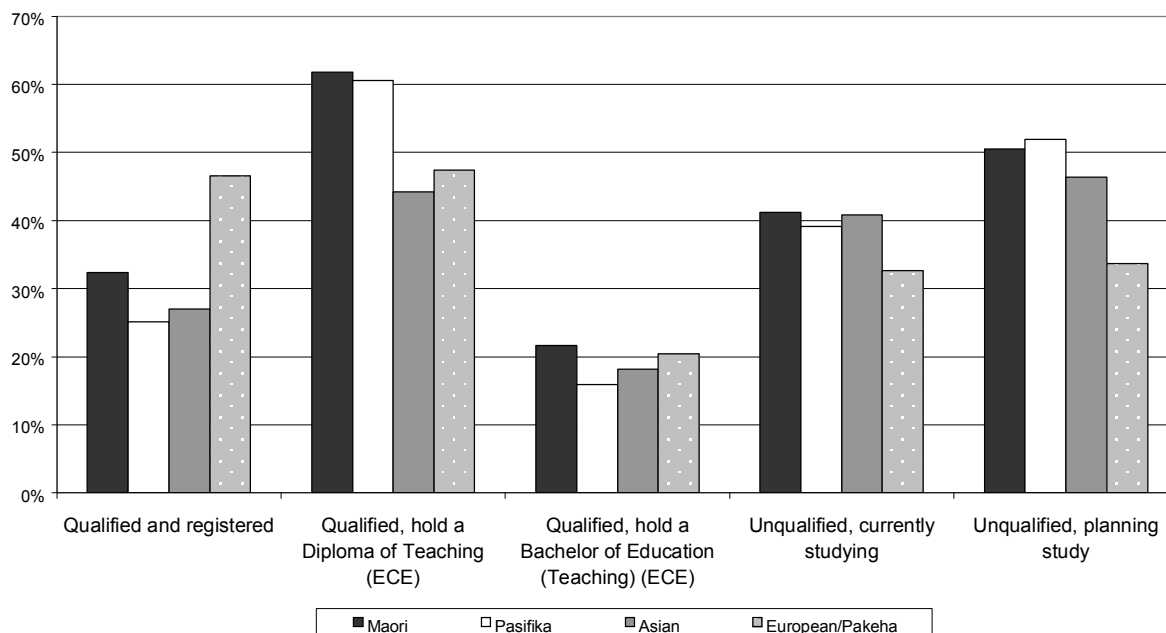


Chart 2 shows that percentages qualified and registered are different for different ethnic groups however this is due to service type – higher proportions of European/Pakeha work in Kindergartens which have a higher qualification and registration requirement than other service types. Similarly for unqualified, currently studying and unqualified, planning study – Maori, Pasifika and Asian respondents are more likely to work in Education and Care services which are anticipating increased qualification and registration requirements

Comparing between ethnic groups is affected by sample error and response bias. The sample error for each ethnic group is listed below and should be taken into consideration for any comparisons.

Table 5: Sample error for ethnic groups

Ethnic group	Sample error
Maori	1%
Pasifika	5%
Asian	5%
European/Pakeha	1%
Overall	1%

In Chart 2 we see that 52% of Pasifika and 46% of Asian respondents are unqualified and planning to study. But when the 5% sample errors are taken into account we

cannot assume that there is a difference between these two groups in the entire workforce.

Sample error will increase if the number of respondents to particular questions in the survey decrease.

Appendix 1: Counts for the Maori workforce

The analysis above is focused on proportions. The table below gives the number of respondents in the various groups described above.

Table 6: Proportions and counts of Maori respondents by selected characteristics

Description	Percentage of Maori respondents ⁵⁴	Number of Maori respondents
Maori respondents	10%	932
Aged 30-34	20%	178
Worked in current service type for 0-9 years	73%	645
Persons Responsible	51%	440
<i>Language use</i>		
Speak Maori 'fairly well' or better	56%	517
Use Maori when teaching	89%	829
Teach in Maori more than 30% of the time	11%	104
<i>Qualifications and registration</i>		
Qualified and registered	32%	300
Working in Education & Care and qualified and registered	23%	184
If qualified, hold Diploma of Teaching (ECE)	62%	265
If qualified, hold Bachelor of Education (Teaching) (ECE)	22%	93
Persons Responsible who are qualified and registered	50%	220
<i>Study⁵⁵</i>		
If unqualified, currently studying	41%	196
If unqualified, working in Education & Care and currently studying	41%	189
If unqualified, planning to study	51%	220
If unqualified, working in Education & Care and planning to study	51%	214
<i>Service types</i>		
Work in Education & care services	85%	802
Work in Maori ECE services	7%	64
Work in community based services	59%	553
Work in main urban areas	74%	692
Work in minor urban areas	16%	145
<i>Areas</i>		
Work in the North Island	89%	827
Work in Auckland	29%	271
Work in Waikato	11%	105
Work in Bay of Plenty	13%	125
Work in Wellington	10%	93

⁵⁴ Percentages exclude any non-responses from the populations being analysed.

