



EDUCATION REVIEW OFFICE
Te Tari Arotake Mātauranga

Briefing for the Incoming Minister

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Prepared by the Education Review Office





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Welcome to your role as Minister with responsibility for The Education Review Office | Te Tari Arotake Mātauranga (ERO)

Education must ensure that children gain the skills and knowledge they need for further education and are well equipped for success in life.

We welcome the opportunity to work with you as Minister to ensure that all New Zealanders have access to high-quality teaching and learning.

This briefing provides you with an overview of how ERO, as the Government's independent education evaluation agency, can support you to ensure that every child gets a world-class education.

This briefing provides information about who we are and highlight the issues and opportunities we see in the education system.

Part 1: ERO's Role

1. The Chief Review Officer is a statutory role under the Education and Training Act (2020). Under section 463 of the Act 2020, (Review of Educational Services), the Chief Review Officer has the power to administer reviews (either general or relating to particular matters) of the performance of early learning services and schools, in relation to the quality of their programmes, and to prepare reports on the results of such reviews.
2. As Minister, you can ask the Chief Review Officer to initiate a review into a particular issue or element of the early childhood or school sectors. The Chief Review Officer can also initiate reviews of their own.
3. Our legislative mandate includes early learning education, schools and kura.
4. Recent changes to the Education and Training Act 2020 have extended our reach to assess the quality and effectiveness of professional learning and development programmes operating in the early learning and school sectors.
5. While ERO reviews and reports can make recommendations for improvement, our powers do not include enforcement.
6. At a provider level, we carry out impartial and objective reviews and evaluations to support improvement in Māori-medium, English-medium, and Pacific-medium contexts.
7. Through review and evaluation, we report on the quality of education, wellbeing, and care, and identify issues and opportunities to lift the quality of provision. Our core intent is to strengthen accountability, and drive improvement in provider performance and learner outcomes. We do this through setting clear expectations in regard to the quality of provision expected of services, schools and kura. We also provide valuable insights on provider performance to support families in their education choices.
8. At a system level, we shine a light on critical issues as well as identifying workable solutions to improve education outcomes. We trace performance, take a deep dive into key aspects of education, evaluate initiatives and seek to identify innovative practice. The aim is to ensure a strong knowledge base that can support and influence policy and practice.
9. As of 1 May 2023, ERO became the host to a departmental agency, Aroturuki Tamariki | Independent Children's Monitor (Aroturuki Tamariki). We provide back office corporate services. Aroturuki Tamariki is an independent agency with its own Strategic Intentions. We share a focus on successful outcomes for vulnerable and at-risk children and young people, review of system performance, and together have specialist skills in evaluation, research and system monitoring.
10. ERO is responsible for administering Vote Education Review Office, which includes the appropriations of both ERO and Aroturuki Tamariki. ERO is also responsible for the assets and liabilities of Aroturuki Tamariki.

ERO's operating model for improved outcomes in education

11. ERO has been increasingly focussed on approaches in its review work that directly influence improvements in service performance and learner outcomes. Through this we are committed to:
 - driving up quality and tackling poor performance in early learning education services
 - improving school performance, turning around providers who are failing, and strengthening the accountability of providers to their communities. Our approach has moved from 'a one-off event' every three years to a long-term monitoring relationship with individual schools to ensure continuous improvement
 - shining a light on the performance of the system and growing the evidence base to support decision making and practice
 - strengthening effective teaching and leadership
 - increasing responsive, and culturally relevant outcomes for Māori and Pacific learners and learners who are not well supported in the system
 - contributing through evaluation to the growth of fluent speakers of Te Reo Māori and strengthened Māori medium pathways.

Appendix 1 provides details of ERO's organisational structure, our people and our Executive Leadership Team.

Appendix 2 provides a breakdown of our appropriations and allocation across the organisation.

Part 2: How ERO supports you

12. We are here to help and support you in your role as Minister.
13. We provide an independent voice and evidence-based insights at both service provider and system level. This will support you to test and track your policy initiatives and whether these are having the desired impacts and benefits proportionate to the time, energy and money being invested.
14. We provide a robust accountability and assurance mechanism for New Zealand's schools, kura and early learning services who have high levels of autonomy.
15. We are your lead advisor on what the performance and quality of education and care of learners look like in schools, kura, kohanga reo, puna reo, and early childhood services.
16. We identify areas of good practice and where things can be improved through our reviews, reporting and in-depth insights.

