

Joint Briefing Note: Education sector Research, Evaluation and Development Strategy (ERED)

To:	Hon Jan Tinetti, Associate Minister of Education		
Cc:	Hon Chris Hipkins, Minister of Education Hon Aupito William Sio, Associate Minister of Education Hon Kelvin Davis, Associate Minister of Education – (Maori Education)		
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Purpose of Report

The purpose of this briefing note is to update you on developments in the Education Research, Evaluation and Development (ERED) strategy.

Summary

- The strategy follows the 2018 and 2021 Education Work Programme (EWP 2021) [SWC-21-MIN-0015 refers] which set an expectation that the Ministry of Education (MOE), the Education Review Office (ERO) and the New Zealand Council for Educational Research (NZCER) work together to strengthen the evidence base for the EWP to deliver excellent and equitable outcomes for all children and learners.
- This update focuses the overall aim of the ERED strategy, stakeholder engagement principles, engagement approach and development timetable.

Proactive Release

Agree that the agencies release this briefing in full once it has been considered by you.

Recommendation

We recommend that you:

- a. **agree** we work with your office on opportunities to engage with the work programme.
- b. **note** the formalisation of the ERED Steering Group and the ERED Working Group and their membership.
- c. **note** the stakeholder engagement approach has been developed in partnership with the Education Review Office (ERO), Ministry of Education and the New Zealand Council for Educational Research (NZCER).
- d. **note** the overall aim of the ERED Strategy and the associated benefits on page 3.
- e. **note** stakeholder approach is a lot wider and deeper than the original engagement and will ensure all stakeholders continue to have an opportunity to engage through the strategy development.
- f. **note** first step in the engagement process is to define the kaupapa, capturing the needs of stakeholders, and then followed by engagement on the draft strategy itself.
- g. **note** the programme risks and treatments.
- h. **note** the next steps on page 9.



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15/10/2021




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Chief Executive
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15/10/2021



Hon Jan Tinetti
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17 /10/ 2021



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15/10/2021

Background

1. A significant amount of information about our learners, teachers, education providers and whānau is collected, analysed, interpreted, and disseminated by MOE, ERO and NZCER. This information is important for the effective administration and governance of the education system, as well as helping teachers, school leaders, whānau, communities and education agencies to analyse their impact and support improvement. This data is fed back in various forms to early learning centres, schools, kura and tertiary settings. A small fraction is used centrally for research, evaluation, and monitoring.
2. Research and evaluation functions are distributed across education agencies. Each group has a different role to play, access to different sources of information, and different strengths and capabilities. Each agency, tertiary institutions, as well as Non-Governmental Organisations and the private sector, conduct research, evaluation, and development activities in or about education. The purpose of the ERED strategy is to:
 - provide a priority framework for ERED users, providers, and funders.
 - better align ERED with national objectives.
 - increase the visibility and contributions of ERED as part of the research, science, and innovation landscape.

An additional purpose of the ERED strategy is that it will provide a framework to enable the three organisations to better collaborate for closer alignment, complementarity, and impact.

Aim

3. The overall aim of the ERED strategy is to identify and co-ordinate priorities for research, evaluation and more broadly providing a framework to support the identification of priorities for research, evaluation, and development decisions, to strengthen our research evaluation and development capability and increase the usefulness of our evidence for all our communities, including wider national policy objectives.

The ERED Strategy will address these areas:

- a) Set ERED goals and priorities to influence decision-making, shared foci, and investment.
- b) Identify, respond, share respect the needs and insights of indigenous peoples.
- c) Strengthen the coordination of ERED across the education sector to be more cohesive and impactful and better capitalise on activities.

- d) Develop capacity and capability to undertake ERED which contributes to the EWP goals
 - e) Enhance the relevance, uptake, and impact of evidence to contribute to a stronger culture of evidence-informed decision-making in all parts of the education system.
 - f) Increase the visibility and alignment with the wider national Research Science and Innovation (RSI) strategy, providing a means to secure funding commensurate with the role and significance of education to national RSI priorities.
4. The ERED Strategy will cover early learning, schooling, Māori medium and tertiary education and have a 10-year horizon but be a “living document”, to be regularly revised and updated to ensure continued validity and usefulness. This document will be the outcome of a wide-ranging engagement process with users, providers, and funders.

