

Early Learning Action Plan (ELAP) Dashboard (10-year plan 2019 to 2029)

Reporting Period: September - December 2021

DECEMBER 2021

- Key Activities**
- Public Consultation on **Tranche 2 proposals of Regulatory Review** were held on 8 September through to 22 October 2021. The Tranche 1 regulation amendments to come into effect on 1 February 2022.
 - Practice & Progress Tools** (Kowhiti Whakapae - Ministry has developed a framework and the first set of tools in the area of Social and emotional learning. The PLD Supported Trial commenced on 8 November 2021 and runs through to June 2022.
 - Practice & Progress Tools** (Kowhiti Whakapae - Oral and Literacy – Ministry is currently developing the oral language and literacy tools.

- On track
- Delayed but likely to complete within timeframe
- Not yet scheduled
- Unlikely to be completed within timeframe

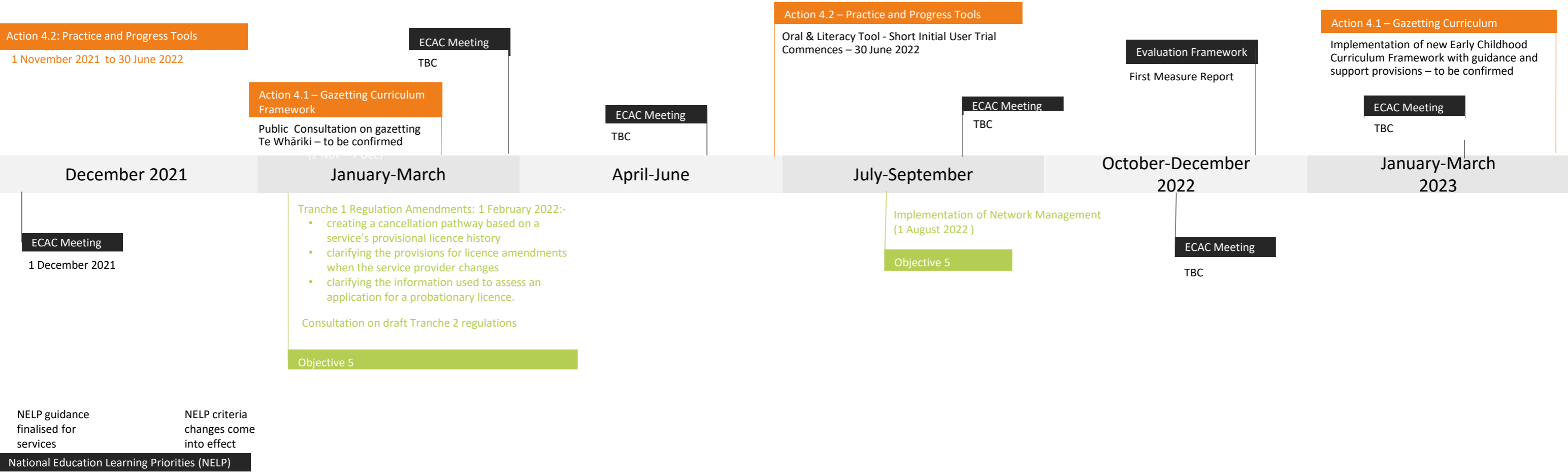
	2021	2022	2023	2024	2025	2026	2027	2028	2029			
Objective One	1.1 Improve the ratios of adults to children under the age of 3 years in teacher-led centre-based early learning services									○	Action 1.1 - Policy on ratio improvements is expected to be progressed in Tranche 3 of the Early Learning Regulatory Review.	
	1.2 Require teachers to be organised among groups of children in ways that support secure and consistent care, language learning pathways, and positive transitions for children and whānau									○	Action 1.2 – Included as part of Tranche 3 of the Early Learning Regulatory Review.	
	1.3 Develop advice about group size, centre design and wider environmental factors, and how to improve quality standards in these areas									○	Action 1.3 – Included as part of Tranche 3 of the Early Learning Regulatory Review.	
	1.4 Support parents and whānau to navigate their choices of education and language learning pathways through better access to information										●	Action 1.4 - Early Learning Journeys (ELJ) is a web-based tool developed by MoE and DIA to help parents identify/select an early learning service that meets their needs within their locale and gain early advice on financial childcare support. Work is on-going to improve the tool.
Objective Two	2.1 Review equity and targeted funding to ensure that they best support children to benefit from access to high quality early learning experiences									●	Action 2.1 - Progress has been delayed due to COVID impacts.	
	2.2 Develop advice to facilitate wrap-around health and social services to support children and their whānau to engage in early learning and ensure that it is clear who holds key responsibility for coordinating learning support in each early learning service									●	Action 2.2 – Linked to Learning Support Action Plan (LSAP) priorities 1, 3 and 5. Development of advice on facilitating the wrap-around health and social services has not started and policy on responsibility for coordinating learning support has been delayed due to deadlines on other workstreams.	
Objective Three	3.1 Incentivise for 100% and regulate for 80% qualified teachers in teacher-led centres, leading to regulation for 100%									●	Action 3.1 - Public consultation on proposals to regulate for 80% qualified teachers occurred 8 September to 22 October 2021 as part of Tranche 2 of the Early Learning Regulatory Review. Consultation on draft regulations are dependent on future decisions by the Minister.	
	3.2 Raise the levels of home-based educators' qualifications									●	Action 3.2 – Public consultation on changes to the qualifications required for home-based ECE services occurred on 27 August to 27 September as part of Tranche 2 of the Early Learning Regulatory Review.	
	3.3 Develop an early learning teacher supply strategy that aligns with the wider education workforce strategy										●	Action 3.3 – Currently, major initiatives include allowing up to 300 additional teachers to enter NZ through the exemption. Preparing a new strand of work to identify underlying causes of the supply challenges in ECE. To report back over the coming months.
	3.4 Implement a mechanism that improves the levels and consistency of teachers' salaries and conditions across the early learning sector										●	Action 3.4 – In October 2021 the Ministry sent out the 2021 Pay Parity Staffing Survey. The staffing data received from education and care service providers and home-based service providers is informing the pay gap analysis.
	3.5 Improve Initial Teacher Education (ITE) to ensure that teachers are well-qualified to implement the curriculum in collaboration with other professionals										●	Action 3.5 - As of 18 November 2021, 20 ECE programmes have been approved by the Teaching Council with 5 awaiting approval. ITE providers must submit new programmes for approval by 1 January 2022 though COVID-19 has impacted some of the timeframes.