Part 3: Insights into our education system

Early learning sector

17. Early childhood education has the potential to positively affect the lives and learning outcomes for children, particularly for disadvantaged children.
18. Research tells us that in the early years, children need high quality early learning services that place an emphasis on language-rich environments that support children’s learning and development. Our reviews and evaluations support these outcomes.
19. Annually, our reviewers evaluate the learning, organisational conditions and performance of individual services- and governing organisations¹ across the country.

Service Quality

20. ERO uses indicators that provide a clear, common and consistent statement of what good quality looks like to support early learning services, leaders and teachers. These indicators are based on research about what constitutes quality and reinforces our approach to evaluation in early learning services. Our indicators require services to exceed minimum licence criteria.
21. Services are currently facing ongoing challenges, including resourcing and finding suitably qualified staff. Many services struggle to deliver the quality that ERO expects.
22. Early Childhood Education leaders suggest financial hardship is making it increasingly difficult for many parents to pay for their children to participate in early learning programmes. Our insights post Covid-19 tells us we have lost many of the gains made in the past decade with a significant fall-off in participation among 3- and 4-year-olds regularly attending an early learning service. Declines in early learning participation were greatest in low socioeconomic communities, and amongst Pacific children whose communities were hardest hit by the pandemic.
23. The quality-of-service provision is mixed. Some services struggle to meet their minimum regulatory requirements. ERO is seeing a continuing pattern of unacceptable risk non-compliances. Since 2020, ERO has identified non-compliances that pose an unacceptable risk in 12% of ECE services each year.
24. Using ERO’s performance framework, we see many services struggling to provide the quality of education that is required to deliver desired development and learning outcomes. Only half of the services (52%) we reviewed in the 2022/23 year were found to be providing children with high quality learning experiences. In poorer communities the potential benefits of high-quality

¹ *Governing organisations are those that own, operate, or oversee multiple early learning services (e.g., Kindergarten Associations or the likes of Best Start, Evolve etc). In the 2022/23 financial year around 30% of all early childhood services were managed by a Governing organisation.*

provision are at their greatest, but the quality of provision is poorer, and participation is more variable and more concerning.

Shifting the quality dial

25. ERO has a deliberate focus on service improvement. We require services to establish and deliver on a quality improvement plan, based on our findings.
26. We have developed resources that provide a road map for improvement. However, more needs to be done to strengthen early years provision.

The state of schooling

27. Schools are facing ongoing and complex challenges in delivering for our learners. Improving school education is critical for New Zealand's future. Our system needs to do better in terms of the student outcomes and addressing equity. There are particular concerns for Maori, Pacific and disabled learners. The summary below provides insights into what we are seeing at the frontline.

The Covid-19 Pandemic has compounded underlying issues in education

28. Prior to the Covid-19 pandemic, ERO was already reporting decreased outcomes in literacy and numeracy and a plateau in many key indicators. In particular, many learners are well behind where they should be, with a significant drop in literacy and numeracy performance through the course of schooling.
29. Improvements in retention and senior school achievement had halted. Our successive studies uncovered growing concerns for groups of learners in respect of inclusion, wellbeing, mental health concerns, discrimination, and concerning levels of bullying.
30. Post Covid-19 pandemic, communication and language skills of children coming into school are not as strong as those of previous cohorts. Social skills, such as taking turns and sharing with other children are less developed. This is likely the consequence of limited participation in early learning programmes over the past several years. Learner behaviour, while a prominent concern for schools prior to Covid-19, many leaders report that student behaviour has been exacerbated by the events of recent years. Equally schools are seeing greater levels of anxiety and increasing wellbeing concerns among learners. In responding to both trends, schools report concerns about insufficient support and available professional responses to meet the complex needs in these students.
31. School principals told us at the beginning of this year that learning in 2023 is worse than they would expect. A quarter (26%) of these principals say students who are struggling are two or more curriculum levels behind. Principals serving lower socioeconomic communities are three times more likely to report that learners have fallen further behind. These principals are increasingly concerned about attendance, behaviour, and learning.
32. Attendance at school is essential for success. It relates directly with achievement. Current high rates of truancy in New Zealand are alarming. The levels of chronic truancy sitting at 8% in Term 1 2023 is equivalent to 64,000 students attending school for less than 70% of the time. At a minimum this is equivalent to a student missing 3 years of schooling by the time they turn 16.

