



## Education Report: Education system monitoring framework

<b>To:</b>	Hon Chris Hipkins, Minister of Education		
<b>Cc:</b>	Hon Jan Tinetti, Associate Minister of Education Hon Kelvin Davis, Associate Minister of Education – (Māori Education) Hon Aupito William Sio, Associate Minister of Education		
<b>Date:</b>	29 September 2021	<b>Priority:</b>	High
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1271484
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<b>Messaging seen by Communications team:</b>	No	<b>Round Robin:</b>	No

### Purpose of Report

This paper reports back to you on the development of an education system monitoring framework and how this can be applied to monitoring the National Education Learning Priorities (NELP) and Tertiary Education Strategy (TES).

### Summary

In April 2021, the Ministry of Education, the Education Review Office, and the New Zealand Council for Educational Research held a joint strategy session with Ministers. At that session, the three agencies were asked to develop indicators to provide insight to the performance of the education system, based on the Education on a Page section of the NELP and TES discussion document.

Furthermore, in May 2021, Minister Tinetti asked the Ministry of Education to work with other education agencies to develop a framework of indicators, as discussed at the joint strategy session.

This paper sets out the proposed monitoring framework and how it can be applied to the NELP and TES. The framework identifies headline indicators that focus on the experience of ākonga and whānau.

The first monitoring report will be ready for publication by July 2022. This report will include full-year data for 2021 across the education system, as well as results from new work being done by the Education Review Office and a new survey of young people being led by the Ministry of Social Development.

## Recommended Actions

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The Ministry of Education recommends you:

- a. **agree** to the proposed approach to education system monitoring and how it is applied to the National Education Learning Priorities and Tertiary Education Strategy, as set out in Annex 1.

**Agree / Disagree**

- b. **note** that the proposed approach has been developed with the Education Review Office (ERO), the New Zealand Council for Educational Research (NZCER), the Tertiary Education Commission (TEC) and the New Zealand Qualifications Authority (NZQA).

**Noted**

- c. **note** that the next stage of the work will be to:

- i. further refine the indicators working with education agencies
- ii. fill some of the gaps in the indicators from new work being done by ERO and a survey of young people being led by the Ministry of Social Development
- iii. identify options for addressing the remaining gaps, including the potential costs involved in collecting new information.


**Noted**


- d. **agree** that the first monitoring report be ready for publication by July 2022

**Agree / Disagree.**


- e. **agree** that the Ministry of Education and ERO release this briefing in full once it has been considered by you.

**Agree / Disagree.**

  
Alexander Brunt  
**Deputy Secretary**  
Evidence, Data and Knowledge  
Ministry of Education  
29/09/2021

  
Ruth Shinoda  
**Deputy Chief Executive**  
Education Review Office

29/09/2021

  
Hon Chris Hipkins  
**Minister of Education**

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## Background

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- 1 The Education on a Page section of the National Education Learning Priorities (NELP) and Tertiary Education Strategy (TES) discussion document described how we will know if we are achieving the government's objectives for education. The Cabinet paper that endorsed the NELP and TES stated that the Ministry of Education will "produce a set of system level indicators to monitor the effects [of the strategies]".
- 2 In April 2021, the Ministry of Education, the Education Review Office (ERO) and the New Zealand Council for Educational Research (NZCER) held a joint strategy session with Ministers. At that session, the three agencies were asked to develop indicators to provide insight to the performance of the education system, based on the Education on a Page section of the NELP and TES discussion document.
- 3 Furthermore, in May 2021, Minister Tinetti asked the Ministry of Education to work with other education agencies to develop a framework of indicators, as discussed at the joint strategy session.
- 4 The Ministry of Education has worked with the ERO, NZCER, the Tertiary Education Commission (TEC), and the New Zealand Qualifications Authority (NZQA) to develop a monitoring framework.