Programme Update

- 5. Since the last briefing the programme has been established; with a Steering Group to govern the programme and a Working Group to provide design and delivery support the programme. *Refer Appendix A. Steering and Working Group membership*
- 6. The Working Group has been meeting weekly and strong working relationships are forming across the agencies. Other agencies are being identified to join the Working Group to broaden input from the sector. The Tertiary Education Council have recently joined the Working Group.
- 7. The programme has sought guidance from Māori advisors and have incorporated this in the engagement principals and approach. Acting on this advice, the programme is prioritising a first meeting with the Māori Collective Peak Body scheduled to meet in November 2021.
- 8. The programme has also sought guidance from Pacific advisors.
- 9. The ERED strategy will be Te Tiriti o Waitangi -led, reflecting Te Ao Māori and mātauranga Māori in the design and delivery. The strategy content and process should have leadership from the Māori research community following the framework of Te Pūtahitanga: a Te Tiriti o Waitangi led science policy approach for Aotearoa New Zealand (Tahu Kukutai and others).¹ This will be through Māori leadership in the Steering Group and in the Working Group. The

¹ www.maramatanga.co.nz/publication/te-p-tahitanga-tiriti-led-science-policy-approach-aotearoa-new-zealand

development of the strategy will follow guidelines from Te Arawhiti and be informed by a series of hui with key stakeholders, to discuss the purpose and scope of the proposed work and the key areas to cover.

10. In recognition of the Te Tiriti o Waitangi obligations, and referencing the guidelines from Te Arawhiti, the programme has developed a set of engagement principles and these are captured in the engagement strategy. These principles are as follows:

- Recognise all Te Tiriti o Waitangi partners at the table,
- Tino Rangatiratanga and Tikanga,
- Guided and aligned by the Te Arawhiti framework,
- Engage early. Be inclusive. Think broadly,
- Be aware and understand the different requirements of Iwi and Hapū entities
- Engage with stakeholders to define the work first, make sure this is clear, understood and agreed before co designing the strategy framework,
- Follow up quickly, so contributors can see their voice.

11. Following the guidelines from Te Arawhiti, the programme has clarified the nature of the approach to one of 'engagement'; seeking to consult and collaborate with different groups.

Stakeholder Segmentation

12. The ERED strategy will cover early learning, schooling, Māori medium and tertiary education, several key stakeholders need to be identified and engaged to ensure the guiding principles of the strategy are achieved. To help frame our thinking about stakeholders, we considered the following three categories: *Refer Appendix B. Stakeholder Segmentation*

- Participants and users of ERED,
- Providers of ERED,
- Funders of ERED

13. At this time, our engagement approach is constrained by several factors - Covid, sector fatigue, budget, and timing. Larger scale regional hui were not considered because of the constraints mentioned above.

14. As such, we have decided to implement a two-pronged approach.

- kanohi ki te kanohi (face to face) with stakeholders with whom we recommend targeted smaller meetings, using existing channels and relationships, and.

- Lighter touch with stakeholders via an engagement/collaboration site² and direct communication channels. The programme will manage this process centrally.

15. Each kanohi ki te kanohi (face to face) hui will have an engagement lead and partnership support as required. For key engagements such as Peak Bodies, Central Agencies, Unions and Associations, the three agencies may join.

16. Currently the following engagements are being planned.

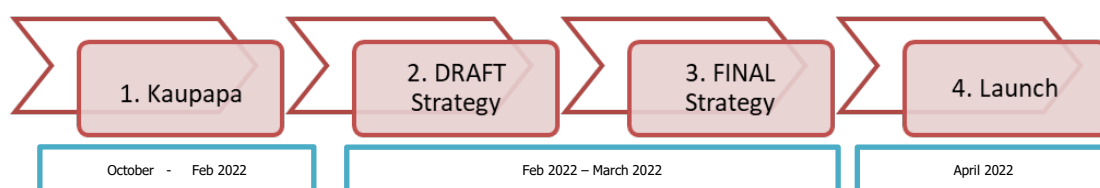
- Māori Collective Peak body meeting in November 2021
- The Annual Conference of the Association for Research in Education /Te Hunga Rangahau Mātauranga o Aotearoa (November 15-17).
- Māori caucus (Association for Research in Education /Te Hunga Rangahau Mātauranga o Aotearoa).
- Pasifika caucus (Association for Research in Education /Te Hunga Rangahau Mātauranga o Aotearoa).
- NZ Council of Education Deans scheduled for 25 Nov 2021.
- Forum of Chief Science Advisors

Engagement Approach

17. Following advice of the Māori advisors, and the reviewing the guidelines from Te Arawhiti, the programme has changed the development approach. From presenting a consultation document for response to one of engaging directly with key stakeholders at the start to inform the strategy development. This approach will be applied across the engagement phases.

