



# Briefing report

## Education Review Office (ERO): ERO National Research and Evaluation Programme 2022-23

Date	11 February 2022
Security Level	N/A
ERO Priority	Medium
ERO Reference	M22-3
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> <ul style="list-style-type: none"> <li>a) <b>Note</b> the planned ERO research and evaluation work programme.</li> <li>b) <b>Agree</b> to discuss ERO’s work programme with Officials.</li> <li>c) <b>Agree</b> to forward this paper to your colleague education ministers and seek their priorities for ERO’s research programme.</li> <li>d) <b>Note</b> the planned publication timing.</li> <li>e) <b>Note</b> that this briefing is recommended for proactive release.</li> </ul>	



**Attachments:**

**Education Review Office (ERO):  
ERO National Research and  
Evaluation Programme 2022-23**



**Comments:**

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



**EDUCATION REVIEW OFFICE**  
Te Tari Arotake Mātauranga

NATIONAL OFFICE  
LEVEL 1, 101 LAMBTON QUAY  
PO BOX 2799  
WELLINGTON 6140  
SX10166  
T 0-4-499 2489  
F 0-4-499 2482  
info@ero.govt.nz  
www.ero.govt.nz

Our Ref: M22-3

11 February 2022

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

**ERO National Research and Evaluation Programme 2022-23**

**Purpose**

1. This briefing updates you on ERO's planned national research and evaluation work programme and publications for 2022-23 and how we intend to increase the impact of our research and evaluation.

**Background**

2. ERO's research and evaluation is a key lever in changing teaching practice, ensuring system settings are right and raising education outcomes.
3. In 2019-20 ERO has strengthened its evaluation and research programme through the creation of Te Ihuwaka | Education Evaluation Centre and Te Pou Mataaho | Evaluation and Research Māori. Across these areas there is a multi-year, multi-method evaluation and research programme and in 2021 published a wide range of reports and guides and held evidence forums and webinars. This programme and way of working also acknowledges ERO's unique kaupapa Māori research influence and te reo Māori, mātauranga Māori capability.
4. To support your priorities in 2022 you can ask request the Chief Review Officer look at the performance of any element of the English and Māori Medium early years and school system, evaluate the effectiveness of any initiatives or programmes in these sectors, or shine a light on any aspect of teaching practices.

**Forward Work Programme**

5. We set our work programme to align with the Government's Education Work Programme, meet the needs of teachers and leaders, and focus on the areas where we can make the biggest difference.
6. In identifying priorities for the 2022-23 work programme, we have drawn on the perspectives of other education agencies, trends emerging in data and evidence, and on our regional and national intelligence about what is happening on the ground.

7. We have an ambitious work programme already underway for 2022 including a quality framework for the teaching and learning of te reo Māori, the large evaluations of the quality and inclusivity of education for disabled learners in both ECE and schools, and ongoing work to support schools and kura to respond to Covid-19.
8. In 2021 we learnt that the ongoing disruption from Covid-19 means that we need to be able to adjust our work programme quickly. In particular we need to have a strong pipeline of projects so that if one project gets slowed down (for example when work in schools is not possible) another can be sped up or a new project started.
9. Below (and in more detail at Appendix A) sets out the forward work programme for 2022 of existing and *potential new projects* under Education Work Programme priorities:
  - Responding to Covid-19
  - Ka Hikitia and Tau Mai Te Reo
  - Action Plan for Pacific Education
  - Early Learning Action Plan
  - Reforms of curriculum, progress, and achievement
  - Tackling barriers to educational success.
10. We are seeking your views on the alignment of our proposed work programme with your priorities. We would also welcome any priorities for ERO research identified by your education ministerial colleagues.

## **Covid-19**

### ***Intended Impact***

11. ERO has a strong research programme to track the impact of Covid-19 and provide practical advice for learners, parents, teachers, leaders, Boards of Trustees, and service managers. We will build on this work to understand the long-term impacts and strategies that work in tackling them.

<b>Covid-19</b>
<p>In 2022-23 research will include:</p> <ul style="list-style-type: none"> <li>• Covid-19 Ongoing Impacts – understanding the impacts at the end of 2022 on learners, principals, and teachers and how this has changed overtime.</li> <li>• He Iho Ruruku – Learning to learn and learning to live with Covid-19 in Aotearoa, Māori.</li> </ul>

## **Ka Hikitia and Tau Mai Te Reo – Māori success as Māori**

### ***Intended Impact***

12. ERO has a strong record of work on Māori achievement, Māori Medium pathways, Te Reo Māori and mātauranga Māori. We know that our research work programme supports the direction of Ka Hikitia and Tau Mai TeRea through:
  - Providing stronger frameworks of what quality provision looks like for Māori learners and for Te Reo Māori.

