

Early Learning Action Plan Dashboard

SEPT 2021

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

2021	2022	2023	2024	2025	2026	2027	2028	2029
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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 ○								Policy on ratio improvements will be progressed in Tranche 3 of the Early Learning Regulatory Review. The Ministry of Education intends for this tranche to be implemented in late 2023.
	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 ○								Timeline for this action revised. Action will be part of Tranche 3 the Review of the Early Learning Regulatory System.
	1.3 Develop advice about group size, centre design and wider environmental factors, and how to improve quality standards in these areas ○								Timeline for this action has been revised will now be completed over 2022 and 2023.
	1.4 Support parents and whānau to navigate their choices of education and language learning pathways through better access to information ●								Early Learning Journeys (ELJ) was launched in May 2021. This online tool has been developed by MoE and DIA to help parents identify and select the right early learning service for them within their locale, as well as offering early advice on financial childcare support
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 ●								Policy by the Ministry work on developing an equity index is underway.
	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 ●								This action links to progress on the LSAP priorities Proposals on strengthening the person responsible requirement for teacher-led centres and hospital-based services are being consulted on as part of tranche two of the Early Learning Regulatory Review in September and October 2021.on Learning Support Action Plan priorities.
Objective Three	3.1 Incentivise for 100% and regulate for 80% qualified teachers in teacher-led centres, leading to regulation for 100% ●								The 100% funding band has been reinstated for teacher-led centres that employ a fully qualified and certificated teaching workforce. Regulating for 80% qualified is being consulted on as part of Tranche 2 of the Early Learning Regulatory Review in September and October 2021.
	3.2 Raise the levels of home-based educators' qualifications ●								Timeframe for home-based early learning services to transition to a more qualified workforce by 2025 is in place. Higher Quality Rate from Jan 2021. To help ease teacher supply pressures, the Government has agreed to a class exception to allow up to 300 overseas qualified teachers to enter NZ. The Ministry has been working alongside ECE sector reps on the practical implementation of Cabinet's decision. We are hoping to confirm more details on the application process in the coming weeks.
	3.3 Develop an early learning teacher supply strategy that aligns with the wider education workforce strategy ●								As part of Budget 2021, education and care services have been allocated \$170 million for moving towards pay parity for teachers in Education and Care services.
	3.4 Implement a mechanism that improves the levels and consistency of teachers' salaries and conditions across the early learning sector ●								Teaching Council is continuing to implement its new ITE requirements. All providers to have approved plans developed in partnership by Jan 2022.
	3.5 Improve Initial Teacher Education (ITE) to ensure that teachers are well-qualified to implement the curriculum in collaboration with other professionals ●								The Ministry has completed the review of early learning PLD. We are currently finalising our advice to the Minister.
	3.6 Develop a sustained and planned approach to Professional Learning and Development (PLD) ●								Research and innovation hubs are scheduled for implementation in the medium term in the ELAP. Implementation timing to be confirmed.
	3.7 Develop innovation and research hubs for early learning services ○								As of January 2021, there were 220 Communities of Learning spread throughout New Zealand, comprised of 1,868 schools, 1,551 early learning services, 11 tertiary providers and over 700,000 children and young people. This was an increase of 55 early learning services from July 2020.
	3.8 Support early learning services to participate as equitable partners in cross-service and cross-sector collaboration ●								The Ministry has announced providers for Te Ahu o Reo Māori nationwide. The new online Te Ahu o te Reo Māori registration system is now live at https://services.education.govt.nz/schools/whiria/nau-mai-ki-whiria-welcome-to-whiria/ .
	3.9 Support the workforce to integrate te reo Māori into all early learning services ●								
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 ●								The Ministry finished early engagement on gazetting the goals and learning outcomes of <i>Te Whāriki</i> , including a series of hui with Māori-medium ECE services across Aotearoa. The Ministry is finalising advice for the Minister before a planned period of public consultation on this action.
	4.2 Co-construct a range of valid, reliable, culturally and linguistically appropriate tools to support formative assessment and teaching practice ●								Core Education with University of Waikato have been appointed as the provider of the wider PLD supported trial of the social and emotional progress and practice tools (Kōwhiri Whakapae) to begin in October and run through until June 2022. An RFP for oral language and literacy tools has been released. We expect to appoint a provider and develop draft oral language and literacy tools by June 2022.
	4.3 Support services to undertake robust internal evaluation that strengthens implementation of <i>Te Whāriki</i> and ensures ongoing improvement ●								ERO continues to implement Ngā Ara Whai Hua: Quality framework for evaluation and improvement in early childhood services. ERO is publishing further resources 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 ●								Network planning proposals will be consulted on as part of Tranche 2 of the Early Learning Regulatory Review in September and October 2021.
	5.2 Identify options to address supply of early learning services in under-served communities ●								This action is being progressed as part of introducing more active network management.
	5.3 Set aside space for early learning services alongside school sites, where possible ●								The Ministry has finalised policy changes to put aside where 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 ●								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 Pacific centre management groups
	5.5 Introduce a consistent and rigorous programme of monitoring and licensing ●								The Ministry and ERO are working 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 has been rescheduled to start from 2022.
	5.7 Co-design an appropriate funding model with Playcentre Aotearoa New Zealand ●								Budget 2020 provided extra funding of \$3.1m for Playcentre. It has also received an urgent unconditional funding boost of \$3.7m following COVID-19. We are still in the process of codesigning a funding model with Playcentre.

