



THE EDUCATION REVIEW OFFICE
MINISTERIAL BRIEFING

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Education Review Office Briefing to the Incoming Minister, December 2011

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Hon Hekia Parata
Minister of Education

Foreword

ERO and the education system

The Education Review Office (ERO) plays a valuable role as an agency for change in the education system. ERO has a quite specific legislative mandate – to review and report. Increasingly, however, ERO regards its institutional reviews and national evaluation reports as levers for system change. ERO seeks to have its findings used by centres, schools, the Ministry of Education, and other policy agencies. The challenge, for the future, is for ERO to gain even greater system-level traction for its work.

National Evaluation Reports

These reports are significant educational evaluations on issues of national importance. They provide you, the Government, and centres, schools, and policy makers with an analysis of specific educational initiatives – with recommendations for future practice. These reports are read widely and, in ERO's view, can become even more of a catalyst for change by helping to close the education policy-practice loop.

ERO School and Centre Reviews

The Education Review Office is responsible for the external evaluation of school and early childhood education quality. The Chief Review Officer can initiate a review and reviewers have legal powers of entry. You, as Minister, can also request ERO to administer a special review of a school when an issue in need of investigation arises.

Over the more than 20 years of ERO's existence, the agency has moved from a focus on accountability and compliance to one of improvement and, very recently, to an emphasis on sustainability of practice through school self-evaluation.

Accordingly, ERO now promotes a complementary approach to evaluation. School and centre self review is a complementary and mutually reinforcing process. ERO now works in a way that seeks to validate and challenge the findings of centres and schools.

In the compulsory sector this approach has seen ERO apply a differentiated model to reviews: high performing schools are visited less frequently than schools that are not performing well. Benchmark criteria are published so that schools understand what is expected of them. Most schools, though, are reviewed every three years. Where there is poor performance, ERO now works with Boards of Trustees and school management to increase their own evaluation capacity.

ERO's review approach is based on one key question: "how effectively is this school's curriculum promoting student learning – engagement, progress and achievement". This question enables ERO to ascertain the extent to which schools are focused on the learning and achievement of all students. ERO is particularly interested in students for whom the school system has not delivered successful outcomes. Thus, ERO has drawn a line in the sand with respect to Māori achievement. Schools that are not focusing on the achievement of Māori students, and schools where the achievement of Māori students is poor, are not regarded as exemplary schools even if all other aspects of performance are high. ERO is also placing emphasis on students from a Pacific background and students with special educational needs.

One of the strengths of ERO's review methodology is that it is flexible enough to take the individual social, cultural and educational context of each school into account. This means that ERO review teams can pinpoint areas in which a school is succeeding and where it needs further support and development.

Because its reviews focus on both breadth and depth, ERO can respond promptly to changes in education policies and expectations, and is well placed to support the initiatives of the incoming Government.

ERO is mid-way through a project to refocus its early childhood methodology. The approach will emphasise the importance of quality education and care, and centre self review.

ERO's Mandate

ERO's aim is always to provide efficient and high quality evaluations for schools, both individually and collectively, and to give good information to parents and communities, to the Minister of Education, and the Ministry of Education.

I look forward to working with you.

Graham Stoop
Chief Review Officer

14 December 2011

Introduction

Purpose and structure

This briefing provides general background information on the Education Review Office (ERO). The purpose is to provide a summary description of ERO's role and functions and give you sufficient information to meet initial requirements. The briefing is structured so that it outlines ERO's:

- role and responsibilities, including its legislative basis and scope of reviews
- strategic direction and medium term initiatives
- sector findings and emerging issues
- relationships with other agencies
- organisation structure and people
- review methodology
- output classes and expenses.

Further details regarding ERO's statutory powers and a list of recent national education evaluation reports are attached as appendices.

Accompanying information

More detailed information on the work of the department is available in the accompanying copies of:

- *Education Review Office Statement of Intent 2011*
- *Annual Report for year ending 30 June 2011.*

These, together with ERO's institution and national review reports, and publications covering ERO's review frameworks are also available on ERO's website <http://www.ero.govt.nz>.

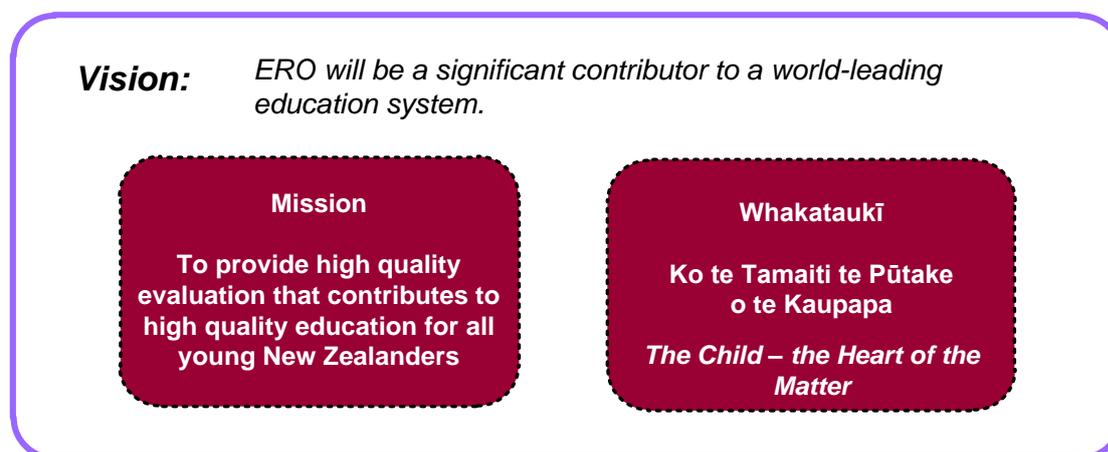
The Role of the Education Review Office - Adding Value in the Education Sector