- Providing a stronger evidence base to strengthen Māori Medium pathways.
- Providing accessible good practice guides and case studies that make practice adoptable for teachers.
- Monitoring progress and identifying barriers that arise.

### **Ka Hikitia and Tau Mai Te Reo / Māori**

In 2022-23 our research to support Ka Hikitia and Tau mai te reo will include and contribute to the ERO wide work programme:

- Te Reo Māori quality framework:
  - Draft – working with the school and community will provide insight for the refinement of this framework as a self-review tool for schools, communities iwi and hapu.
  - National report. A report that captures the insights from leaders, teachers, boards whānau and iwi and their experiences of working with the te reo Māori quality framework.
  - *Kia tau mai te reo i roto i te kura*: - The final version of the te reo Māori quality framework use in English-medium schools, as an online tool.
- Disabled learners:
  - He ira no tua – disabled learners in kura examples of good practice and case studies from the Māori medium perspective.
  - Tamaariki – disabled learners in kōhanga examples of good practice and case studies from the Māori medium perspective to the work programme, disabled learners.
- Te Toi o Angitu te Pae Tūāpapa. - Wananga, insights on education system performance for Māori in English medium setting, using kaupapa Māori research techniques. This work contributes to the work of *Education Now*.

### **Action Plan for Pacific Education**

#### ***Intended impact***

13. We are a key partner in the Action Plan and know that our research can support outcomes for Pacific learners by:
- Increasing the understanding of what quality provision looks like for Pacific learners in bilingual provision, and then ensuring we evaluate schools and services against this.
  - Sharing good practice.
  - Monitoring progress and identifying barriers that arise.

### **Action Plan for Pacific Education**

In 2022-23 our research to support the Action Plan for Pacific Education will:

- Publish an in-depth evaluation on the impact of Covid-19 on Pacific learners.
- Develop a Quality Education Framework to evaluate education provision in Pacific language units.
- Identify and showcase best practice in Pacific bilingual education.

In addition, we will contribute to the Government's Pacific Strategy by continuing to support our pacific neighbours with their evaluations of their education systems and

expand our evaluation partnerships in the Pacific region as borders re-open (presently ERO support has been requested in Tokelau, Nue and Samoa).

## **Early Learning Action Plan (ELAP)**

### ***Intended impact***

14. We continue to work with the early learning sector to identify how our research can best support the ELAP. In 2022 our research will make a difference through sharing good practice, monitoring progress on the plan, and increasing understanding of quality ECE for learners with disabilities.

### **Early Learning Action Plan**

In 2022-23 our research to support the ELAP will:

- Measure progress against the Early Learning Action Plan outcomes in the first monitoring report (jointly with Ministry of Education).
- Showcase good practice examples of culturally responsive practice.
- Provide an in-depth evaluation of early childhood education for disabled learners.

## **Reforms of Curriculum, Progress and Achievement**

### ***Intended impact***

15. Significant reforms are underway, ERO has identified two areas where our research can make the biggest difference in 2022-23; focusing on literacy (and associated reforms) and increasing understanding among teachers on how they can use assessment.

### **Reforms of curriculum, progress, and achievement**

In 2022-23 our research to support curriculum and assessment reform will:

- Include a strong focus on literacy through following on from the upcoming literacy strategy identifying opportunities to build on the strategy and strengthen literacy.
- Share an in-depth picture of how teachers use assessment in their practice and how this can be strengthened.

## **Tackling barriers to educational success**

### ***Intended impact***

16. Our reviews of schools and our national evaluations have identified key groups of learners where there are concerns about barriers to education success. Our research will shine a light on current education provision, what the barriers are, and how they can be overcome and identify good practice.