## Proposed framework and headline indicators

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- 5 The purpose of the framework is to understand the experiences of, and outcomes for, ākonga and whānau across the education system.
- 6 The framework identifies enduring headline indicators that can show progress against the NELP and TES, as well as components of Ka Hikitia, the Action Plan for Pacific Education and other strategies. The indicators will be reported for Māori and Pacific ākonga and for Māori-medium schooling and early childhood education where possible.
- 7 The indicators are aligned to topics which highlight the things we can measure from the NELP and TES, and also connect across the other strategies. These have been grouped into high level themes. The themes will help provide an overall narrative from the point of view of ākonga and whānau.
- 8 We have aimed for a small set of headline indicators. These have been selected based on having high quality and robust data, for which we have an ongoing time-series. They will be supported by wider data and information including through ERO's *Education Now* research which will complement the high-level indicators with a rich picture of the conditions contributing to performance.
- 9 Many of the indicators are currently published by the Ministry and other government agencies.
- 10 The results from the indicators will need to be read as a whole. We do not intend the indicators to be used for measuring and comparing the performance of individual places of learning, nor are they intended to monitor the impact of individual initiatives or investments. They are not intended to be used to set targets.
- 11 Annex 1 sets out the headline indicators. Annex 2 shows the connection of the topics and themes with the various strategies.

## Addressing gaps in information

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- 12 In Annex 1 we have highlighted the availability of data to support the framework using traffic light colours:
- a. Green indicates we have a relatively good range of quality data, although there may still be room for improvement
  - b. Orange indicates we have some data which will give us a partial picture of progress
  - c. Red indicates we have very little or no data available.
- 13 Our current data systems provide relatively good information on learner participation and attendance, overall achievement at secondary school, and in tertiary education and destinations of school leavers. We have less information on progress and achievement throughout schooling, the extent to which learners feel they are safe and belong at places of learning and the extent to which teaching is responsive and inclusive. There are significant gaps with regard to how well places of learning engage with whānau, communities, employers and iwi.
- 14 You will shortly be receiving a report that provides more detail on the measures that are in place, and being developed, for achievement and progress against the curriculum, attendance, engagement and well-being.
- 15 There is further work underway that will address some of the information gaps:
- a. ERO's 'Education Now' project (part of ERO's new operating model) will provide tools for school leaders to understand their schools through information from leaders, teachers, and students. This information will also help address some of the information gaps.
  - b. The Ministry of Social Development's 'What About Me' survey of young people will provide information on ākonga experiences of being safe and included and responsive teaching. Initial results will be available in early 2022.
  - c. There will be information available over the next few years from NZQA and TEC in relation to the Code of Practice for Domestic Tertiary Students, the Careers Strategy and the Reform of Vocational Education.
  - d. The Ministry of Education is co-designing with students and ākonga a set of common measures, to support schools and communities to understand student wellbeing better and take action to improve it. Draft priority topics for measures will be available by the end of 2021. 9(2)(f)(iv)
- 16 We will investigate further options to address information gaps and report back to you.
- 17 The TES priority on research and mātauranga Māori will require the development of new information and indicators. Options for addressing these will be identified in consultation with the TEC.

## Monitoring report

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- 18 The first monitoring report will be produced and ready for publication by July 2022 to enable us to draw on the full set of 2021 data and ERO information from schools. This report will present the headline indicators, along with a narrative supported by other information. It will include:
- a. full-year results up to the end of 2021
  - b. information from ERO's first Education Now report
  - c. findings from MSD's 'What About Me' survey.

## Next Steps

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- 19 We will further refine the indicators in consultation with ERO, NZQA, TEC and NZCER. This will include aligning them with indicators being developed for Ka Hikitia and the Action Plan for Pacific Education.
- 20 We will identify options for filling the remaining gaps in information and report back to you.
- 21 We will provide you with a draft monitoring report by May 2022.

## Annexes

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Annex 1: Education System Monitoring Framework

Annex 2: Mapping the Strategies

Proactively Released