ERO is the government department that evaluates the quality of education and care in schools and early childhood services, and the implementation of Government education priorities in these sectors. Its independence from schools and early childhood services, as well as from the agencies that set the policies and standards, enables ERO to provide assurance to the Government of the quality of education provided.

ERO plays a guardianship and improvement role for the sector. Its evaluation processes and reports lead to improvement at the institution and system levels. Its independence also provides an accountability lever, in that ERO can make authoritative judgements on action to be taken by schools, early childhood services, or interventions by other education agencies.

In addition to evaluating the progress of current Government priorities, ERO informs the development of future priorities and proactively notifies the Minister of emerging issues in the sector.

Children and young people are central to ERO's work. This is reflected in ERO's whakataukī and is the foundation of ERO's vision and mission statement:



Legislative authority and scope of statutory powers

The Education Review Office is a public service department established under the State Sector Act 1988. The Chief Executive of ERO is the Chief Review Officer.

Under Part 28 of the Education Act 1989 it is a function of the Chief Review Officer to administer reviews of general or particular matters about the performance of pre-tertiary education providers in relation to the educational services they provide.

The Chief Review Officer is required to carry out reviews when directed to do so by the Minister of Education. The Chief Review Officer may also initiate reviews.

Review Officers are statutory officers designated under Part 28 of the Education Act, and they exercise powers of entry, investigation and reporting.

Scope of operation

The core activity of ERO in schools and early childhood services is the conduct of Accountability Reviews, which include:

- Education Reviews - scheduled reviews carried out in schools and early childhood services
- Special Reviews - carried out where a matter needs to be reviewed and reported outside regular reviews
- Private School Reviews - carried out under section 351 and Part 28 of the Education Act 1989
- Homeschooling Reviews - reviews of programmes for students exempt from enrolment at a registered school, undertaken in the context of section 21 and Part 28 of the Education Act 1989 and usually at the request of the Ministry of Education
- Post Review Assistance workshops - provided to early childhood services.

At a system level, ERO evaluates and reports on significant and topical education issues through:

- national evaluations of education sector performance
- reports about good practice in schools and early childhood services
- evaluation reports provided for government and policy makers.

How ERO conducts its reviews is described on pages 13 to 17 of this briefing.

Strategic Intent and Medium Term Initiatives

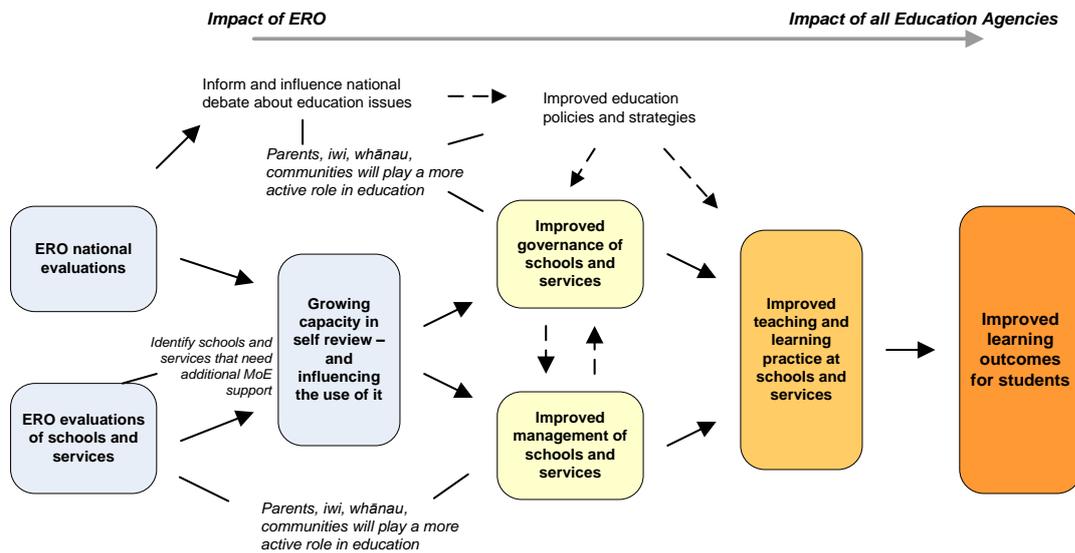
Target Audience and Outcomes

Providing early childhood and school education involves many participants and each has a distinct role that is crucial to improving New Zealand's education system. The quality of the governance of schools and early childhood services, the quality of leadership and teaching, the role of parents and whānau in nurturing their children's learning, and appropriate and well-implemented education policy all contribute to improved educational outcomes.

For this reason, ERO's work is coordinated with its target groups to achieve intermediate outcomes.