	3.6 Develop a sustained and planned approach to Professional Learning and Development (PLD)										●	Action 3.6 - The review of the current PLD design and delivery was completed on 30 June 2021. The advice to the Minister on the next steps is currently on-hold due to the COVID-19 outbreak.
	3.7 Develop innovation and research hubs for early learning services										○	Action 3.7 – The action has not yet been scheduled.
	3.8 Support early learning services to participate as equitable partners in cross-service and cross-sector collaboration										●	Action 3.8 – Accord partners, NZEI Te Riu Roa, PPTA Te Wehengarua, and Te Tāhuhu o te Mātauranga (Ministry of Education) along with the Secondary Principals Association (SPANZ) have developed a process to engage with the sector about improvements to the existing Kāhui Ako model to make it more flexible. An online engagement survey is taking place in early December and it is available for anyone to participate in.
	3.9 Support the workforce to integrate te reo Māori into all early learning services										●	Action 3.9 - 13 expert te reo Māori providers are delivering Te Ahu o te Reo Māori across 10 Ministry regions. The first terenga (iteration) of Te Ahu o te Reo Māori is near completion and preparations are underway for graduation ceremonies to occur across the regions. Final participant figures will be confirmed when 2021 delivery cohorts conclude in December 2021.
Objective Four	4.1 Gazette the curriculum framework, <i>Te Whāriki</i> , to support engagement with the principles, strands, goals and outcomes when designing local curricula									●	Action 4.1 – Public Consultation on gazetting the full framework of Te Whāriki will occur over 2022, and the anticipated implementation timeframe will be extended to 2023 due to the COVID-19 outbreak.	
	4.2 Co-construct a range of valid, reliable, culturally and linguistically appropriate tools to support formative assessment and teaching practice									●	Action 4.2 – PLD supported trial of Kōwhiti Whakapae (overall framework and the SEL tool) began on Monday 8 November with a range of up to 111 early learning services. Work has commenced on the development of the Kōwhiti Whakapae (oral language and literacy tool) with University of Canterbury. Expecting initial user testing to start in July 2022.	
	4.3 Support services to undertake robust internal evaluation that strengthens implementation of <i>Te Whāriki</i> and ensures ongoing improvement										●	Action 4.3 – ERO has published / distributed hard copies of further resources to early learning services to support internal evaluation and quality improvement planning.
Objective Five	5.1 Introduce a managed network approach to ensure high quality, diverse and sustainable early learning provision									●	Action 5.1 – Public consultation on proposals for managed network occurred on 8 September to 13 October 2021 as part of Tranche 2 of the Early Learning Regulatory Review. All surveys and submissions have been analysed.	
	5.2 Identify options to address supply of early learning services in under-served communities									●	Action 5.2 - The action has not yet been scheduled but will be progressed as part of introducing more active network management.	
	5.3 Set aside space for early learning services alongside school sites, where possible									●	Action 5.3 - The Ministry is finalising policy changes to set aside space for early learning services where space is available, affordable, and practicable within the masterplan of the school.	
	5.4 Strengthen governance and management support for Pacific language and other community early learning services									●	Action 5.4 - The Ministry has appointed a National Pacific Early Years Learning Support Advisor in Auckland and 6 of 7 regionally-based advisor positions across five regions to support management groups of Pacific early learning services.	
	5.5 Introduce a consistent and rigorous programme of monitoring and licensing									●	Action 5.5 – The Ministry and ERO continue to work together to achieve greater clarity for the sector on how both agencies work within their respective roles to ensure providers are operating consistently within regulated standards.	
	5.6 Improve transparency of funding for parents, teaching staff and government									○	Action 5.6 – The action has not yet been scheduled.	
	5.7 Co-design an appropriate funding model with Playcentre Aotearoa New Zealand										●	Action 5.7 – The Ministry is continuing to engage with Playcentre Aotearoa.

