



Briefing report

Education Review Office (ERO): ERO Evaluation of Education Provision for Disabled Children in Early Childhood Education: Final Report and Summary

Date	12 September 2022
Security Level	N/A
ERO Priority	Medium
ERO Reference	M22-53
Date requested	ERO initiated
Date due	ERO initiated
Proactive release	Recommended

Addressee

Min Tinetti
Associate
Minister of
Education

Action sought

- Note** the attached near final (pre-designed) report and summary: *A Great Start? Education for Disabled Children in Early Childhood Education*.
- Note** that the publication of ERO's evaluation on education for disabled children in early childhood education will now be jointly published with the school report before the end of September 2022.
- Note** that ERO will publish accompanying guides for different audiences and hold a forum and targeted best practice webinars to support the publication and impact of the school and ECE reports.
- Agree** to forward this briefing to the Minister for Disability Issues.
- Agree** to forward this briefing to the Minister of Education and Associate Ministers.
- Note** that this briefing is recommended for proactive release after the publication of the report.



Attachments:

Appendix A: *A Great Start? Education for Disabled Children in Early Childhood Education*

Appendix B: *Report summary*

Appendix C: *Combined reports' summary*

Appendix D: *Media release*

Minister's Office to complete

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



Comments:



Our Ref: M22-53

12 September 2022

Hon Jan Tinetti
Associate Minister of Education

ERO Evaluation of Education Provision for Disabled Children in Early Childhood Education: Final Report and Summary

Purpose

1. This briefing provides you with a copy of the near final report and accompanying summary on ERO's evaluation of the quality and inclusiveness of education provision for disabled children in early childhood education (ECE) and provides an update on the publication plan. It also provides you with a copy of a summary combining the key findings and recommendations across both the ECE and school reports.

Background

2. On the 25 August 2022, ERO provided you with a briefing (M22-48) on the key findings from our evaluation of the quality and inclusiveness of education provision for disabled children in ECE, and draft recommendations to strengthen education for these priority learners.
3. This work is a joint initiative between ERO, the Office for Disability Issues and the Human Rights Commission. A copy of the previous briefing (M22-48) was shared with Hon Poto Williams in her capacity as Minister for Disability Issues.
4. ERO have now completed the ECE evaluation report and accompanying summary. A copy of the full evaluation report: *A Great Start? Education for Disabled Children in Early Childhood Education* and the summary are attached in Appendix A and B.
5. You recently received a copy of a companion report on the education provision for disabled learners in schools (M22-47).

Recommendations

6. Following consultation with agencies, the final recommendations to address the areas of greatest concern and to strengthen education for these priority learners are:

Area 1: *Strengthening prioritisation of disabled children in ECEs, and accountability for how well they are doing*

Recommendation 1: Develop with services ways to better identify and track the enrolment and participation of disabled learners in ECE at a national level.

Recommendation 2: Provide guidance to services on expectations for inclusion and provision of education for disabled children, and what needs to be in place in all services.

Recommendation 3: Provide support for service leaders and Governing Organisations on understanding how well their service is meeting the needs of disabled children.

Recommendation 4: Include provision and outcomes for disabled children as a focus in all ECE evaluations.

Recommendation 5: Explore policy options to support services to reduce the barriers to enrolment and participation for disabled children in high quality ECE.

Area 2: *Building leaders' and teachers' capabilities to teach and support disabled children*

Recommendation 6: Continue to strengthen initial teacher education's focus on teaching disabled children.

Recommendation 7: Strengthen beginner teacher induction and mentoring.

Recommendation 8: Ensure guidance and other supports around the professional standards for teachers (Our Code, Our Standards) make explicit the expectations for inclusion of disabled children.

Recommendation 9: Include disability as a priority in professional learning and development (PLD) provision for kaiako and encourage uptake of disability specific training.

Recommendation 10: Review the quality of disability-specific PLD provision for ECE leaders and kaiako, and provide services with guidance on how to identify quality, targeted PLD and support to improve their practice.