⁵⁵ This section refers to people who are currently studying or planning to study for a Diploma of Teaching (ECE) or a Bachelor of Education (Teaching) (ECE).

Appendix 2: Counts for the Pasifika workforce

The analysis above is focused on proportions. The table below gives the number of respondents in the various groups described above.

Table 7: Proportions and counts of Pasifika respondents by selected characteristics

Description	Percentage of Pasifika respondents ⁵⁶	Number of Pasifika respondents
Pasifika respondents	7%	627
Aged 40-44	16%	95
Worked in current service type for 0-9 years	67%	375
Persons Responsible	59%	338
<i>Language use</i>		
Speak Maori 'fairly well' or better	37%	227
Use Samoan when teaching	5%	278
Teach in Samoan more than 30% of the time	3%	163
<i>Qualifications and registration</i>		
Qualified and registered	25%	156
Working in Education & Care and qualified and registered	21%	123
If qualified, hold Diploma of Teaching (ECE)	61%	160
If qualified, hold Bachelor of Education (Teaching) (ECE)	16%	42
Persons Responsible who are qualified and registered	36%	122
<i>Study⁵⁷</i>		
If unqualified, currently studying	39%	131
If unqualified, planning to study	52%	147
<i>Service types</i>		
Work in Education & care services	94%	587
Work in Pasifika ECE services	48%	303
Work in community based services	75%	472
Work in main urban areas	92%	575
<i>Areas</i>		
Work in Auckland	60%	379
Work in Wellington	17%	107

⁵⁶ Percentages exclude any non-responses from the populations being analysed.

⁵⁷ This section refers to people who are currently studying or planning to study for a Diploma of Teaching (ECE) or a Bachelor of Education (Teaching) (ECE).

Appendix 3: Counts for the European/Pakeha workforce

The analysis above is focused on proportions. The table below gives the number of respondents in the various groups described above.

Table 8: Proportions and counts of European/Pakeha respondents by selected characteristics

Description	Percentage of European/Pakeha respondents	Number of European/Pakeha respondents
European/Pakeha respondents	79%	7551
Aged 45-49	15%	1127
Worked in current service type for 0-9 years	61%	4532
Persons Responsible	52%	3603
<i>Language use</i>		
Speak Maori 'fairly well' or better	21%	1537
Use Maori when teaching	75%	5667
<i>Qualifications and registration</i>		
Qualified and registered	47%	3500
Working in Education & Care and qualified and registered	33%	1919
If qualified, hold Diploma of Teaching (ECE)	47%	2146
If qualified, hold Bachelor of Education (Teaching) (ECE)	20%	923
If qualified, hold NZFKU Diploma	16%	740
Persons Responsible who are qualified and registered	65%	2354
<i>Study⁵⁸</i>		
If unqualified, currently studying	33%	935
If unqualified, planning to study	34%	866
<i>Service types</i>		
Work in Education & care services	76%	5723
Work in community based services	58%	4371
Work in main urban areas	78%	5834
<i>Areas</i>		
Work in the South Island	27%	2020

⁵⁸ This section refers to people who are currently studying or planning to study for a Diploma of Teaching (ECE) or a Bachelor of Education (Teaching) (ECE).

Appendix 4: Counts for the Asian workforce

The analysis above is focused on proportions. The table below gives the number of respondents in the various groups described above.

Table 9: Proportions and counts of Asian respondents by selected characteristics

Description	Percentage of Maori respondents ⁵⁹	Number of Maori respondents
Asian respondents	4%	382
Aged 35-39	21%	93
Worked in current service type for 0-9 years	69%	253
Persons Responsible	40%	135
<i>Qualifications and registration</i>		
Qualified and registered	27%	102
Working in Education & Care and qualified and registered	20%	68
If qualified, hold Diploma of Teaching (ECE)	44%	73
If qualified, hold Bachelor of Education (Teaching) (ECE)	18%	30
If qualified, hold Overseas teaching qualification...	23%	38
Persons Responsible who are qualified and registered	41%	54
<i>Study⁶⁰</i>		
If unqualified, currently studying	41%	78
If unqualified, planning to study	46%	77
<i>Service types</i>		
Work in Education & care services	90%	344
Work in privately owned services	55%	212
Work in main urban areas	96%	364
<i>Areas</i>		
Work in Auckland	70%	266
Work in Wellington	12%	44

⁵⁹ Percentages exclude any non-responses from the populations being analysed.

⁶⁰ This section refers to people who are currently studying or planning to study for a Diploma of Teaching (ECE) or a Bachelor of Education (Teaching) (ECE).