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- Legend**
- Objective 1: Children and whānau experience environments which promote their wellbeing and support identity, language and culture.
 - Objective 2: All children are able to participate in quality early learning and have the support they need to learn and thrive.
 - Objective 3: Teaching staff and leaders are well qualified, diverse, culturally competent and valued.
 - Objective 4: Children develop capabilities that are valued by their whānau and community and support them to be competent and confident learners.
 - Objective 5: Early learning services are part of a planned and coherent education ecosystem that is supported, accountable and sustainable.
 - Early Childhood Advisory Committee Meetings and non-ELAP related milestones

Key High-Level Milestones of Key Actions/Projects



Context

Services	Number of services by type (Sept 2021 quarter)	Education & Care	Home-based	Hospital-based	Kindergarten	Kōhanga Reo	Playcentre	Total Licenced Services	Av. attendance hours all services per week during 2020 Census	Participation intensity current 5y/o when 4 y/o (ECE PIM)
		2,748	403 (-1%)	20	664	439	401	4,675		10+ hrs/wk 20+ hrs/wk
Participation	Children attended by type (Sept 2021 quarter)	157,661 (-3%)	15,894 (-3%)	N/A	33,578 (-4%)	33,578 (2020 ECE Census)	14,494 (-8%)	208,138	21:38 (2 min)	84% 39%
Quality	Proportion of qualified to non-qualified staff (2020 ECE Census)	72% (4%)	% of services at 80-99% funding band (Sept 2021)	71% (6%)	% of services at 100% funding band (Sept 2021)	26% (11%)	Number of license downgrades (July – Sept 2021)	70*	Reported child : teacher ratios (2020 ECE Census)	
									Under 2s 3:1	2 and over 7:1

*Licence downgrades include: full to cancelled; full to provisional; full to suspended; probationary to provisional; and provisional to cancelled. *Note one service moved to a suspended twice in period.

Teacher-to-child ratio is the number of teaching staff and children that were present during the busiest time in the Annual Census of ECE Services survey week.