

Briefing report

Education Review Office (ERO): ERO's Focus for National Studies 2019

Date	26 November 2018
Security Level	N/A
ERO Priority	Medium
ERO Reference	M18-60
Date requested	ERO initiated
Date due	ERO initiated
Proactive release	Recommended

Addressee	Action sought	Deadline
Minister of Education	<p>It is recommended that you:</p> <p>a) note the proposed topics for inclusion in ERO's 2019 national evaluation work programme.</p> <p>b) agree to discuss this programme and identify any alterations to these priorities you may have with ERO officials at our forthcoming meeting scheduled for 4 pm, Tuesday 27 November 2018.</p>	



Attachments:

**Education Review Office (ERO):
ERO's Focus for National Studies
2019**



Comments:

Minister's Office to complete

Noted	<input checked="" type="checkbox"/>
Seen	<input type="checkbox"/>
Approved	<input checked="" type="checkbox"/>
Referred to:	
Date signed by Minister:	26.11.18

Our Ref: M18-60

26 November 2018

Hon Chris Hipkins
Minister of Education

ERO's Focus for National Evaluation Studies 2019

Purpose

1. This paper outlines details of the proposed focus for the Education Review Office's national evaluation studies for 2019, and seeks your ideas on these and other priorities which you may have for our national evaluation programme.

Background

2. ERO undertakes national evaluation studies to focus on different aspects of the quality of the New Zealand education system.
3. National evaluation studies are bespoke evaluations. In these studies, ERO uses a range of evaluation methods, and publishes the findings across multiple channels to reach our intended audiences.
4. ERO has specialist English medium and te reo Māori national evaluation teams to design and lead our national evaluation studies. These teams are comprised of experienced education evaluators and analysts. Review officers supplement these specialist teams and assist with data collection.
5. When review officers collect data for national evaluation studies, they usually do so as part of ERO's regular reviews of early learning services, schools, kōhanga reo, puna reo, and kura. ERO's review cycle means ERO has a daily presence in schools and services across the length and breadth of New Zealand. This gives ERO capacity to collect information about emerging, as well as enduring, system issues.
6. ERO's work is based on the principle that effective evaluation produces crucial evidence for continuous improvement in our system's performance. ERO national evaluation studies provide high quality evidence to inform policy development and implementation, and show-case best educational practice. Our evaluations also provide accountability within our system at all levels.
7. At a system level, our national evaluation studies:
 - a. provide insights into the effectiveness of policy settings to achieve valued outcomes for learners, and identify where improvement is required
 - b. describe what works, where, why and for whom, including making visible and showcasing excellence in our system

