



Briefing report

Education Review Office (ERO): Evaluation of Learning in Oranga Tamariki Residential Care – Progress Report

Date	5 March 2021
Security Level	N/A
ERO Priority	Medium
ERO Reference	M21-7
Date requested	ERO initiated
Date due	ERO initiated
Proactive release	Recommended

Addressee	Action sought	Deadline
Min Davis Associate Minister of Education	It is recommended that you: note that ERO will update you on the provision of learning in Oranga Tamariki residential care in early March	
Min Tinetti Associate Minister of Education	note that this briefing is recommended for proactive release upon publication of the final report.	

 Attachments:

**Education Review Office (ERO):
Evaluation of Learning in Oranga
Tamariki Residential Care –
Progress Report**

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: M21-7

5 March 2021

Hon Kelvin Davis
Associate Minister of Education

Hon Jan Tinetti
Associate Minister of Education

Evaluation of Learning in Oranga Tamariki Residential Care – Progress Report

Purpose

1. This briefing updates you on the progress of an ERO evaluation of education provision in Oranga Tamariki Ministry for Children (Oranga Tamariki) residential care.

Background

2. ERO last carried out an evaluation of education provision in the Oranga Tamariki residential care settings (formerly CYFS) in 2016. The main findings from this evaluation were, as follows:
 - a. In the most effective schools, teachers:
 - i. catered well to the individual strengths, needs and interests of students,
 - ii. provided a culturally responsive and engaging curriculum and pedagogy,
 - iii. regularly and robustly evaluated their own practice to inform ongoing improvements.
 - b. Five of the nine schools needed to make moderate to significant improvements in order to provide the best possible education for these at-risk young people.
 - c. Teachers and leaders could do more to share effective practice across residential schools, and could be given greater exposure to teaching approaches used in mainstream education.
 - d. Exit transitions remain a systemic weakness that should be improved.
 - e. Strengthening internal evaluation should also help schools to focus their activities on what is working well, and address areas of poor performance.
3. ERO is now evaluating the education provided to children in Oranga Tamariki residences. This evaluation is looking at:
 - a. The quality of education provision by individual providers.
 - b. How well the system delivers education for these priority learners.

Tamariki and rangatahi in Oranga Tamariki residential care

4. A small subset of children Oranga Tamariki works with are placed in Youth Justice or Care and Protection residences. Care and Protection residential placements are provided for children and young people with acute care and protection needs. Youth Justice residences are secure residences for young people who have been detained on remand or under a court order.
5. Māori are overrepresented in residential care, making up around two-thirds of the population at any given time. Children and young people in residential care are more likely to be male, and more likely to be disengaged from schooling.
6. Tamariki and rangatahi in residences receive education through one of three education providers: Kingslea School, Central Regional Health School and Barnados New Zealand. These providers operate at 8 residences throughout the country.

The evaluation

7. Quality education provision for these vulnerable learners is a priority for ERO. The evaluation is an in-depth review of provision focused on four key questions:
 - a. What learning and wellbeing outcomes are being achieved by the current educational provision and system?
 - b. How well are the key levers (e.g. pedagogy, transitions) influencing learners' outcomes at the local, organisational and system level?
 - c. How effective, coherent and aligned is the system?
 - d. Are recent system changes (e.g. recent legislative changes) contributing to shifts in practices, processes, actions?
8. A wide range of evidence has been gathered for the evaluation including:
 - a. Multi-day on site visits to all 8 sites.
 - b. Survey and interviews of students.
 - c. Teacher interviews.
 - d. Stakeholder interviews.
 - e. Analysis of documentation and achievement data held by NZQA.
9. Evidence gathering was impacted by Covid-19 (site visits were not possible at Alert Level 2, 3 or 4) but has now been completed and analysis is underway.

Māori perspectives

10. Project planning has included a focus on te Tiriti o Waitangi. Culturally responsive provision for Māori learners is woven throughout the levers of effective practice, which guided the field work.

11. Māori perspectives and a focus on te Tiriti o Waitangi have been included at all stages of the project. To date we have:
 - a. Included culturally responsive provision for Māori learners as a key area of effective practice that sites are judged on.
 - b. Sought guidance from the Chief Executives of OT and the Ministry of Education on the best way to engage with their Māori stakeholders.
 - c. Included Māori voice as part of the Expert Reference Group.
 - d. Talked with Māori cultural advisors/leaders and staff during fieldwork, when possible.
 - e. Included Māori representation with te ao Māori experience and insights on the ERO steering group.
 - f. Māori participation on the selection of Māori members for fieldwork team (2 of 4 reviewers).
12. We will be drawing on whānau, hapū and iwi experiences from other reports, like the Whānau Ora Commissioning Agency's Māori Inquiry into Oranga Tamariki. We are looking to identify ways whānau, hapū and iwi can directly contribute to our evaluations going forward.

Reporting

13. This evaluation will produce two main outputs: provider reports and a system report.
 - a. There will be three provider reports (one for each provider) reporting on findings about the education provision across all sites at which they operate.
 - b. The system report will evaluate how well the system supports positive education outcomes for these learners, as well as how the system is shifting in response to recent legislative and policy changes.
14. Sitting alongside this report will be guides for, tamariki and rangatahi, whānau, teachers, leaders and social workers.

Progress and next steps

15. The draft provider reports have now been sent to providers for fact checking and once finalised will come to you by the end of March. The draft findings are:
 - a. There is well developed provision of education in six of the eight sites we visited.
 - b. Generally, the sites had provided a well-developed emotional environment and had transitioned learners well into the school.
 - c. In the well developed sites the pedagogical provision was strong.
 - d. Culturally located provision for tamariki Māori was variable, however, across most sites, there was evidence of a commitment to improve (including employing cultural advisors).
 - e. Two sites require intervention due to issues with the quality of education provision.

16. Once the providers have had the opportunity to fact check the reports, we will be working with them, and the Ministry of Education, to address the issues in the sites where we have concerns.
17. We are currently developing draft system findings. Early findings will be shared with you by 17 March in parallel with working with the Expert Reference Group and key stakeholders to develop implications and recommendations. We expect to finalise findings and recommendations of the system report in April and to publish all the report in May.

Recommendations

18. It is recommended that you:

- a) **note** that ERO will update you on the provision of learning in Oranga Tamariki residential care in early March. **noted**
- b) **note** that this briefing is recommended for proactive release upon publication of the final report. **noted**



Nicholas Pole
Chief Executive

NOTED/APPROVED

Kelvin Davis
Associate Minister of Education

___/___/___

NOTED/APPROVED



Jan Tinetti
Associate Minister of Education

10/3/2021