33. NCEA attainment shows NCEA Level 2 achievement rates have fallen below pre-pandemic levels in 2019. There are also increases in the proportion of students leaving school early with fewer qualifications. The equity gains made in the prior decade appear to have been lost with an increasing gap for Māori and Pacific learner outcomes compared with other students, suggesting that both groups have been particularly hard hit in their education.

Arresting the fall in performance

34. Lifting outcomes and addressing equity concerns relies on all students being equipped with core foundational skills and accessing successful learning pathways to succeed in life.

35. Teaching quality, supported by effective leadership has the single greatest within school impact on learner outcomes. Given the substantial variation in New Zealand schools and classrooms of where learners are at in their learning, it is critical that as a system there is a strong emphasis on the adoption of differentiated and individualised teaching strategies. Intensive small group interventions complementing classroom teachers' efforts will also provide catch-up opportunities for learners unlikely to succeed through classroom-based responses alone. At the same time, schools need to ensure that high performing learners continue to be challenged and extended.

36. Ensuring that students are engaging in their schooling and that we arrest the fall off in attendance is critical, and for some students this requires a stronger multi-agency response.

37. Through its engagement with schools, ERO's current focus is on both what schools are doing to support student attendance and address non-attendance and the strategies which seek to address lost learning, particularly in respect of reading, writing and numeracy. Strengthening the use of assessment by schools, linked strictly to nationally established curriculum markers, is a key to knowing how learners are progressing and how schools and teachers can effectively address the needs of struggling learners.

School Performance and Quality

38. In addition to high levels of within school variability, which is a concerning feature of our system, ERO equally finds significant variability in the conditions across schools that contribute to successful learner outcomes.

39. In 2022/23, ERO found a quarter of schools we worked with (25%, comprising 29% of the student population) highly effective in the conditions and learner outcomes achieved.

40. Just under 60% of schools were judged as demonstrating satisfactory performance (2022/23). Across this group of schools there are however areas that require some further attention. ERO judged that this group of schools had sufficient resources and capability to continue to drive performance improvements.

41. Around 17% of schools were found to have considerable room for improvement with intensive effort required to lift the quality of teaching and learner outcomes (2022/23). Learning in these schools is left much more to chance. While there are some large urban schools in this group, these schools are disproportionately in isolated rural and smaller provincial locations. They have significant challenges attracting and retaining leadership and teaching capability.

42. Poor performing schools contribute to inequities. Children in these schools are more likely to be Māori, more likely to be Pacific and more likely to be living in low socioeconomic communities.
43. To date much of the system approach to intervention with these schools has been through governance arrangements rather than directly addressing school leadership and the factors like quality of teaching—which we know are key drivers in school performance.
44. While ERO, in partnership with the Ministry of Education and School Trustees Association have made inroads in turning around the performance of some schools in the bottom group, this process is slow and requires urgent and immediate attention.

Lessons learned on delivering effective school reform

45. ERO assesses not just initiatives, but also how changes can be delivered into the system to best achieve the policy intent.
46. Experience has shown us that embedding effective evidence-based teaching and learning strategies at scale is reliant on strong and effective school leadership matched with effective processes to support implementation.
47. Framing reform in terms of learner outcomes, teacher buy-in and providing support that addresses the needs and contexts of individual schools are some of the critical factors that contribute to successful implementation.
48. Our evaluations on aspects of school reform have found that our system is relatively poor in implementation. ERO remains concerned about current compounding factors such as the capacity of the workforce and the cumulative toll of COVID on principals and teachers^{2,3}.
49. Considering the many competing priorities that schools are juggling, the timescale for change has often been underestimated.
50. ERO can support your policy agenda with current state assessment and real time feedback on where implementation initiatives might be landing.

Part 4: A Programme of National Evaluation in support of System Performance

51. Government makes a significant investment in education and as Minister you need confidence that this is making a difference for learners. Evaluation helps us better understand what works and how the education system performs. Evaluation can also identify parts of the system, programmes, and policy settings that need improvement.
52. There are significant weaknesses in the evidence base for education in New Zealand, and the adoption of evidence-informed policy and practice. Many initiatives lack a rigorous evidence

² ERO (2023a) *Preparing and supporting new principals*.

³ ERO (2023b) *Long COVID Ongoing impacts of Covid-19 on schools and learning*

base or are not being assessed for their relative effectiveness. The rapidly changing context in education also means that things that may have worked in the past are no longer suited to today's needs.