	Outputs/impact		Target Audience		Outcomes
ERO promotes quality assurance by providing...	complementary evaluation processes that focus on improved self-review capacity	so that...	schools and early childhood services	can...	improve governance, leadership, and teaching and learning practices
	evaluative information		parents, whānau, iwi and communities		play a more active part in their children's education
	system-wide evaluations that influence national debate		government agencies		put in place policies and strategies, and focus resources on areas of high priority

The following intervention logic model demonstrates the relationship and links between ERO's evaluations and its desired results.



Reporting the impact of ERO's interventions

The measures used to assess the effectiveness of these initiatives are documented in ERO's *Statement of Intent 2011*. Progress against the measures is summarised in a six-monthly performance report to the Minister, and in ERO's annual report.

Strategic Focus and Alignment to Education Priorities

In recent years, ERO has been refocusing its methodologies so that it can provide future focused and value for money reviews. This will continue and will comprise:

- a complementary evaluation approach to improve the capacity of schools (including teaching, leadership and governance). ERO identifies areas for development and confirms or challenges areas that the school's internal self review has highlighted as strengths or weaknesses.
- differentiating ERO's evaluation of schools according to their capability and performance, enabling a greater focus on schools that are not performing well. ERO uses the effectiveness and outcomes of school self review as a critical factor in determining how soon a return visit should be made.
- an increased focus on school assessment processes, student achievement in literacy and numeracy, and National Standards and qualifications. ERO will continue to report schools' progress to you.
- improving the quality assurance and coherence of the system. ERO will be working with you to determine how the wider use of its review processes and findings can leverage improvement at a systemic level.
- revised frameworks designed to focus reviews on educational success for Māori. To improve outcomes for Māori students, ERO will also use its differentiated reviews to create significantly higher expectations of schools and centres to perform in this area.
- a re-design of ERO's early childhood review methodology. This will be complete in 2012 and will enable ERO to respond to the ECE taskforce and increasing demand for quality, participation and diversity in early childhood services.
- a programme of national evaluations aligned to government education priorities. This will highlight emerging issues and inform the development of future policies and priorities.

These strategic focus areas are part of ERO's *better, smarter services for less* work programme, which has created the capacity for improvements in methodology, while enabling ERO to work within a reduced baseline. Improvements are already supported by a recently established regional structure and operating model.

Organisational Capability - Value for money

As part of its value for money focus ERO will continue to identify opportunities for efficiency savings. To date the focus has been on All-of-Government contracts, property, and larger input costs such as travel and accommodation. Projects planned include a review of the support function in ERO's regional structure.

ERO did not participate in the Better Administrative Support Services (BASS) benchmarking exercise but is using the information to guide future focus in this area.

Sector Findings and Emerging Issues

ERO's national evaluation reports give robust information on the factors that promote success for children and young people in schools, early childhood services, kura kaupapa and kōhanga reo.

We know what works. We know what effective practice looks like. The evidence points to some significant factors that promote high quality education and that help to lift student achievement.

ERO has also identified significant challenges. Its national evaluation reports provide high quality summative information for policy making, and ongoing evaluative information on the effectiveness of education policies.

Success factors

Regardless of type, location, decile rating or philosophy, ERO reports show that schools, early childhood services, kura kaupapa and kōhanga reo provide high quality education when they:

- *focus on promoting success for Māori.* Māori students are well supported to achieve success. This is demonstrated through specific programmes and initiatives that: reflect the unique context of the school in relation to Māori students and their whānau and iwi; give value to the voice of Māori; and engender identity, culture and language in learning. Leaders can demonstrate high quality and effective practice, supported by self review, that positively impacts on improved learning outcomes.
- *focus on meeting the potential of all learners through a careful analysis of needs, progress and achievement.* Appropriate and timely assessment practice pinpoints the needs of learners and their next steps; evidence-based decisions are made about curriculum, teaching strategies and interventions; programmes and resources are selected and evaluated carefully; learners are encouraged to take responsibility for their own learning; progress is monitored; and achievement is communicated.
- *promote leadership in an inclusive culture.* School and early childhood service leadership begins with the principal or service manager who sets the direction, but it goes beyond that to recognise that all those in leadership, management and governance have roles to play. These roles are defined and grounded in shared visions, values and expectations. Leaders are given support to develop the skills needed for the tasks they undertake. They set the tone for the school or service culture and build respectful relationships. Leaders celebrate diversity and model inclusive, culturally appropriate ways of operating. They work in partnership with and offer leadership opportunities to other staff, students, parents, whānau and people in the broader education community.
- *enhance effective teaching.* Good teachers are committed to providing high quality education for all their learners. They treat children and young people as individuals, acknowledge their differences and build collaborative learning relationships. Teachers set high yet attainable expectations, providing learning-rich programmes that encompass learner needs and interests. Effective teachers differentiate the curriculum as needed and engage students in purposeful learning through a range of media and resources. Teachers undertake professional learning and strengthen their pedagogical content knowledge. Research shows that quality in-school professional development for teachers is an effective way to improve student achievement in core areas such as literacy and numeracy.