Recommendation 11: Ensure guidelines, resources, and supports (assessment, curriculum, scaffolding etc) for teaching disabled children are in place, including supports to notice, recognise, and respond to progressions for disabled children, and support awareness and use of these.

Area 3: *Empowering disabled children's parents and whānau by increasing their understanding of their education rights, how to raise concerns or complaints, or how to get someone to advocate on their behalf*

Recommendation 12: Ensure there is support for parents and whānau to understand education rights, what they should expect from a service, how to raise concerns and complaints, and how to access advocacy support if they need it.

Area 4: *Improving the coordination of supports for disabled children, and pathways from ECE to schools*

Recommendation 13: Ensure that tools and guidance are in place, and support awareness and use of these, so that information follows disabled learners across education settings.

Recommendation 14: Improve coordination across agencies on supporting disabled children's education.

7. Adoption of these recommendations has the potential to significantly improve education experiences and outcomes for disabled children. Improving education for these children can, in turn, dramatically improve their lives and life course.
8. The recommendations are high level and require work programmes led by the Ministry of Education, Teaching Council, Whaikaha - Ministry of Disabled People, and ERO to develop more detailed options for Ministers, including costing. We have recommended that agencies report to Ministers on progress in July 2023.

The publication of the ECE evaluation report will now be jointly published with the school report at the end of September 2022

9. The publication of the report for the evaluation of education for disabled learners in schools was originally planned for the first week of September, while the publication of the ECE report was planned for the end of September. Feedback from the sector indicated it would be more helpful to release the reports together so they can provide a complete picture of education for disabled learners. We now propose publishing them simultaneously during the week commencing 26 September 2022.
10. To enable disabled children's whānau to understand the findings, and for schools and services to learn from the findings, ERO will:
 - a. publish a short summary and make it available in a range of accessible formats
 - b. publish a tailored guide for learners and whānau (also available in a range of accessible formats)
 - c. publish tailored guides for school leaders, teachers, service leaders, and kaiako.

A number of activities are planned to support the launch of the reports and to ensure we reach and have maximum impact with our key stakeholders

11. The publication of both the school and ECE reports will be supported by a forum and targeted best practice webinars.
12. The forum will be an in-person event for education sector peak bodies, learning support policy and operations professionals, and other interested government agencies. The focus of the launch will be on the findings from the two evaluations and what needs to be done to enable disabled learners to thrive in education. We are planning to run the forum on Thursday 29 September.
13. A series of best practice webinars will be run by ERO for principals, SENCOs, teachers, ECE service managers, and kaiako. The focus of these webinars will be on findings from the report and good practice examples for schools and ECE.

Next Steps

14. ERO recommends that you forward a copy of this briefing, summary, and report with Hon Poto Williams, in her capacity as Minister for Disability Issues.
15. Given their education portfolios, ERO recommends that you forward this briefing to Hons Davis, Hipkins, and Sio.
16. A copy of the joint media release for both the school and ECE reports is attached. We will provide Q&A closer to the release.

Recommendations

17. It is recommended that you:

- a) **Note** the attached near final (pre-designed) report and summary: *A Great Start? Education for Disabled Children in Early Childhood Education.* **Noted**
- b) **Note** that the publication of ERO's evaluation on education for disabled children in early childhood education will now be jointly published with the school report before the end of September 2022. **Noted**
- c) **Note** that ERO will publish accompanying guides for different audiences and hold a forum and targeted best practice webinars to support the publication and impact of the school and ECE reports. **Noted**
- d) **Agree** to forward this briefing to the Minister for Disability Issues **Agree** **Disagree**
- e) **Agree** to forward this briefing to the Minister of Education and Associate Ministers. **Agree** **Disagree**
- f) **Note** that this briefing is recommended for proactive release after the publication of the report. **Noted**



Nicholas Pole
Chief Executive

NOTED/APPROVED



Jan Tinetti
Associate Minister of Education (School Operations)

18/09 / 2022