53. Across all areas of disengagement, the evidence shows us that effective early interventions—early in the life course and early in the identification of the problem—have the biggest impact and the greatest return for investment. ERO's research over time has continually showed that Māori, Pacific, Ethnic and Disabled learners all face significant, but often different, challenges in our education system.
54. ERO has increased its investment in national evaluation and the ability to monitor performance, understand return on investment and inform policy and practice. We have:
- a dedicated Education Evaluation Centre (Te Ihuwaka) and specialist Kaupapa Māori evaluation and research capability (Te Pou Mataaho)
 - new operating models in early learning services and schools providing a richer understanding of early learning and school performance
 - international networks with access to extensive evidence through the global Evidence for Education Network, and the UK's Education Endowment Foundation (one of the world leaders on evidence in education). We will be working together to identify and address emerging issues in education. We also work closely with Ofsted in the United Kingdom and with Australian States to support our review work.
55. This enables us to provide the Government with:
- **Robust, in-depth evaluation of the performance of key aspects of the system.** For example, our reviews of Alternative Education and education for disabled learners identified key changes that are needed.
 - **Quick insights into current and emerging issues.** For example, our studies on Attendance provide insights into the scale of the problem and identify the key levers to drive change.
 - **Evaluation of the relative effectiveness (and cost of effectiveness) of different programmes and initiatives.**
 - **In-depth insights of Kaupapa Māori provision.** For example, our He Iho Ruruku studies provide an in-depth picture of the impact and response to Covid-19 in Kaupapa Māori provision.

Appendix 3 provides details of recently completed projects and those currently underway.

Appendices

Appendix 1: ERO's Organisational structure and our people

We have approximately 250 staff. Most of our people are distributed across the country working within schools, kura and early learning services. Our national office is based in Wellington. We deliver our work through these business units:

Review and Improvement Services

Designated⁴ Review Officers have extensive experience in education and training in evaluation. They undertake external evaluations in early learning services and schools.

They work in English-medium and Pacific-medium services and schools, and review early learning governance organisations. This group also has responsibility for the review of hostels, provision for international students including boarding arrangements, home schooling and education provided by private schools.

An independent team (Methodology and Professional Practice) guides the methodologies and professional practice of Review and Improvement Services. This unit reports directly to the Chief Executive.

Te Ihuwaka (the Education Evaluation Centre)

Te Ihuwaka reports on the performance of the education system, identifying challenges and opportunities for how it can be strengthened. The centre draws on ERO's work in schools and services, alongside research from here and abroad to build the evidence on how to improve education for all students – supporting decision makers and driving improvements to policy and practice.

Te Ihuwaka's research programme is informed by both policy makers and by the experiences of the education sector. To achieve change at a practice level, Te Ihuwaka focuses on getting insights and best practices into schools and early learning services where they can make a tangible change for learners.

Te Tāhū Whare (Evaluation, Review and Research Māori)

Te Tāhū Whare reviews and evaluates education where the education approach is on te reo Māori, te ao Māori, and on outcomes for Māori learners.

This business unit uses evaluation to drive improvement across what is commonly called 'Māori education' including Māori-immersion programmes in English-medium schooling such as rūmaki reo and bilingual units, kaupapa Māori education, and Māori-medium education.

⁴ under the Education and Training Act 2020. ERO employs just under 140 Review officers.

Our world-leading evaluation approach provides reviews that monitor and ensure oversight while being culturally responsive to the philosophies, history and vision of services for their learners. This supports improvement in the education setting for learners and provides valuable insights.

Te Tāhū Whare also undertakes valued research to inform policy and practice across the system.

Corporate Services

The Corporate Services team play a direct role in our ability to deliver outcomes for you and New Zealand's learners. The team ensures our staff have access to the tools and infrastructure needed to achieve ERO's functions and your expectations of us as a government agency.

They provide back office corporate services support for Aroturuki Tamariki, the Independent Children's Monitor.

Groups within our corporate services include finance, legal, human resources, communications, and other functions that support ERO delivering on your expectations and to support your office to uphold your legal obligations and public engagement.

Executive Leadership Team



Nicholas Pole, Chief Executive and Chief Review Officer

Initially starting out as a teacher, Nick has an extensive background in education research and evaluation. Prior to joining ERO in 2017, he was Deputy Chief Executive at the Ministry of Social Development, and before this Deputy Secretary with the Victorian State Department of Education and Training responsible for maternal and children's health services and school operations.



