

Early Learning Action Plan Dashboard

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

				2019	2020	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													
	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													Will now be part of 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													Now scheduled to start in 2021
	1.4 Support parents and whānau to navigate their choices of education and language learning pathways through better access to information													Scheduled to start in 2021. MoE contribution to DIA life event services work is supporting this action.
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													Initial policy work underway on this action.
	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													
Objective Three	3.1 Incentivise for 100% and regulate for 80% qualified teachers in teacher-led centres, leading to regulation for 100%					Incentivise 100% qual.								The 100% funding band has been reinstated for teacher-led, centre-based services that employ a fully qualified and certificated teaching workforce.
	3.2 Raise the levels of home-based educators’ qualification													Additional funding was announced in Budget 2020 to support home-based early learning services transition to a more qualified workforce. Timeframe for home-based released. COVID-19 has impacted on overseas early learning teacher supply.
	3.3 Develop an early learning teacher supply strategy that aligns with the wider education workforce strategy													Education and care services received a funding boost of \$151.1 million to their subsidy rates to improve the pay of qualified teachers
	3.4 Implement a mechanism that improves the levels and consistency of teachers’ salaries and conditions across the early learning sector													Teaching Council 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													We expect to finalise the scope and process for this action in 2020.
	3.6 Develop a sustained and planned approach to Professional Learning and Development (PLD)													We expect to finalise the scope and process for this action in 2020.
	3.7 Develop innovation and research hubs for early learning services													This action is being progressed through early learning participation in Te Ahu o te Reo Māori.
	3.8 Support early learning services to participate as equitable partners in cross-service and cross-sector collaboration													
	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													This action will require further consultation and is planned to start 2021.
	4.2 Co-construct a range of valid, reliable, culturally and linguistically appropriate tools to support formative assessment and teaching practice													Although delayed by COVID-19, on track to complete by end of 2021.
	4.3 Support services to undertake robust internal evaluation that strengthens implementation of <i>Te Whāriki</i> and ensures ongoing improvement													ERO has developed and published <i>Te Ara Poutama – indicators of quality for early childhood education: what matters most</i> .
Objective Five	5.1 Introduce a managed network approach to ensure high quality, diverse and sustainable early learning provision													Education and Training Bill has been passed into legislation, which contains enabling provisions for network management.
	5.2 Identify options to address supply of early learning services in under-served communities													
	5.3 Set aside space for early learning services alongside school sites, where possible													The Ministry is currently finalising policy change to enable the provision of space for early learning services alongside school sites, where possible.
	5.4 Strengthen governance and management support for Pacific language and other community early learning services													This action is being progressed through the \$80.236m Pacific education investment package, which includes support for early learning services. The ECE Regulatory Review is being undertaken in three tranches. Engagement with the sector on tranche one (targeting regulatory gaps) commences October 2020.
	5.5 Introduce a consistent and rigorous programme of monitoring and licensing													
	5.6 Improve transparency of funding for parents, teaching staff and government													
	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 recently received an urgent unconditional funding boost of \$3.7m following COVID-19.

- High Points

Progress has been made in reinstating the 100% funding band, raising the levels of home-based educators’ qualifications and improving the levels and consistency of teachers’ salaries and conditions across the early learning sector following Budget 2020 decisions. The RFP was re-released in July and the Ministry is currently undertaking contract negotiations with the preferred supplier.
- Challenges

The Ministry’s response to COVID-19 has diverted some internal resource from Early Learning Action Plan.