18. This approach is consistent with advice from the Pacific advisors.

19. The following are the key phases of the ERED engagement approach. Through these stages the kanohi ki te kanohi (face to face) and lighter touch channels will be used. At each stage feedback is promptly provided to the stakeholder groups.



² The programme is evaluating existing online engagement sites used by the sector.

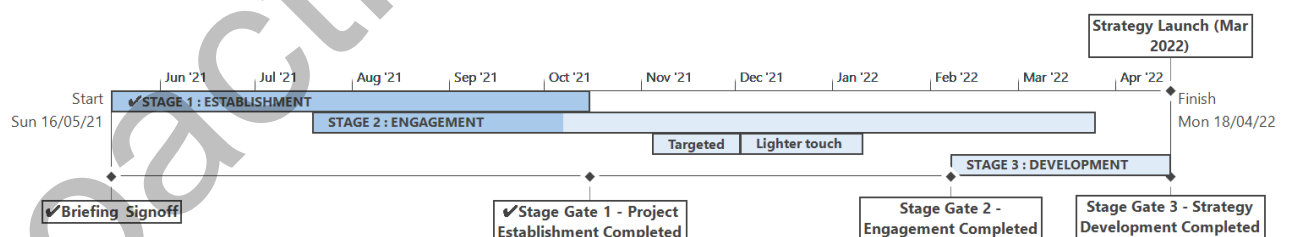
- **Kaupapa** – where we engage on forming the key research questions, information needs, current challenges, and key dependencies. Feedback is incorporated.
- **Draft Strategy** – where we engage on the first draft and ensure the direction is in line with expectations and need. Feedback is incorporated.
- **Final Strategy** – where we engage on the near complete strategy. Feedback is incorporated.
- **Launch** – where we engage with key stakeholders on the process of the launch. Feedback is incorporated.

20. The kanohi ki te kanohi (face to face) engagements will be led by senior agency staff and in most cases will have cross agency representation. Such hui would include member(s) of the writing team, and project staff who will hear the kōrero and be ready to present back the key points of the hui.

21. Supporting the engagement will be an engagement kete that will bring consistency to the hui, however, also allow for cultural differences between the stakeholder groups.

Development timetable

22. With the engagement focus on confirming the kaupapa first and smaller kanohi ki te kanohi (face to face) engagements, the timetable has been revised to reflect the importance of engaging at each phase. As follows.



Programme dependencies

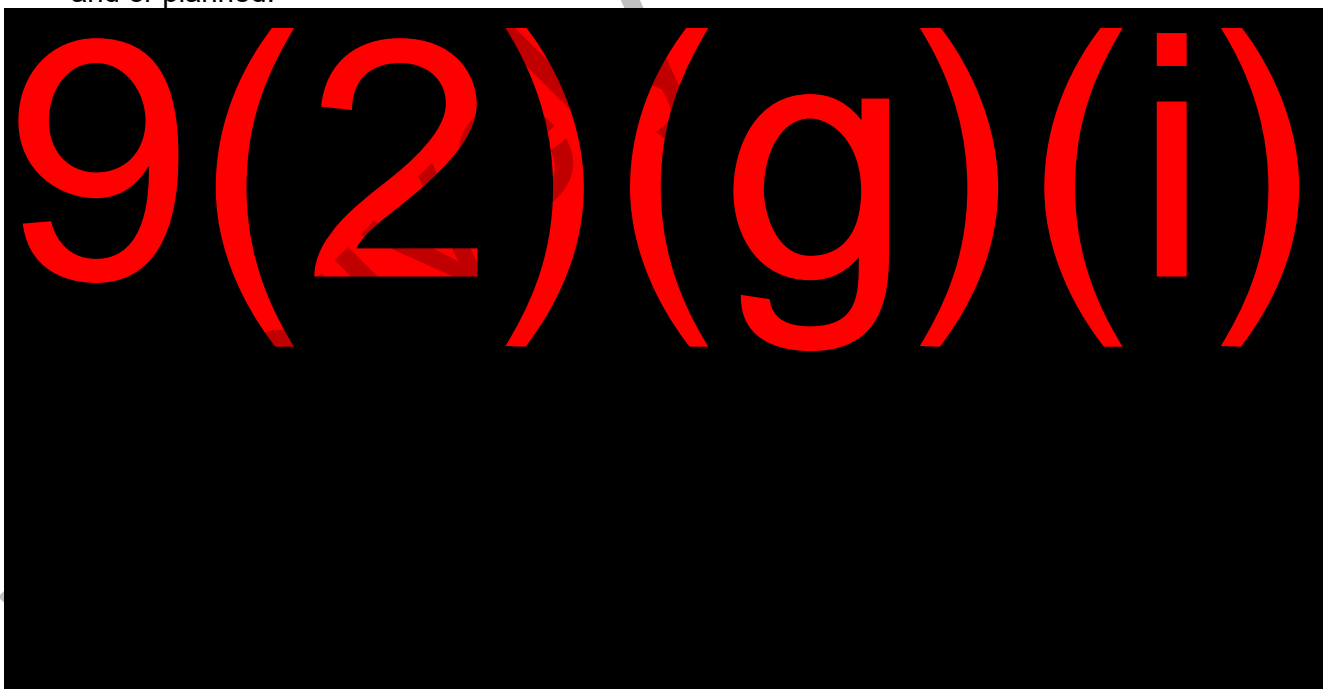
23. The programme has identified a several key dependencies that will be monitored through the development of the strategy. As follows.