- *engage their communities.* Effective schools and services listen to the aspirations of parents and whānau for their children. They consult them on relevant matters and communicate with them in a timely and appropriate manner. Staff are approachable, knowledgeable and willing to share their realistic appraisal of learner potential and progress. Effective schools and services value two-way communication. They also make use of agencies, organisations, resources and personnel in the wider community to enhance learners' educational and social outcomes.
- *implement coherent policies and practice in a cycle of continuous self review.* A feature of effective schools and services is that all aspects of their operations are aligned and consistent with agreed values, aims and priorities. Thoughtful decision-making is evident from the board of trustees, through school or service management to the individual group of learners. There are high levels of respect, trust, transparency and "big picture thinking". Systems and processes are coherent, coordinated, logical and clearly expressed. Decisions are made in a cycle of continuous self review and critical reflection. External critique is welcomed, carefully considered and built into planning and decision-making.
- *understand and use assessment to improve the achievement of students.* Assessment of student achievement, the process of collecting, examining and using information about what students know and can do, is the basis of effective teaching and learning. New Zealand has a range of sophisticated world standard assessment tools that have the potential to provide rich information to teachers, students and boards of trustees about student progress. ERO has published reports on how teachers collect and use assessment information, and a report for parents on how and why teachers assess and what tools they use to do this.¹
- *use achievement information to drive school improvement.* The availability and use of good assessment data is an important tool to drive school improvement. ERO discusses with schools what they know about the performance of their school in relation to schools of a similar type, size and decile, and how effectively they use this information to improve the overall performance of their students.
- *use their targeted funding for the benefit of their students.* ERO is interested in how a school budgets for and implements programmes that will meet the identified needs of its students. In recent years ERO has produced reports on how effectively schools use particular aspects of their funding, such as for students with special needs, and how they make decisions on the use of their operational funding.²

¹ See: *Assessment in Primary Schools: A Guide* June, 2006; *The Collection and Use of Assessment Information in Schools*, March 2007; *The Collection and Use of Assessment Information: Good Practice in Primary Schools*, June 2007; *The Collection and Use of Assessment Information in Schools: Good Practice in Secondary Schools*, June 2007.

² See: *Schools' Use of Operational Funding*, December 2006; *Schools' Use of Operational Funding: Case Studies*, June 2007; *The Ongoing and Reviewable Resourcing Schemes: Good Practice*, March 2007; *The Special Education Grant: Examples of Good Practice*, June 2006; *An Evaluation of the Special Education Grant*, June 2005

External Relations

ERO and the Ministry of Education

ERO works with the Ministry of Education and other agencies to influence and inform the development and implementation of government education policy. This includes the provision of independent evaluative information by way of national evaluation reports, third party evaluations and data gathered through its institutional evaluation programme.

ERO works with the Ministry to align its national evaluation work programme with current initiatives in education. ERO's independence and its role as a government department ensure that information provided is not only reliable but also cost effective. Topics and approaches for national reports are identified through ongoing engagement with the Ministry and other interested parties, to ensure evaluations are timely, useful, and used to inform policy development and improve implementation.

ERO's institutional reviews are focused on improvement and building capability. A key aspect is the alignment of Ministry and ERO functions in the field. At regular meetings, and at other times when necessary, ERO alerts the Ministry of Education to immediate or long-term concerns raised in reviews of local schools and early childhood services so that the Ministry can consider any necessary action. At the same time, the Ministry of Education raises concerns from its information base that ERO can take into account when scheduling reviews.

The Ministry and ERO work particularly closely through ERO's new one-to-two year review methodology in schools causing concern, to ensure that appropriate support is provided while building the school's ability to review its own performance.

Education Sector Alignment

ERO's role and the services it provides fit in the context of the education sector and in the broader setting of the public sector at large. Effective relationships between ERO and its target audience strengthen ERO's ability to contribute to the raising of educational standards and achievement and children's learning outcomes.

ERO participates in a forum of the seven education agency chief executives, convened by the Secretary for Education, to develop and align education sector strategy and guide the delivery of priorities for the sector.

ERO managers regularly engage with other education sector managers for cross-sector planning, policy development, public communications and ICT (information and communications technology).

