



Briefing report

Education Review Office (ERO): ERO Intelligence on the Impact of Covid-19 in Early Learning Services, Schools, and Kura in August 2022

Date	6 September 2022
Security Level	N/A
ERO Priority	Medium
ERO Reference	M22-51
Date requested	ERO initiated
Date due	ERO initiated
Proactive release	Recommended

Addressee	Action sought	Deadline
Associate Minister of Education	<p>It is recommended that you:</p> <ul style="list-style-type: none"> a) Agree to forward this briefing to the Minister of Education and Associate Ministers. b) Indicate whether you wish to discuss this briefing with officials from ERO and the Ministry. c) Note this briefing is recommended for proactive release. 	



Attachments:

**Education Review Office (ERO):
ERO Intelligence on the Impact of
Covid-19 in Early Learning
Services, Schools, and Kura in
August 2022**



Comments:

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



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Our Ref: M22-51

6 September 2022

Hon Jan Tinetti
Associate Minister of Education (School Operations)

ERO Intelligence on the Impact of Covid-19 in Early Learning Services, Schools, and Kura in August 2022

Purpose

1. This briefing provides you with intelligence gathered from across ERO on the impact of Covid-19 on early learning services, schools and kura in the beginning of Term 3.

Background

2. ERO has been working closely with the Ministry of Education to understand the current impact of the Covid-19 pandemic on the education sector. ERO has used intelligence from our work in schools, kura and early learning services to support advice to Ministers on options for addressing the impact of Covid-19 on learning and schools.
3. This briefing brings together our insights on the current impact of Covid-19, the attached slides summarise our findings (Appendix one). This work is a pulse check, and not a comprehensive evaluation.

What informed the findings

4. In the second week of August we collected the following:
 - a. Responses from 63 Evaluation Partners (EPs) who work in English Medium schools and early learning services, including:
 - i. 19 EPs who work with over 150 early learning services
 - ii. 44 EPs who work with over 500 schools
 - b. Structured interviews from:
 - i. Seven Māori medium kura
 - ii. Ten English medium schools with high Māori populations
 - c. Interim data collected in late term 2 and term 3 from our research looking at:
 - i. Attendance
 - ii. Embracing Diversity in Schools
 - iii. Disabled learners
 - iv. Good Practice in deploying Teacher Aides.

What we found

The areas of most concern:

5. The key issues we found across both early learning services and schools were currently:
 - a. Staffing shortages - impacting the quality of teaching and putting additional stress on teachers and learners.
 - b. Attendance - is disrupted and declining and linked to this engagement with and motivation for learning.
 - c. Learning delays - students are presenting with learning delays. This is most obvious at transition points – new entrants to school, and Year 9 in secondary school.
 - d. Equity - there are cumulative impacts on communities including Pacific students and lower socio-economic communities.

Support that has helped to date:

6. The key areas where support had helped to date were:
 - a. Support for hybrid learning – in particular technology support.
 - b. Qualification changes – and opportunities to tailor programmes.
 - c. Focused support for literacy and numeracy programmes.
 - d. Communication – from the Ministry of Education and with communities.

Support that would be welcomed:

7. The key areas where more support would be welcomed were:
 - a. Attendance – targeted support to turn the tide.
 - b. Hybrid learning – practical guidance on how to use on an ongoing basis.
 - c. Staffing – support with relief teachers, specialists and teachers' aides.
 - d. Targeted programmes for recovering learning.
 - e. Transitions – focusing on how to identify and address lost learning.

Next Steps

8. ERO and the Ministry will continue to work together to understand and respond to the impact of Covid-19 on the education sector. The findings from this intelligence will also feed into EROs research on attendance in schools and our ongoing *Learning in a Covid World* research programme.

Recommendations

9. It is recommended that you:

- a) **Agree** to forward this briefing to the Minister of Education and Associate Ministers. **Agreed** **Disagreed**
- b) **Indicate** whether you wish to discuss this briefing with officials from ERO and the Ministry. **Yes** **No**
- c) **Note** this briefing is recommended for proactive release. **Noted**



Nicholas Pole
Chief Executive

NOTED/APPROVED



Jan Tinetti
Associate Minister of Education (School Operations)
11 / 09 / 2022