Key activities since last report

The final regulations for tranche one of the Early Learning Regulatory Review were announced on 14 July 2021. Some of the amendments came into effect on 30 July 2021. Other tranche one regulation amendments will come into effect on 1 February 2022. These will require operational change and over the next six months we will work with the sector to develop clear and transparent processes for implementation.

The Ministry has developed a framework for the practice and progress tools (Kōwhiri Whakapae) and the first set of tools, which is in the area of children's social and emotional learning. A PLD supported trial of Kōwhiri Whakapae with up to 120 early learning services will begin in October and run through until June 2022.

To support services with teacher supply, an increase in discretionary hours from 40 to 80 hours per month for two funding periods has been put in place. To help ease teacher supply pressures, the Government has agreed to a class exception to allow up to 300 overseas qualified teachers to enter NZ.

Progress has been made on an ELAP monitoring and evaluation framework. ERO and the Ministry have identified 13 indicators with a range of proposed measures across the ELAP that would track progress across the system in terms of quality of provision, equity from the start, and choice of service type. Both agencies are working towards a first baseline report in 2023.

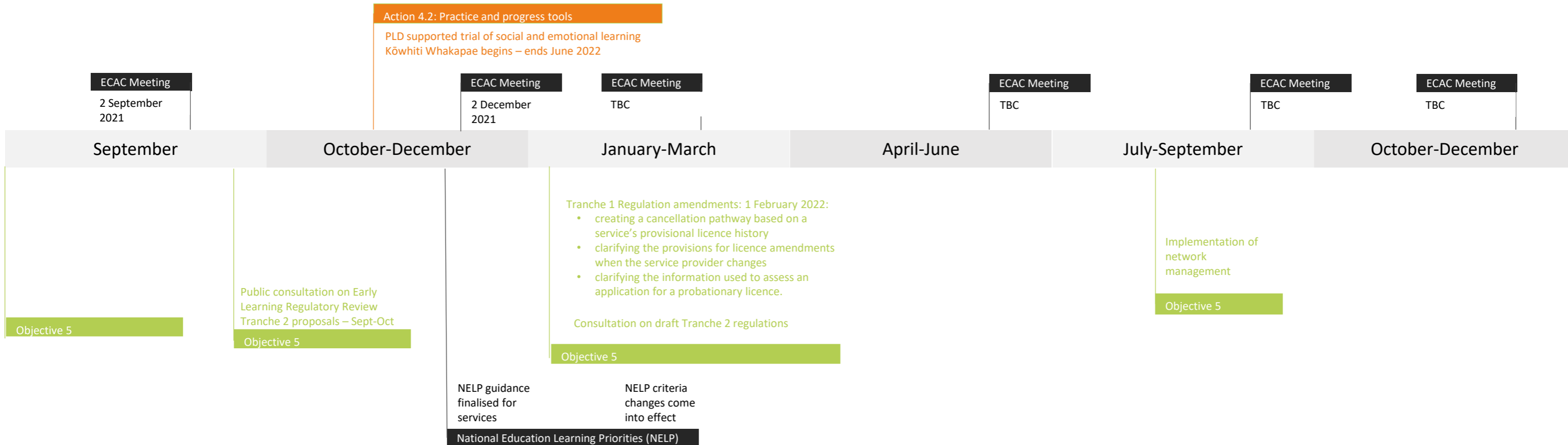
Early Learning Action Plan Dashboard

September 2021 - December 2022



- Overall Work Programme
- 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

Milestones / Upcoming Actions



Context

Services	Number of services by type (Mar 21 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 enrolled by type (Mar 21 quarter)	162,009 1%	16,189 5%	N/A	35,148 1%	8,334 (2020 ECE Census)	15,776 11%	221,343	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 (Jul 2021)	73% 4%	% of services at 100% funding band (Jul 2021)	22% 2%	Number of license downgrades (Apr-Jun 2021)	72*	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.