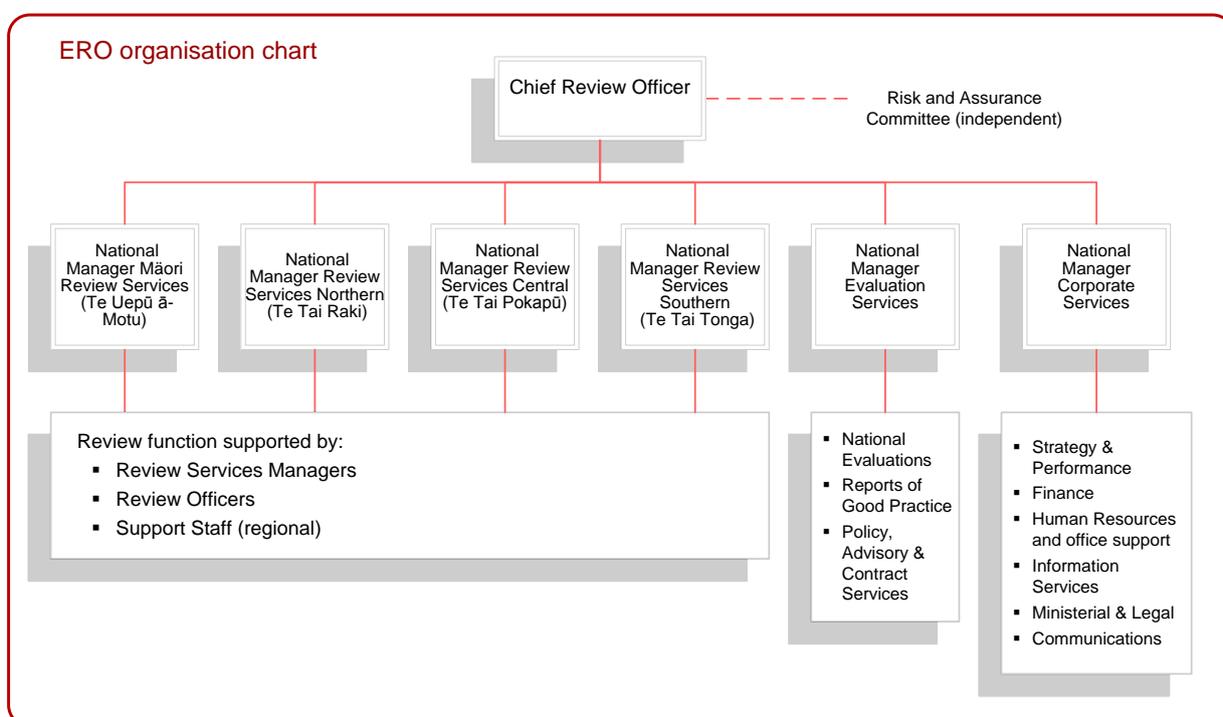
ERO also holds regular meetings each year with representatives of over 30 education sector organisations, giving an opportunity for each group to raise issues of particular concern and for ERO to brief them on current projects and reports.

International links

The design and practice of education evaluation by ERO has received a great deal of favourable attention in recent years. The department is recognised internationally as a leader in the evaluation of education, and in indigenous evaluation. ERO regularly hosts international visitors and is part of the International Education Inter-Agency group that meets regularly to coordinate international visits.

ERO contributes to the government's international agenda through evaluation of provision for international students in New Zealand schools. ERO also produces national evaluation reports that provide quality assurance for the government and for parents regarding the education and safety of these students.

Organisation Structure and People



Portfolio Responsibility

The Chief Review Officer, Dr Graham Stoop, is supported by six national managers. The national managers and their portfolios are:

- *Ani Rolleston, Acting National Manager Māori Review Services* – responsible for managing the reviews in kōhanga reo and kura kaupapa Māori (Te Uepū ā-Motu)
- *Makere Smith, National Manager Review Services Northern* – responsible for managing reviews in the northern region (Te Tai Raki). Makere's substantive position is National Manager Māori Review Services
- *Kathleen Atkins, National Manager Review Services Central* – responsible for managing reviews in the central region (Te Tai Pokapū)
- *Graham Randell, National Manager Review Services Southern* – responsible for managing reviews in the southern region (Te Tai Tonga)
- *Diana Anderson, National Manager Evaluation Services* – responsible for delivering ERO's national evaluation reports as well as policy, advisory and contract services, and coordinating the development and management of ERO's evaluation methodologies
- *Jeremy France, National Manager Corporate Services* – responsible for providing corporate support functions.

The Chief Review Officer and staff are culturally supported by both kaumatua and matai.

Operating Model (Governance)

ERO's decision-making responsibilities are distributed. Participating members of ERO's leadership forums take joint decision making responsibility and accountability through:

- *A Strategy forum* – which provides oversight of ERO's strategic direction and organisational performance
- *A Design and Practice forum* – responsible for all major policy developments and methodology design and practice
- *An Operations forum* – which provides oversight against ERO's operational and financial planning and performance.

An independent Risk and Assurance Committee provides advice to the Chief Review Officer on how effectively management undertakes its risk and assurance activities.

An Internal Evaluation Committee also provides advice on ERO's own internal evaluation activity.

Regional Structure

Review services, other than for kōhanga reo and kura kaupapa Māori, are grouped into three regions and managed by three National Managers. Site Offices are located in Auckland, Hamilton, Napier, Whanganui, Wellington, Christchurch and Dunedin.

Reporting services for kōhanga reo and kura kaupapa Māori are managed by the National Manager Māori Reporting Services and carried out by Te Uepū ā-Motu, a team of review officers with specific knowledge and skills in tīkanga and te reo Māori. ERO also employs Review Officers who have Pacific language and cultural skills enabling them to review in early childhood Pacific Language Nests.



ERO staff at Nov 2011	
Northern Region	
Auckland	50
Hamilton	24
Central Region	
Napier	9
Whanganui	13
Wellington	27
Southern Region	
Christchurch	18
Dunedin	15
Te Uepū-ā-Motu	17
Corporate	38
TOTAL	211

ERO's national evaluation services and corporate functions operate from ERO's corporate office in Wellington.

Impact of the Christchurch Earthquake

ERO's Christchurch Office was destroyed in last year's earthquake. Plans are underway to establish new office premises towards the end of 2012.

How Does ERO Evaluate?