<b>Understanding the education system performance</b>
Our research <i>Education Now</i> will provide insights into the education system performance and where there may be barriers to educational success.
<b>Education outcomes for disabled learners</b>
We know that outcomes for disabled learners are concerning. We are looking at how well the system delivers education outcomes for these learners, the quality of provision, and what works in achieving good outcomes for these learners.
<b>Edge of education</b>
<i>Outcomes for children who fall out of standard schooling are poor. We want to examine how well the system delivers education outcomes for these learners, how good current provision is, and are the system settings right, including alternative education and integration with mainstream education.</i>
<b>Responding to diverse cultures</b>
We know that schools are becoming increasingly diverse and that culturally responsive education is critical to good outcomes for all learners. ERO's Long Term Insights Briefing will examine the experiences of education of diverse communities and identify examples of good practice of schools responding to increasing diversity.
<b>Refugees</b>
<i>There is little available New Zealand evidence about how best to support the education of refugee learners. The recent increase in refugees from Afghanistan highlights the importance of identifying how well our responses provide for these learners and sharing across the sector what good practice looks like.</i>
<b>Isolated schools</b>
<i>Our recent Covid-19 series of work found that principals in isolated schools have struggled far more with the impacts of Covid-19 over the last 2 years. This project will look more widely at the challenges that isolated schools face, the impact this has on learners and potential strategies for meeting these challenges.</i>
<b>Children in care</b>
<i>Children in care faces significant challenges in their education. Following on from our report on Learning in Residential Care this evaluation will identify if there are opportunities to strengthen education for children in non-residential care.</i>
<b>Counselling for primary school learners</b>
Primary school learners face mental health challenges and Covid-19 has intensified these. It is important to find out what models work in supporting primary school learners. We are evaluating governments current pilot of new initiative for counseling for primary school learners to learn what works.

### **Supporting Teachers and Principals**

- In addition to these priorities, our Covid-19 work programme last year identified that teachers and principals are struggling. We propose to support them through clear and practical advice on three key topics – deployment of Teacher Aides, effective teacher PLD and use of cohort entry.

<b>Deployment of Teacher Aides</b>
We have been approached by the Accord to provide a clear picture of models of effective deployment of Teacher Aides covering the full range of Teacher Aides roles. This practical advice will support Principals to decide how to deploy their Teacher Aides.
<b>Effective PLD</b>
Currently the Education Act is being amended to provide ERO with the power to review the quality and impact of teacher's PLD. When this comes into place it will enable us to provide advice on best use of PLD.
<b>Cohort entry</b>
Following the legislation that enabled schools to adopt cohort entry we are evaluating how schools have adopted cohort entry, the impacts it has had and the lessons learnt. This will support schools who are considering cohort entry to learn from those who have already done so.

### Understanding impact

18. Across our work programme we are increasing evidence of the impact investments and policy changes have on student outcomes. *Education Now* will support this through bringing together a wealth of information to provide insights on how the system is performing. *ELAP Monitoring* (joint with the Ministry of Education) will provide an overview of the performance of early childhood education. These system evaluations are complemented by deep dives into the effectiveness of new initiatives e.g. cohort entry and primary school counselling. The tools we are developing to enable schools to evaluate their progress against the National Education and Learning Priorities also support this.

### Increasing Impact

19. We are trialing new ways to increase the impact of our findings through how we disseminate evidence to teachers and leaders in schools and services. This includes new digital methods, holding forums and webinars, and producing new ranges of more accessible products.
20. As we take this work forward, we will be closely linking up and partnering with other education agencies, experts and researchers, including holding research forums to strengthen the sharing of knowledge. We will ensure that all our research is complementary and does not duplicate and continue to draw on other agencies data and expertise in all our projects. The Education Research, Evaluation and Development Strategy jointly being developed by ERO, Ministry of Education and NZCER provides an opportunity to strengthen the alignment of education research and work on more joint projects.

### Upcoming Publications

21. We aim to space our publications to enable the sector to engage effectively with the findings. Our current plan for publications for the 2022 is set out below. Some of these timings will be dependent on the impact of Covid-19. All publications will come to you in draft at least two weeks prior to publication.

Month	Publication
February	Culturally responsive practices in home-based early childhood education.  Responding to diversity: Long Term Insights <i>Topic Consultation</i> .
March	Learning in a Covid-19 world: Impact on Pacific Learners.
April	Cohort entry: Lessons learnt.  Counselling for primary school students: Lessons so far.
May	
June	Iho Ruruku Phase 2 Learning to learn and learning to live with COVID-19 in Aotearoa – 3 reports.  Kia tau mai te reo i roto i te kura: Te Reo Māori – Case Studies.
July	Education for disabled learners (schools and ECE).  Teacher aides: Best practice models of deployment.  Te Reo Māori case studies.
August	He ira no tua – Learners in kura case studies.  Tamaariki – Learners in kōhanga case studies.
September	Kia tau mai te reo i roto i te kura: - Quality framework for the provision of Te Reo Māori in English-medium schools app launch.  Te Reo Māori national report.
October	Responding to diversity: Long Term Insights Report (for consultation).
November	Counselling for primary schools students: impact report.  He Iho Ruruku COVID 19 Aotearoa - National report – 1 overall insights for Māori.  Education Now: Insights into the performance of the education system.
December	Early Learning Action Plan: Outcomes 2022.  Covid 19 – Ongoing impacts.