Melissa O'Carroll, Deputy Chief Executive Review and Improvement Services

Melissa is an educator at heart and has worked across the education sector for many years, including as an associate principal. She was previously Group Manager Corporate Strategy and Performance at the Ministry of Education where she also led operational, service design and implementation teams. Melissa is committed to equity and excellence for every learner in every community across New Zealand. She is a firm believer that high quality, inclusive education is the key to the future success of our nation.



Ruth Shinoda, Deputy Chief Executive Te Ihuwaka | Education Evaluation Centre

Ruth's role examines how well our education system is delivering outcomes for children and identifies opportunities to improve outcomes. Previously, Ruth has worked in education research and policy in New Zealand (including as Associate Deputy Secretary at the Ministry of Education), in England (for the Department of Education) and Japan (as a Daiwa Foundation Scholar). She has wide experience in broader social policy and evidence, for example as Deputy Secretary at the Treasury here in New Zealand and the Head of the Child Poverty Unit in the UK. Ruth has a BA Honours Degree in Economics.



Deborah Wood, Deputy Chief Executive Te Tāhū Whare

Deborah has a rich background in teaching and education leadership, with a diverse pool of experience gained from across ERO in school and kura evaluation, system research, methodology and professional practice. She joined ERO in 2017. Deborah has led foundational rangahau Māori, building an in-depth understanding of conditions for Māori learner success within kaupapa Māori and English-medium education. This includes system evaluation to drive decision making. She leads a cross-functional team to support the best outcomes for Māori learners across the education system; and a focus on growing what the system understands about kaupapa Māori, te reo Māori and te ao Māori to benefit all learners.



Jeremy France, Deputy Chief Executive Corporate Services

Jeremy joined ERO as the Manager Human Resources, having previously held a number of management and technical roles with Inland Revenue. He brings a wide range of knowledge and experience in the development and implementation of business and financial support services. This enables the organisation to operate effectively and efficiently. It provides assurance to government and the Crown monitoring agency of effective employment; governance; management of financial risk; and integrity of the financial management system.



Kaden Wilson, Chief of Staff

Kaden joined ERO in 2023 and leads the Office of the Chief Executive, including ministerial, governance and other accountability functions. He has a policy and governance background, advising previously on a wide range of areas such as health, child poverty and wellbeing, national security, foreign affairs, and Māori development. Throughout his time in government, his priority has been to create systems that deliver on the mandates of Ministers and what New Zealand communities have identified they need and ensuring that public service organisations deliver on this. Kaden has a strong whānau connection to education, and strongly believes in ERO's role in ensuring there is accountability and transparency in how our system is delivering for children in our country.

Appendix 2: Breakdown of Education Review Office Appropriations

Appropriation: Evaluations of the Quality of Education	\$m	Funded FTEs	Staff holding designation[#]
Review & Improvement Services (including enablement support, and Methodology & Professional Practice)	18.179	159	142
Te Tāhū Whare (Review, evaluation & research in relation to Māori medium provision)	4.516	31	30
Te Ihuwaka -Education Evaluation Centre & Data Insights	3.669	26	21
Executive Leadership Team, Governance and Accountability	2.443	12	3
Corporate Services	6.372	28*	-
Occupancy Costs, Depreciation and Capital Charge	3.816	-	-
Total	38.995	256	196

Appropriation: Establishing the Independent Children's Monitor	\$m
Corporate Services	0.150
Total	0.150

Note: * Includes support for Aroturuki Tamariki

Designated staff are those designated under s.465 of the Education and Training Act as Review Officers and work in schools and early learning services in an ongoing way or occasionally depending on the projects they are involved with.



Kaupapa Māori/Māori Medium			iwi. It examines how kaiāwhina use innovative practices that acknowledge te reo Māori, tikanga Māori and mātauranga Māori.
	Marau a Kura - Case Studies Implementation (Report to Ministry of Education)	November 2023 (TBC)	This provides four individualised case studies that draw on the experiences of kura and schools that have implemented Marau ā-kura. The case studies provide information on successful Marau ā-kura processes and procedures.
	Poutama Reo	TBC	A multi-year programme to understand the implementation of the Poutama Reo, and the impact of English-medium schools to the revitalisation of te reo Māori.