- c. support policy development, implementation and reform through bespoke evaluation design. For example, evaluations can be designed to capture 'current state' and establish baseline information, support the trialling or piloting of new education initiatives, monitor fidelity and highlight impact (including unforeseen).
8. ERO's presence 'on the ground' provides you with the 'eyes and ears' to quickly understand how the system is performing, and where it may require additional attention.
 9. Topics for national evaluation studies are determined by ERO, or may be requested by you as Minister. Some are commissioned by other government agencies, such as the Ministry of Education. ERO presently budgets just under \$3m for ERO's national evaluation programme.
 10. We wrote to you in November 2017 to advise you of our focus for national evaluation topics for the period 2017/2021 (M17 43). Since then, we have completed:
 - a. An evaluation of the quality of education in activity centres
 - b. Newly graduated teachers: preparation and confidence to teach (December 2017)
 - c. Teaching strategies that work – mathematics (February 2018)
 - d. Appraisal as a catalyst for improved learner outcomes: two years on (March 2018)
 - e. Leading innovative learning in New Zealand schools (April 2018)
 - f. Resource Teachers Learning and Behaviour: governing and managing RTLB clusters (April 2018)
 - g. Evaluation at a glance: a decade of assessment in New Zealand primary schools – practice and trends (April 2018)
 - h. Responding to language diversity in Auckland (April 2018)
 - i. Teaching strategies that work – reading (May 2018)
 - j. Improvement in Action case study – Aotea college (May 2018)
 - k. What drives learning in the senior secondary school? (May 2018)
 - l. Teen Parent Units (July 2018)
 - m. Awareness and confidence to work with Te Whāriki (2017) (July 2018)
 - n. Building genuine learning partnerships with parents (July 2018)
 - o. Promoting wellbeing through sexuality education (September 2018)
 - p. Provision for students in activity centres (September 2018)
 - q. Engaging with Te Whāriki (2017) (November 2017).
 11. ERO have also provided Minister Davis with the following publications
 - a. Tikanga Ako Moroki o Nui Tireni: Papa Kupu (April 2018)
A Māori dictionary to define modern learning practice schools
 - b. Hauhaketia ngā taonga tuku iho kia puawai (November 2017)
Identifies what works well in a small evaluation sample of kōhanga reo, a joint initiative with the Te Kōhanga Reo National Trust.
 12. We also have the following national evaluation projects underway
 - a. Whaia aranga (a film project capturing best practice across the Māori medium pathway)
 - b. Quality indicators for te reo Māori in English medium settings (development of indicators)
 - c. Bullying prevention and response in schools (how schools implement programmes that focus on prevention, includes survey of learner voice, and a good practice report)
 - d. Implementing the early childhood curriculum Te Whāriki (further phases and exploration)

- e. Teaching strategies that work - rich curriculum (release date 29 November 2018)
- f. Teaching strategies that work – writing (final report in this series, tentative release February 2019)
- g. Digital technology | Hangarau Matahiko (evaluation of preparedness to implement the new curriculum)
- h. Key competencies in primary schools (exploratory study of schools' understanding and use of key competencies)
- i. Professional Learning and Development in schools (schools' use of data to determine PLD priorities and identify outcomes)
- j. Quality of education in Pacific bilingual units (preliminary report - baseline).

ERO's proposed National Evaluation Studies work programme, 2019

13. Since we wrote to you in November 2017, ERO has refined its strategic approach to setting our annual national evaluation studies work plan. In developing the proposed plan for 2019 we have considered:
 - a. The government's education priorities (our main focus, driving all proposed new national evaluation studies in 2019)
 - b. Other government priorities where improved outcomes for children and young people in education are likely to manifest as a policy success
 - c. Other government priorities where we think ERO can make a contribution through its education evaluation expertise. ERO sees that evaluation as a professional and technical practice can have a role in any sector or cross-sector context because it supports improvement towards valued outcomes derived from wider shared values.

14. We have also sought to ensure a good mix of national evaluation studies to:
 - a. capture system improvement for equity and excellence through two key themes - curriculum and learning, and wellbeing
 - b. evaluate across the learning pathway from age 0 – 18+; and
 - c. remaining responsive to emerging education issues and government priorities.

15. The national evaluation topics we propose for 2019 include:
 - a. Te reo Māori in English medium schools
 This national evaluation topic is being led by ERO's Review and Evaluation – Māori group. The evaluation programme will run for the duration of 2019, capturing base line information about practice from teachers and from learners. Key to this study is identifying the current quality and coverage of Te Reo Māori in English medium settings, assessing the extent to which this coverage will address the government's current aspirations for the language and surfacing strategies required to address any short falls.
 - b. Science Years 5 to 8
 A focus on quality of teaching and best practice, with data collection scheduled for term 2 2019. This study aims at unpacking recent insights into the continuing fall off in the quality of science teaching and learning in our primary schools.
 - c. Science Years 9 to 11
 A focus on quality of teaching and best practice, with data collection scheduled for term 2 2019. As an extension to our focus at years 5 to 8, this study will examine the quality of early secondary school foundations in the teaching and learning of science
 - d. What works for vulnerable learners?
 An issues paper pulling together the international and national literature about vulnerable learners (for example, learners who exit mainstream classes due

along their learning pathway). This work provide a context for best practice, and support effective investment decisions

e. Te Whāriki Phases 3b-3e

✓ A series of evaluations tracking implementation of the recently introduced curriculum framework for ELS. This further set of studies looks at the embedding of the principles from the curriculum statements into ELS practice.

