EDUCATION REVIEW OFFICE
Te Tari Arotake Mātauranga

Briefing report

Education Review Office (ERO): International Networks

Date	26 September 2024
Security Level	N/A
ERO Priority	Medium
ERO Reference	M24-87
Date requested	ERO initiated
Date due	ERO initiated
Proactive release	Recommended

Addressee	Action sought	Deadline
Minister of Education	It is recommended that you: **a) Note** ERO's increasing international networking across the Asia-Pacific region and beyond building our connections to learn from other education jurisdictions. **b) Indicate** if there are any specific jurisdictions you wish ERO to engage with. **c) Note** that the next ICSEI conference will be held in Melbourne between 10 and 14 February. This is a major global conference on education and you may wish to attend this event. **d) Agree** that the Education Review Office release this briefing in full once it has been considered by you.	

Proactively Released

Attachments:

Education Review Office (ERO): International Networks

Comments:

Minister's Office to complete

Noted ☐

Seen ☐

Approved ☐

Referred to:

Date signed by Minister:

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Our Ref: M24-87

26 September 2024

Hon Erica Stanford
Minister of Education

Education Review Office International Networks

Purpose

1. This paper updates you on ERO's recent international networking across the Asia-Pacific region, specifically regarding engagement with the Republic of Korea, Singapore and Australia.

2. It also notes an opportunity for you to participate in the upcoming International Congress for School Effectiveness and Improvement conference in February, 2025.

Background

3. ERO's international engagement is continuing to expand as countries seek ERO's support in evolving their own practices and approaches to education evaluation or as we seek to strengthen our own opportunities for development. Through these various networks, collaboration allows opportunities which support benchmarking, open opportunities for collaborative research, professional development and support the sharing of resources. These networks also allow us to tap into expert advice when needed or to seek independent quality assurance regarding our work.

Evidence for Education Network

4. One of the most significant of these networks is the Evidence for Education Network (EEN). The Evidence for Education Network is a global partnership dedicated to improving education equity through the better use of evidence. The EEN aims to address the education equity gap by improving teaching and learning outcomes for disadvantaged children and young people. It focuses on putting high-quality evidence into the hands of educators and policymakers. The network operates globally, collaborating with various organizations to support evidence-informed practices. It encompasses a wide range of activities, from summarizing existing evidence to finding new evidence of effective educational practices. A key goal of the network is ensuring that evidence is applied to practice. Key countries involved include Australia, Belgium, Cameroon, Chile England, Jordon, Netherlands, New Zealand, and Spain. The Education Endowment Foundation (EEF) serves as the networks secretariat.

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Australian Education Research Organisation (AERO)

5. ERO has established a Trans-Tasman Education Research Alliance with the Australian Education Research Organisation (AERO). This alliance meets quarterly with a focus on:

    a. What we know is happening about education performance and emerging issues.
    b. What we know works for building the evidence on what is effective in driving better outcomes.
    c. What we know is effective to improve equity for different groups – in particular our Indigenous populations.
    d. How we achieve sustained change and improvement – getting evidence mobilised and used in practice.

6. AERO research and reports are aligned to, and have informed, recent policy developments here in New Zealand, and we understand from attendance at a recent evidence-based teaching conference that AERO will shortly be publishing more detailed practice guides for teachers on revisiting and activating prior knowledge.

7. Areas of collaboration with AERO include research and evaluation methodology along with their work on a knowledge rich curriculum, adoption of evidence based practice in schools, the use of formative assessment, supporting continuous school improvement, effective implementation in schools (which is helping inform our work on the implementation and roll-out of structured literacy and mathematics), along with promising work they are undertaking on AI in education.

Korea Childcare Promotion Institute

8. The Korea Childcare Promotion Institute (KCPI) is a public institution for policy implementation, and it manages the evaluation process for childcare centres across South Korea. A delegation from KCPI visited ERO in December 2022 to learn about our approach to evaluation in early childhood services.

9. On the basis of this visit, KCPI reformed their approach to review of early learning adopting a large aspect of the NZ approach.

10. ERO has continued to engage with KCPI in support of their change along with exchanging insights and methodology on the evolution of early childhood education in our respective countries. They have indicated to us that "New Zealand is the most pivotal in reorganizing the evaluation system in Korea."

11. At the beginning of September ERO entered into a formal Memorandum of Understanding for Collaboration which sets out the purpose, scope, and timeframe for future collaboration. This includes co-hosting twice yearly online seminars and forums regarding the evaluation of early childhood services.

12. This engagement offers benefits for both ERO and KCPI. As Korea is at an early stage of implementing an evaluation system for childcare centres, ERO can offer insights and learnings about what has worked in bringing about improved quality through external evaluation. At the same time ERO can learn from what KCPI is doing to include parent and teacher perspectives in the evaluation approach along with learning about evaluation approaches in different system settings.