Key previous publications

Work strand	Project	Publication	Purpose
Impact of Covid-19	Long Covid: Ongoing impacts of Covid-19 on schools and learning	22 June 2023	Three years on from the start of the pandemic, this report examines ongoing impacts and found significant and concerning ongoing impacts on attendance, achievement, and behaviour.
	Learning in a Covid-19 World: The Impact of Covid	19 Jan 2021	The first of ERO's reports on the impact of Covid-19 on education in New Zealand, found widespread impact on school attendance and engagement.
	Learning in a Covid-19 World: The Impact of Covid-19 on Pacific Learners	12 May 2022	Covid-19 disproportionately impacted Pacific students, particularly with the longer Auckland lockdowns. This report showed that the impacts included lower attendance and achievement.

	Responding to Covid 19: Supporting Auckland NCEA students	25 Aug 2021	In 2020, Auckland students were particularly affected by Covid-19 and extra support was provided to them. This report evaluated the three Te Kura programmes aimed at supporting Auckland NCEA students.
Priority Groups	An Alternative Education? Support for our most disengaged young people	27 June 2023	This project provides a comprehensive evaluation of Alternative Education. It found inadequate education provision – with a lack of qualified teachers, inadequate funding, and no accountability. It recommended a complete reform of Alternative Education.
	Education For All Our Children: Embracing Diverse Ethnicities	15 March 2023	This Long-Term Insights Briefing looks at how ethnic diversity is changing in schools, the implications for the future and highlights the education experience of diverse students and their families. The report found that, while many students from ethnic communities succeed in education, they encounter racism, isolation, and lack of cultural understanding.
	Thriving at school? Education for disabled learners in schools A Great Start? Education for Disabled Children in Early Childhood	28 Sept 2022	This project looked at how well the education system is supporting disabled learners in both schools and ECE. We found that too many disabled learners are experiencing exclusion and outlines what is needed to improve education for these learners.
	Learning in residential care: They knew I wanted to learn	1 July 2021	This project reviewed the education young people who are placed in Oranga Tamariki residential care receive and found that a quarter of sites were not providing students with a quality education. It recommended significant changes to how education is provided for these students.
Key aspects of education	Missing Out: Why Aren't Our Children Going to School?	10 Nov 2022	This project examined why attendance is so low in New Zealand. It found that many parents and students do not see the importance in going to school regularly and too many students face real barriers to attending school. This report set out actions to improve attendance.



	Attendance: Getting Back to School	21 Feb 2023	This report identified the biggest drivers of attendance. These include parents' attitudes to attendance, whether students see what they learn as important for their future and students' relationships with teachers as key.
	Counselling in primary schools	25 May 2023 (interim report)	In 2020, Government funded a new programme to help primary school students access counselling. This project is evaluating the impact of the pilot.
	Starting School Together: What Do We Know?	2 June 2022	This project evaluates whether children are better off starting school on their fifth birthday or starting school in peer groups (cohort entry). Looking at schools with cohort entry, the project found that cohort entry, can have many benefits for children, whānau and schools.
Workforce	'Everything was new': preparing and supporting new principals	13 July 2023	This project looked at the pathways and supports for new principals. It made a range of recommendations to improve how new and aspiring principals can be set up for success.
	Learning in a Covid-19 World: The Impact of Covid-19 on Teachers and Principals	6 December 2021	This report examined the impact Covid had on teacher and principals' workload and wellbeing and what supports were needed for teachers and principals.
	Working together: How teacher aides can have the most impact	30 Nov 2022	This report and accompanying guides provide practical advice on how to work with Teacher Aides to make the best possible difference for students.
Kaupapa Māori/ Māori Medium	Poutama Reo The Improvement Journey – Te reo Māori in English-medium schools	13 September 2022	Poutama Reo is a framework that provides a progressive pathway for English Medium schools to review and improve their provision of te reo Māori language school wide. The development of this framework has evolved out of a body of policy and research work and recognises the important contribution English-medium schools have to make toward ensuring that Māori language is valued and sustained as a living language in Aotearoa.

	NCEA evaluation of Te Marautanga o Aotearoa and Kaupapa Ako Māori	May 2023	These reports are an evaluation of the implementation of standards, systems and supports provided by NZQA and the Ministry of Education in the implementation of NCEA Level 1 mini pilots and NCEA Level 1 to 3 Te Ao Haka pilots.
	Te Marautanga o Aotearoa – Readiness Report	May 2023	This report examines the extent and status of schools using Marau ā-kura across the sector and to what capacity. This contributes to understanding the readiness of school for the Te Marautanga o Aotearoa refresh.
Pacific students	Pacific Bilingual Education Quality Framework	July 2023	The 'Afa framework provides clarity on the conditions for success in implementing bilingual programmes, or immersion learning.