The current ERO methodology is not a one-size-fits-all model. Education reviews are responsive to each institution's context, self-review information and capability and overall performance. There is considerable flexibility inherent in the methodology. ERO therefore aims to maximise participation and dialogue while maintaining its role as an independent and external evaluator.

The Review Cycle

ERO reviews most early childhood services every three years. Where ERO has concerns about the performance of a service, reviews are likely to be more frequent. The review cycle for schools is differentiated according to each school's self-review capability and overall performance. Where schools are experiencing difficulties ERO's reviews are conducted over the course of one-to-two years. Schools that use self review to maintain good performance are reviewed every three years and schools that have well developed self review and are high performing are reviewed every four-to-five years.

What happens in the review?

The process ERO follows when a school or early childhood education service is scheduled for a review is set out in ERO's publications: *Framework for Reviews: Education Reviews in Schools*, and *Framework and Resources for Early Childhood Education Reviews*. These documents are attached, along with copies of the relevant *Evaluation Indicators*.

ERO's *Evaluation Indicators* are a tool used to inform the judgements that review officers make when conducting evaluations in schools, kura, early childhood services and kōhanga reo. Specific sets of indicators have been developed for use in each education setting, and the indicators are regularly reviewed and updated to reflect current research and best practice. ERO's *Evaluation Indicators for Schools* were last revised in March 2011 and the *Evaluation Indicators for Early Childhood Services* are currently being reviewed.

The evaluation indicators are intended to encourage education evaluators and providers to think more deeply about what constitutes quality in a range of different contexts and circumstances. As an independent evaluator, ERO's function is to determine the extent to which particular educational approaches are successful, within legal, ethical, policy and educational frameworks.

ERO's evaluative questions, prompts and indicators are designed to keep Education Reviews focused on significant matters such as student engagement, progress and achievement, and outcomes for Māori. Their purpose is to make the review process transparent and consistent, and to articulate for schools the basis on which ERO's judgements are made. ERO also uses the evaluation indicators to build evaluative capacity in schools by modelling evaluative questions and evidence based judgements. This assists schools to develop their own self-review processes.

Reviews in schools

An Education Review carried out by ERO is an external evaluation of the education received by students. ERO's approach involves participation and dialogue with schools. The greater the school's participation in the review process, the more likely it is that staff, trustees and parents will find the review and its outcomes relevant and useful. High levels of school participation also help to establish a basis for developing constructive recommendations for improvement.

Education Reviews use school self review as the starting point for evaluating what is happening in schools in terms of student achievement and the curriculum. School reviews also focus on education topics that are of interest nationally and compliance issues. The aim of reviews is to support educational improvement. For this reason reviews are designed to help schools to see what they are doing well, where they need to improve and what they should do next. ERO's external reviews complement school self review and contribute to long term strategic planning.

Student achievement, curriculum, school self review and sustainability

- ERO evaluates how well the school's curriculum is promoting the learning - engagement, progress, and achievement of all students. There is a particular focus on

the learning - engagement progress and achievement of Maori and Pacific students and students with special learning needs.

- ERO evaluates the quality of the school's processes for reviewing its own performance.
- ERO evaluates how well placed the school is to sustain and continue to improve its overall performance.

National Evaluation Topics

ERO investigates topics that are of national interest in every school across the country for a set period of time, then aggregates the information and uses it to inform its national education evaluation reports.

The topics are directly relevant to the performance of the school, and provide lenses into student progress and achievement, by focusing on those aspects of education that are of most concern to the Government. Currently this includes success for Māori, quality of education for Pacific students and those with special needs, and a focus on schools' assessment practices in relation to National Standards and qualifications.

Compliance Issues

As part of the review ERO asks the board of trustees to attest to compliance with a range of legislation and regulation organised under the National Administration Guidelines.

ERO investigates the following areas of compliance: students' physical and emotional safety; stand-downs, suspensions and exclusions; teacher registration; and student attendance.

ERO follows up on items where the school reports non-compliance or says that it is "unsure."

At the conclusion of reviews ERO produces reports which go to school boards of trustees and to the Ministry of Education. These are available to the public on ERO's website. ERO review reports are written with the parent and community audience in mind.

Reviews in early childhood education services

ERO's reviews in early childhood education services provide assurance to the Ministry, the sector and the community about the quality of education and care for infants, toddlers and young children.

ERO is redesigning its methodology for reviewing early childhood education services, in response to political, theoretical and pedagogical shifts in the sector and to changes in ERO's evaluative practice.

There have been significant changes in the ECE context since ERO developed its *Education Review Methodology for Early Childhood Services in 2002*, including:

- a significant increase in the number of ECE services, particularly for children under two years of age and in home-based care

- a new legal framework for the operation of early childhood services,
- increased qualification levels in the sector and a target of 80% qualified teachers by 2012
- ongoing shifts in teaching and learning
- increased research locally and internationally on ECE and its impact on children and families
- a greater societal awareness of poor educational and life outcomes for many children of Māori and Pacific heritage, and for those from low socio-economic backgrounds
- recent evidence-based information highlighting the critical importance of high quality ECE and suggesting a lower tolerance for poor quality services
- a reduction to ERO's operating budget and fiscal pressures faced by the Government

ERO aims to retain the strengths of current practice and will remain focused on positive outcomes for children. ERO's revised external review process will make greater use of a service's self review. The updated ECE methodology will provide useful processes for quality assurance, support improved service performance, and result in clear reporting to parents and communities. These processes will support increased service accountability and a strengthened focus on lifting quality.