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Singapore Centre for School Excellence

13. ERO met online, for the first time, with officials from the Singapore Ministry of Education's Centre for School Excellence (CSE) on 11 September. CSE perform a similar role to that of ERO within the Singapore system. The purpose of the meeting was to gain an understanding of their work.

14. The Centre for School Excellence has evolved over the last 30 years, transforming from an inspectorate model to the current focus on self-appraisal and a highly customised review undertaken by the Centre. This customised validation exercise review (CVE) is undertaken every 5-7 years and is an opportunity to focus on the whole school.

15. The CSE team undertake a customised 'validation exercise' (review) firstly seeking to understand and appreciate the school context, to affirm what the school is doing to cater to student and staff needs, then looking for opportunities for growth and improvement. The validation exercise is seen positively by school leaders, as validating and affirming prior work and collaboratively identifying areas for growth and next improvement steps. Through the validation exercise the CSE team makes improvement recommendations for the school's consideration, as well as recommendations for targeted or additional resourcing to the Ministry. The review is followed by a year of post-review support in the form of on-demand consultancy services provided by CSE.

16. In Singapore, responsibility for school improvement does not just sit with CSE, but across their Ministry of Education. There is ongoing monitoring of school programmes and performance by other parts of the Ministry, for example internal academic results, national exams results, progression of students up year levels, and annual operational checks. In addition to this, the Ministry provides comprehensive support and PLD.

17. Each year CSE hosts an event for school leaders, where 12-15 schools are approached to share promising practices that might be more widely adopted across the system. The annual event provides an opportunity to celebrate schools' success and build motivation and momentum and acknowledge the hard work and dedication of school leaders. ERO is interested in this concept and plan to meet with Singapore officials to discover more about this sharing of practices.

18. ERO and CSE officials will continue to grow an understanding of each other's work in school review and improvement, with CSE interested in the role of the Australasian School Review and Improvement Network. We will discuss their potential affiliation with this group when we meet in October.

International Congress for School Effectiveness and Improvement

19. ERO also maintains membership of the International Congress for School Effectiveness and Improvement (ICSEI). ICSEI is a global community (largely academics) dedicated to enhancing the quality, equity, and excellence in education. ICSEI aims to influence the quality of education by providing an international forum for researchers, policymakers, and practitioners. The organisation focuses on promoting research, sharing knowledge and disseminating research findings with a view to improve educational outcomes. ICSEI has membership involving over 80 countries.

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European Early Childhood Research Association

20. As an example of international collaboration, a senior ERO researcher attended and presented at the European Early Childhood Research Association (EECERA) conference held in Brighton, United Kingdon in early September. The presentation ERO contributed, in partnership with a researcher from Italy, explored quality measurement in early childhood education in Italy, Korea, Mexico and New Zealand. This is the largest ECE conference in Europe and was attended by approximately 900 delegates from 40+ countries.

Upcoming opportunities

21. In addition to ERO hosting the Australasian School Review and Improvement Network conference in October, which you are attending on 31 October, we currently have managers engaging with Australian federal and South Australian state officials about their regulatory interface in early childhood education and how systems drive improvement and innovation.

22. Continuing our work with South Korea, ERO has been invited to present at the International Conference of the Korean Society for Early Childhood Education (KSECE) in September 2025.

23. As Minister, given its proximity, you may be interested in participating in the upcoming ICSEI conference (discussed above) which will be held in Melbourne from 10 to 14 February 2025. Their Dublin conference hosted at the beginning of this year had around 500 delegates from 42 countries. The theme for their upcoming conferences is "Redefining Education: Purpose and Possibilities".

24. ERO continues to work with other jurisdictions to share developments and evidence on what works best to improve school and early childhood education performance and outcomes for learners. We undertake to keep you informed about these engagements and also of opportunities which may be of interest to you or the Ministry of Education.

Recommendations

25. It is recommended that you:

a)	**Note** ERO's increasing international networking across the Asia-Pacific region and beyond building our connections to learn from other education jurisdictions.	**Noted**
b)	**Indicate** if there are any specific jurisdictions you wish ERO to engage with.	**Yes/No**
c)	**Note** that the next ICSEI conference will be held in Melbourne between 10 and 14 February 2025. This is a major global conference on education and you may wish to attend this event.	**Noted**

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d) **Agree** that the Education Review Office release this briefing in full once it has been considered by you. **Agreed/Disagreed**

Nicholas Pole
Chief Executive

NOTED/APPROVED

Erica Stanford
Minister of Education
27/9/24

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