- Ka Hikitia - Ka Hāpaitia
- National Education and Learning Priorities

- Tertiary Education Strategy
- ROVE
- Learning Support Action Plan
- Curriculum refresh
- NZQA update
- PBRF
- Wellbeing projects
- Action Plan for Pacific Education 2020-2030
- Developments with the Integrated Data Infrastructure (IDI)
- Data sovereignty, privacy, and ethics considerations

Programme risks

24. The following table outlines the current programme risks and mitigation that are in place and or planned.



25. Most risk mitigations are under management, however, the key risk to the programme is funding. The project does not have budget allocated and activity is being funded from respective baselines, as we gain momentum with stakeholders, we need to be able to commit to activity with confidence.

26. 9(2)(f)(iv)

Next steps

27. Following are the next steps

- Commence engagement as outlined in this briefing note
 - prepare communication and engagement kete
 - confirm engagement hui dates and bookings
 - establish the engagement collaboration site
 - commence engagement with stakeholders
- Provide an update on the key findings of the engagement early in the new year
- Provide an update on the key components of the strategy prior to engagement.

Appendix A: The Cross Agency Groups

ERED Steering Group Governance	Position	Organisation
Lynda Pura-Watson	Deputy Chief Executive Te Tāhū Whare Evaluation and Review Māori	Education Review Office (ERO)
Prof. Stuart McNaughton	Chief Science Advisor	Te Mahau Te Pae Aronui
Alexander Brunt	National Director of the Hautū Te Pae Aronui	Te Mahau Te Pae Aronui
Graeme Cosslett	Chief Executive	New Zealand Council for Educational Research (NZCER)
Ruth Shinoda	Deputy Chief Executive & Head of Education Evaluation Centre	Education Review Office (ERO)
Heleen Visser	General Manager Research & Development	New Zealand Council for Educational Research
Andrew Webber	Chief Economist	Te Puna Kaupapahere
ERED Working Group Design and Development	Position	Organisation
David Scott	Chief Research Analyst	Te Puna Kaupapahere
Jacinta Dalgety	Senior Manager	Education Review Office
David Jagger	Group Manager	Te Mahau Te Pae Aronui
Barclay Anstiss	Manager, Educational Measurement & Assessment	Te Mahau Te Pae Aronui
Fatulatetele Tolo	Policy Director	Te Puna Kaupapahere
Selena Smeaton	Manager, Information Management	Te Pa Aronui
Matt Radley	Principal Business Partner	Te Puna Rangatōpū
Kirsten Ralph	Strategy Advisor	Tertiary Education Commission
Cyril Mako	Chief Advisor Priority Learners	Te Mahau Te Pae Aronui
Prof. Stuart McNaughton	Chief Science Advisor	Te Mahau Te Pae Aronui
Heleen Visser	General Manager Research & Development	New Zealand Council for Educational Research