The development of the methodology will be underpinned by sound evaluation and current educational theory, in particular a complementary evaluation theoretical model which will emphasise an increasingly responsive, flexible and participatory process based on institutional self review. It will build on ERO's previous methodology work including the School's Methodology project, the Building Capacity in Evaluation project, the Evaluation Indicators project, and ERO's work on self review in early childhood education.

ERO provides pertinent information and advice about the quality of ECE provision, the implementation of the ECE Curriculum, provision for children's safety, and potential risk to the Crown. ERO's evaluation work must therefore be well aligned with Ministry initiatives and current policy streams relevant to early childhood education. Through the design and implementation of the early childhood review methodology ERO aims to achieve greater synergy with the Ministry of Education in relation to poor performing services and raising quality overall. ERO will build on consultation between the agencies to keep initiatives and objectives aligned and to increase overall efficiency and effectiveness.

ERO intends to achieve the following outcomes through its reviews in early childhood education:

- the development of increased evaluation and self-review capability in the ECE sector that supports services to lift the quality of provision for children
- more effective, timely and better coordinated interagency support for services that are underperforming
- review reports which are more focussed on outcomes and service performance
- greater utilisation of findings by services, parents and government agencies
- improved outcomes evident for Māori, Pacific, children under two years of age, and children who experience disadvantage.

Reviews in kura kaupapa Māori and kōhanga reo

Reviews in kura kaupapa Māori

Although kura kaupapa Māori are set up under special sections of the Education Act 1989 they are state schools and are reviewed by ERO. There are currently about 95 kura kaupapa Māori and in these kura te reo Māori is the principal language of instruction.

About two-thirds of these kura identify themselves as a unique group committed to a schooling system that follows principles laid down in *Te Aho Matua*. Te Kaitiaki o Te Aho Matua, commonly known as Te Rūnanganui o Ngā Kura Kaupapa Māori, is the body responsible for supporting kura that operate in accordance with Te Aho Matua.

In consultation with Te Rūnanganui o Ngā Kura Kaupapa Māori and the Ministry of Education, ERO is working to revise a review framework, standard procedures and evaluation indicators that reflect the principles of Te Aho Matua for the review of those kura kaupapa Māori that operate in accordance with these principles. These procedures are also intended to be used by the whānau of each kura to guide their self-review processes.

All ERO review reports on individual kura kaupapa Māori and kōhanga reo are written and published in te reo Māori.

Reviews in kōhanga reo

ERO has a separate framework for kōhanga reo reviews. The review approach focuses on how whānau managers contribute to: the learning, development, safety and well being of tamariki; the learning and development of whānau; and incorporate the philosophies of kōhanga reo.

The kōhanga reo review process was originally developed in consultation with the National Kōhanga Reo Trust. It incorporates the kura kaupapa Māori review approach - to reflect the Māori context; and ERO's dual approach - focusing on accountability and improvement.

This is currently under challenge by the National Kōhanga Reo Trust, which has made a claim to the Waitangi Tribunal.

National Evaluation Reports

ERO's legislative mandate and its independence from policy agencies enable it to provide independent and frank advice to the government and the sector on a wide range of national education issues.

Each year ERO produces a programme of national education evaluation reports that are designed to influence and inform the national education debate. The purpose of these evaluations is to act as change levers in education, to raise systemic issues, to enhance education policy design and implementation, and to assist key players to improve the quality of education and the level of student achievement.

ERO's proposed national evaluation programme is discussed with you the Minister, the Ministry of Education, other relevant government departments and education sector groups as

appropriate. Evaluative information is gathered by review officers as part of an education review, or separately by specialist teams of review officers and evaluators.

ERO reports on significant national education issues such as curriculum and assessment, education for students for whom the system has not worked well, and the quality of teaching in schools and early childhood services. ERO also investigates the implementation of education policies on matters such as use of targeted resources, national standards and special education.

ERO's national evaluations take account of current New Zealand and international research. Evaluation indicators are developed for each topic, and these are often published as self-review tools, so that schools and early childhood services can evaluate their own performance. Most national evaluation reports include examples of good practice, and ERO also produces national reports on the good practice it has identified during reviews in individual schools or early childhood services. These exemplars and publications are well received by the education sector.

Cluster reports are also undertaken to study in depth the educational experience of specific populations of students. ERO has produced cluster reports evaluating the quality of educational experiences for:

- particular groups of students such as international students, or students in alternative education programmes
- students in particular geographical areas such as the East Coast
- children in a particular type of early childhood education service.

System-wide or structural issues are often identified through overview studies of institutional or national reports. National reports of system-level findings about performance can be drawn from this information.

ERO's experience in reviewing schools and early childhood education services may also be aggregated and published in a form that is useful to parents.

National reports are available on ERO's website and some are published as booklets and distributed to interested audiences. ERO is currently investigating further means of publishing national evaluation findings in order to widen its audience and impact.