f. International teaching recruits commencing teaching in New Zealand schools in 2019

✓ Proposed to be in schools in term one 2019. This quick turnaround evaluation will provide feedback on implementation, and baseline information for a possible longitudinal study tracking this recruit cohort. In early phases of this work we will look at the adequacy and needs of this group of teachers who have relocated to New Zealand to meet current teacher shortages, and identify potential school and system level impacts.

g. The quality of education provided to students with special education needs

✓ To focus on the quality of education provided to students who receive Ongoing Resourcing Scheme (ORS) funding.

Evaluating future sector reform

16. Over 2019, as Government takes decisions across the education system reviews currently underway, ERO can provide an on-going stream of evaluative information about how changes are progressing. These may require additional funding from other sources, for example, the Ministry of Education.
17. ERO has a good track record working with the Ministry. We cooperate to align our work with their policy information needs, and evaluating the implementation of programme and system reform.
18. Depending on scale, future evaluations flowing from the Government's decisions regarding future reform may require a budget bid for work undertaken in 2020 and beyond.

Developing a stream of contract evaluations to address wider government priorities

19. From time to time, ERO's national evaluation teams (English medium; Māori medium) share capability to undertake contract work for education sector and other government agencies focused on improving outcomes for children. For example, ERO has recently completed a contract for the Ministry of Education to support the MOE NCEA review team.
20. For 2019, ERO has agreed to undertake an evaluation of the Social Workers in School programme for Oranga Tamariki, and an evaluation of the Royal Society of New Zealand's Science Teaching Leadership Programme, funded by MBIE.
21. ERO has unique capability in indigenous evaluation methodologies. This means ERO is well placed to support the government's goal of improving outcomes for tangata whenua, and especially for improving how the public sector responds to Māori issues. The current state information about te reo Māori in English medium settings ERO is collecting in 2019 will support the MOE as it develops its Māori education strategy, and support Te Puni Kokiri and the Maihi Karauna strategy.
22. As advised to you on 6 November, ERO is sending team to Timor-Leste in early December to scope opportunities for ERO to support the Timor-Leste government to

develop their in-country educational evaluation capability. ERO is also beginning preliminary discussions with MFAT to identify opportunities for ERO in the Pacific Reset.

23. ERO's has an excellent track record of respectful engagement with the New Zealand realm countries (Niue, Tokelau, Cook Islands). ERO has worked with each to grow education evaluation capability and improve educational outcomes.
24. ERO has unique capability to contribute to the government's Pacific reset agenda. Our evaluation teams can draw on the te reo and te ao Māori expertise of some of our evaluators, and the expertise of ERO's Pacific fono (evaluators and other ERO staff members with Pacific heritage).
25. Contract evaluation opportunities provide valuable stretch opportunities for our national evaluation teams. For 2019, we will be purposefully selecting contracts that align with the government's overarching goals of making New Zealand the best country in the world to be a child, and rebuilding New Zealand's role in the Pacific through the Pacific Reset.
26. We look forward to discussing this paper, and other possible topics you may wish us to consider, at our agency meeting with you on Tuesday 27 November 2018.

Recommendations

27. It is recommended that you:

- a) **note** the proposed topics for inclusion in ERO's 2019 national evaluation work programme. **noted**
- b) **agree** to discuss this programme and identify any alterations to these priorities you may have with ERO officials at our forthcoming meeting scheduled for 4 pm, Tuesday 27 November 2018. **agree/disagree**



Nicholas Pole
Chief Executive

NOTED/APPROVED



Chris Hipkins
Minister of Education

26 / 11 / 18