Appendix B: Stakeholder Segmentation

Note: the structure may change as progress

Participants and Users of ERED

kanohi ki te kanohi	Stakeholders
Māori Education Peak Bodies	Mātauranga Iwi Leaders Group Te Akatea (NZ Maori Principals Association) Te Ataarangi Te Huarahi (PPTA) Te Kāhui Amokura Te Mana Ākonga National Māori Tertiary Student's Association Te Rito Maioha, Early Childhood NZ Te Riu Roa (NZEI) Te Tauihu o Ngā Wānanga Te Taumata Aronui
<u>Indigenous peoples</u>	TBD
Pacific Communities	Malatest International Moana Research Pacific Perspectives Komiti Pasifika Talanoa Ako participants
Ākonga, learners	The Youth Advisory Group Disability Advisory Groups
Parents, whānau	NZSTA
Iwi	Iwi groups
Educators and Education Leaders	The Teaching Council Aotearoa NZ, NZEI, PPTA, TEU, SPANZ (Ensuring Māori and Pacific representation), and Early Learning Sector Advisory Group.
Policy, Ministers	Perspective brought by ERED Working and Steering groups, MOE SLT
Lighter touch	Stakeholders
PLD Providers	PLANZ, CORE, Cognition, Early Learning Sector Advisory Group, Education NZ
<u>Educators and Education Leaders</u>	NZAIMS, NZPF, Te Rangakura o Te Whare o Te Reo Mauri Ora, Ngā Kura -ā-Iwi Te Kohanga Reo National Trust Te Rūnanganui-ō-Ngā Kura Kaupapa Māori
Parents, whānau	<ul style="list-style-type: none"> Te Hurihanganui participants Talanoa Ako participants Parent 2 Parent – raising disabled young people Parents involved in Talking Matters Parents involved in Reading Together™ Parents involved in Shine Learners at Literacy Aotearoa Talanoa Ako participants

Providers of ERED (Research communities)

kanohi ki te kanohi	Stakeholders
Tertiary Institutions	Deans of Education (Universities) Te Whare Wānanga o Awanuiārangi Universities New Zealand incl: <ul style="list-style-type: none"> ○ <u>Komiti Pasifika</u> (GAVC may be able to facilitate through semi-regular meetings) ○ <u>Te Kāhui Amokura</u> (GAVC may be able to facilitate through semi-regular meetings)
Te Hunga Rangahau Mātauranga o Aotearoa (NZARE)	NZARE Executive, Student & Emerging Researcher Caucus, Early Childhood Education SIG, Maori Caucus, Pacific Caucus (Note: Māori and Pacific Caucuses overlap with TRLI panels)
Subject Matter Experts	Ngā Pae o te Māramatanga (NZ Māori Centre of Research Excellence)
TLRI development panels – Māori and Pacific researchers	Whata tū aka panel, Pacific Pathway panel
Strategy owners/writers	MOE, ERO, NZCER
Lighter touch	Stakeholders
Specific expertise	Statistics New Zealand
	Ngā Pae o te Māramatanga (the Maori Centre of Research Excellence)
	Office of the Children's Commissioner
CRIs	Better Start – National Science Challenge (Gail Gillon)
Private providers	Focus on public funding of research –Malatest, Moana Research
Ākonga, learners	Participants from tertiary students networks: <ul style="list-style-type: none"> • NZ Union of Student Associations • Te Mana Ākonga • Taura Pasifika • National Disabled Students Association • Student groups from Te Pūkenga • Care Experienced Young People (Voyce Whakarongo Mai) • UNESCO Aotearoa Youth Leaders • Learners in TEC research projects, eg Inspiring the Future Rangatahi in other networks <ul style="list-style-type: none"> • Disabled rangatahi, eg I-Lead National network Participants in Curious Minds initiatives

Funders of ERED

kanohi ki te kanohi	Stakeholders
Govt RED leads	MBIE (group leading green paper writing, Jess Birdsall-Smith is GAVC link with green paper), Royal Society
Education funding	TLRI Board, Ako Aotearoa (Ministry of Education, ERO, NZCER, TEC, Universities)
Philanthropic	Philanthropy New Zealand (which includes NEXT)
Lighter touch	Stakeholders
Central Agencies	Treasury, DPMC, TPK, Te Mātāwai, Te Taura Whiri, Productivity Commission, NZQA, Ministry for Pacific Peoples, Oranga Tamariki, Ministry for Women; Ministry for Ethnic Communities.
Govt RED leads	Forum of Science Advisers,