Output Classes and Expenses

Expenses and Revenue

	2011/12		2012/13
	*Budgeted \$000	Estimated Actual \$000	*Budget \$000
Total Appropriation			
Early Childhood Education Services	9,764		9,942
Schools and Other Education Service Providers	15,848		15,955
Quality of Education Reports and Services	3,366		2,946
Revenue from the Crown			
Early Childhood Education Services	9,648		9,826
Schools and Other Education Service Providers	15,552		15,659
Quality of Education Reports and Services	2,633		2,465
Revenue from Others			
Early Childhood Education Services	116		116
Schools and Other Education Service Providers	296		296
Quality of Education Reports and Services	733		481

* As reported in the 2011 October Baseline Update Round (OBU).

In addition to Crown revenue, ERO provides contract-based services to third parties on a fee-for-service basis and generates a small amount of revenue from rent recoveries. ERO also receives funding for the state sector retirement and KiwiSaver schemes (the central funding of state sector retirement and KiwiSaver schemes will be removed later during Budget 2012 and was not removed during OBU).

Summary of Outputs

	2011/12		2012/13
	Budgeted Standard	Estimated Actual Standard	Budget Standard
Early Childhood Education Services output class			
Number of early childhood education services education reviews	1,240-1,400		1,240-1,400
Number of post-review assistance workshops to early childhood education services	80-120		80-120
Schools and Other Education Service Providers output class			
Number of state schools education reviews	710-840		710-840
Number of homeschooling education reviews	25-35		25-35
Number of private school education reviews	15-25		15-25

Appendices

Appendix 1: ERO's Statutory Powers and Duties

Under Part 28 of the Education Act 1989 it is a function of the Chief Review Officer to administer reviews of general or particular matters about the performance of pre-tertiary education providers in relation to the educational services they provide.

The Chief Review Officer may designate any suitably qualified person as a review officer. Review officers may enter certain premises in order to carry out reviews of educational services. The Chief Review Officer is also required to:

- administer the preparation of reports to the Minister on the undertaking and results of reviews of educational services *[section 325, Education Act 1989]*
- give the Minister such other assistance and advice on the performance of educational service providers as the Minister from time to time requires *[section 325, Education Act 1989]*
- carry out reviews, either general or relating to particular matters, of educational services provided to persons exempted from enrolment at school *[section 328A, Education Act 1989]*
- report on any application for an exemption from enrolment at school where such exemption has been refused by an officer designated by the Secretary for Education *[section 21, Education Act 1989]*
- report on any application for an exemption from enrolment at school where the Secretary of Education seeks to revoke an exemption from enrolment at school *[section 21, Education Act 1989]*
- report on any application for an exemption of a student from attending school where such exemption has been refused by an officer designated by the Secretary for Education; *[section 26, Education Act 1989]*
- report on provisionally registered private schools within six to 12 months of the grant of provisional registration *[section 35I, Education Act 1989]*
- report on registered private schools in accordance with Part 28 *[section 35I, Education Act 1989]*
- carry out reviews, either general or relating to particular matters, of the provision of a safe physical and emotional environment that supports learning for students accommodated in hostels *[section 328E, Education Act 1989]*
- report on proposals to approve alternative constitutions for board of trustees *[section 105A, Education Act 1989]*
- report on proposals for splitting a joint board of trustees *[section 112, Education Act 1989]*
- manage the activities of the Office efficiently, effectively and economically *[section 32, State Sector Act 1988]*.

Appendix 2: ERO National Evaluation Reports from 2010

Science in Years 5 to 8: Capable and Competent Teaching	2010 (completed)
Success for Māori Children in Early Childhood Services	2010 (completed)
Success for Māori Children in Early Childhood Services – Good Practice	2010 (completed)
Promoting Success for Māori Students: School's Progress	2010 (completed)
Preparing to Give Effect to the NZ Curriculum (December report)	2010 (completed)
Including Students with High Needs	2010 (completed)
Child Youth and Family Residential Schools	2010 (completed)
Promoting Pacific Student Achievement: Schools' Progress	2010 (completed)
Working with National Standards within The New Zealand Curriculum	2010 (completed)
Quality in Early Childhood Services	2010 (completed)
Good Practice in Alternative Education	2010 (completed)
Kura Kaupapa – Board/Whānau Training	2010 (completed)
Literacy in Early Childhood Services: Teaching and Learning	2010 (completed)
Kiwisport in Schools	2010 (completed)
Enterprise in Education	2011 (completed)
Education Outside the Classroom: New Guidelines	2011 (completed)
Service Academies	2011 (completed)
Positive Foundations for Learning: Confident and Competent Children in Early Childhood Services	2011 (completed)
Literacy in Early Childhood Services: Good Practice – phase 2	2011 (completed)
Te Marautanga o Aotearoa and nga whanaketanga	current
Partnership with Whānau in ECE	current
Science in Primary Schools	current
Pacific Students' Progress	current
Literacy and Mathematics Achievement in Years 9 and 10	current
National Standards	current
Curriculum Principles	current
Teaching as Inquiry	current
Mathematics in Years 4-8	current
Inclusion in ECE	current
International Students	current
Success for Māori	current
Senior Secondary students	current
Good Practice for Pacific Students	current
Evaluation of Te Whāriki	current
Including students with high needs	current