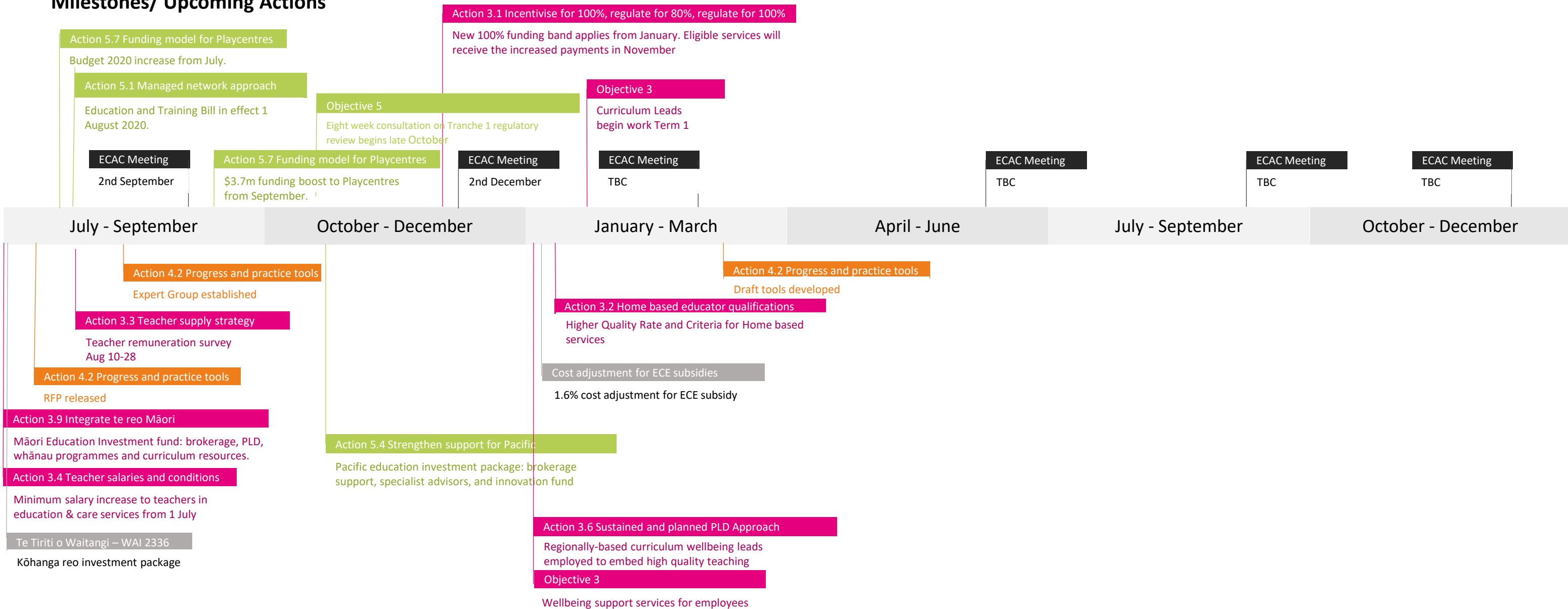
Early Learning Action Plan Dashboard




















July 2020 - December 2021



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

Milestones/ Upcoming Actions



Services	Number of services by type (2019 Census)	Education & Care	Home-based	Hospital-based	Kindergarten	Kōhanga Reo	Playcentre	Total Licenced Services	Av. attendance hours all services per week during 2019 Census	Participation intensity current 5y/o when 4 y/o (2019 Census)		
		2678 	453 	20 	654 	444 	403 	4652 		10+ hrs/wk	20+ hrs/wk	
Participation	Children enrolled by type (2019 Census)	135,237 	17,196 	N/A	28,238 	8,488 	9,452 	198,923 	21.6 	84 % 	39 % 	
		Proportion of qualified to non-qualified staff (2019 Census)	68 % 	% of services at 80% funding band (Mar-Jul 2020)	97.24 % 	% of services at 100% funding band	XX% 	Number of licence downgrades (Mar-Jun 20)	49	Reported child : teacher ratios (2019 Census)		
									Under 2s	3:1	2 and over	7:1
									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.			

Other The Ministry's response to COVID-19 has diverted staff resources in order to deliver: Resource packs to 66,000 children. Home Learning TV | Papa Kāinga TV on TVNZ and Mauri Reo, Mauri Ora on Māori Television, and website to help teachers, parents and whānau support learning from home.

Context