## Recommendations

22. It is recommended that you:

- a) **Note** the planned ERO research and evaluation work programme. **Noted**
- b) **Agree** to discuss ERO's work programme with Officials. **Agreed/Disagreed**
- c) **Agree** to forward this paper to your colleague education ministers and seek their priorities for ERO's research programme. **Agreed/Disagreed**
- d) **Note** the planned publication timing. **Noted**
- e) **Note** that this briefing is recommended for proactive release. **Noted**



Nicholas Pole  
Chief Executive

NOTED/APPROVED



Hon Jan Tinetti  
Associate Minister of Education

12/02 /2022

## Appendix A: ERO's Research and Evaluation Work Programme

Objective One: Learners at the centre	
The Action Plan for Pacific Education 2020-2030	<ul style="list-style-type: none"> <li>• Publish an in-depth evaluation on the impact of Covid-19 on Pacific learners.</li> <li>• Develop a Quality Education Framework to evaluate education provision in Pacific language units.</li> <li>• Identify and showcase best practice in Pacific bilingual education.</li> <li>• Supporting Pacific countries with evaluations of their education systems and expanding our evaluation partnerships in the Pacific region.</li> </ul>
The Early Learning Action Plan 2019-2029, with a focus on pay parity	<ul style="list-style-type: none"> <li>• Early Learning Action Plan outcomes first monitoring report (jointly with Ministry of Education).</li> <li>• Good practice examples of culturally responsive practice.</li> <li>• Evaluation of early childhood education for disabled learners.</li> </ul>
Ka Hikitia – Ka Hāpaitia and Tau Mai Te Reo	<ul style="list-style-type: none"> <li>• Te Reo Māori quality framework – Case studies.</li> <li>• Te Reo Māori quality framework national report.</li> <li>• Kia tau mai te reo i roto i te kura: - Quality framework for the provision of Te Reo Māori in English-medium schools app launch.</li> <li>• He ira no tua – disabled learners in kura case studies.</li> <li>• Tamaariki – disabled learners in kōhanga case studies.</li> <li>• Te Toi o Angitu te Pae Tūāpapa. -Wananga – English medium.</li> <li>• Te Reo Māori ECE.</li> </ul>
An action plan to improve student attendance and engagement	<ul style="list-style-type: none"> <li>• Evaluation of education for children who risk falling/fall out of standard schooling.</li> </ul>
Objective Two: Barrier free access	
Initiatives to tackle barriers to educational success	<ul style="list-style-type: none"> <li>• Impacts of Covid-19 – understanding the impacts at the end of 2022 on learners, principals and teachers and how this has changed overtime.</li> <li>• He Iho Ruruku – Learning to learn and learning to live with Covid-19 in Aotearoa, Māori.</li> <li>• Isolated schools: challenges and good practice.</li> <li>• Education for children in care.</li> <li>• Counselling for primary school learners.</li> </ul>
The learning support action plan	<ul style="list-style-type: none"> <li>• Evaluation of education for disabled learners.</li> </ul>

Objective three: Quality teaching and leadership	
Reform of the Tomorrow's schools system	<ul style="list-style-type: none"> <li>• Deployment of Teacher Aides – models of good practice.</li> <li>• Evaluation of effective PLD for teachers.</li> <li>• Cohort entry: Lessons learnt.</li> <li>• Responding to diverse cultures – good teaching practices.</li> <li>• Best practice to support the education of refugee learners.</li> </ul>
Reforms of Curriculum, Progress and Achievement, and NCEA	<ul style="list-style-type: none"> <li>• Opportunities to strengthen literacy.</li> <li>• Use of assessment in teaching practice.</li> </ul>
Objective 4: Future of learning and work	
	Not applicable.
Objective 5: World class inclusive public education	
	<ul style="list-style-type: none"> <li>• Insights into the education system performance (Education Now).</li> <li>• Evaluation of early childhood education for disabled learners.</li> <li>• Evaluation of education for disabled learners</li> <li>• Deployment of Teacher Aides – models of good practice.</li> </ul>