

December 2022

- 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 – This action is part of Tranche 3 of the Early Learning Regulatory Review. Work scoping potential funding options is underway.				
	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 – Preliminary scoping and planning is underway.				
	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 – This action is part of Tranche 3 of the Early Learning Regulatory Review and is expected to lead to updated guidance for early childhood services. Detailed planning and scoping is continuing. The initial focus of the work is likely to be on environmental standards.				
	1.4 Support parents and whānau to navigate their choices of education and language learning pathways through better access to information	●					Action 1.4 – MoE and DIA have developed an Early Learning Journeys (ELJ) web-based tool 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 – Work is continuing on the new equity index for ECE, we plan to hold the next Sector Reference Group meeting in February 2023.				
	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. The development of policy on facilitating the wrap-around health and social services has been delayed due to COVID impacts. Work on developing key responsibility for coordinating learning support has been placed on-hold as the timing of the work needs to be considered.				
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 –Subject to Government approval, we intend to undertake public consultation on draft regulations in Q2 2023, following on from the public consultation on proposals which took place in late 2021.				
	3.2 Raise the levels of home-based educators’ qualifications	●					Action 3.2 – Changes to minimum qualifications for educators in home-based ECE services commenced on 1 June 2022.				
	3.3 Develop an early learning teacher supply strategy that aligns with the wider education workforce strategy	●					Action 3.3 – Work is underway to scope up an ECE teacher supply strategy that will set out a strategic framework and focus areas to guide investments to grow teacher supply in early learning. In the short-term, we have extended the overseas relocation grant and overseas finder fee to the ECE sector to help ease immediate supply pressures.				
	3.4 Implement a mechanism that improves the levels and consistency of teachers’ salaries and conditions across the early learning sector	●					Action 3.4 – Budget 2022 provides \$265.6 million over four years as the next step towards pay parity. The November funding payment was the first opportunity for services to opt into the new funding rate, which comes into effect on 1 January 2023. A spreadsheet with services’ opt in status will be published on the Ministry’s website on 13 December.				
	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 – To date, 31 ECE programmes have been approved by the Teaching Council. 18 - Bachelor Degree, 9 - Graduate Diploma, 1 - Post Graduate Diploma, 3 - Masters programmes.				
	3.6 Develop a sustained and planned approach to Professional Learning and Development (PLD)	●					Action 3.6 – Procurement for the initiative focused on coaching for pedagogical leaders has been delayed. We are looking to complete the procurement process early next year and deliver over 2023.				
	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 – The Accord and SPANZ have been working on a joint paper to the Minister with a series of recommendations for consideration. This paper is being co-written and it is hoped it will be sent in December.				
	3.9 Support the workforce to integrate te reo Māori into all early learning services	●					Action 3.9 -Participants enrolled in Te Ahu o te Reo Māori from kōhanga reo and early learning centres continues to increase. Updated participation figures will be available following graduation ceremonies scheduled to take place in December. Te Ahu o te Reo Māori is coming to life through its key learning and teaching practices as participants are experiencing increased levels of confidence, knowledge and use of te reo and tikanga Māori.				
Objective Four	4.1 Gazette the curriculum framework, Te Whāriki, to support engagement with the principles, strands, goals and outcomes when designing local curricula	●					Action 4.1 – An overview of public consultation feedback can be found at https://conversation.education.govt.nz/conversations/gazetting-te-whariki/ . We are advising Ministers based on the consultation feedback and will provide further updates once decisions have been made.				
	4.2 Co-construct a range of valid, reliable, culturally and linguistically appropriate tools to support formative assessment and teaching practice	●					Action 4.2 –We are continuing to revise the draft framework and draft SEL tool in response to feedback from the trial and others. We have engaged with a range of stakeholders since October to guide this revision, including two hui with our sector reference group. We have also held two public online hui. We have now begun work with a provider to further develop the oral language and literacy tool and associated resources and are underway in the procurement process to begin work on the maths tool and associated resources.				
	4.3 Support services to undertake robust internal evaluation that strengthens implementation of Te Whāriki and ensures ongoing improvement	●					Action 4.3 – ERO’s post-review questionnaire data from 163 services found that 76% of these services reported that their ERO Akarangi Quality Evaluation helped them to develop their internal evaluation capability and capacity. ERO’s judgements in 296 Akarangi Quality Evaluation reports indicated that for the domain Ngā Aronga Whai Hua Evaluation for Improvement: Whakatō Emerging – 9%, Whāngai Establishing – 27%, Whakaū Embedding - 47%, Whakawhanake Sustaining - 17%.				
Objective Five	5.1 Introduce a managed network approach to ensure high quality, diverse and sustainable early learning provision	●					Action 5.1 – New network approval regulations were gazetted in early October and take effect on 1 February 2023. The national statement has been gazetted and information on the application process publicly released on 24 November. Ahead of the commencement date of 1 February 2023 the Ministry will host hui for the sector and any new services already under way to respond to questions.				
	5.2 Identify options to address supply of early learning services in under-served communities	●					Action 5.2 – This action is an extension of the new network management function and scoping work is now underway.				
	5.3 Set aside space for early learning services alongside school sites, where possible	●					Action 5.3 - The Ministry has finalized 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 – All Pacific early learning advisor roles remain filled and are working with 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 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 – This action is expected to commence in early 2023.				
	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.				

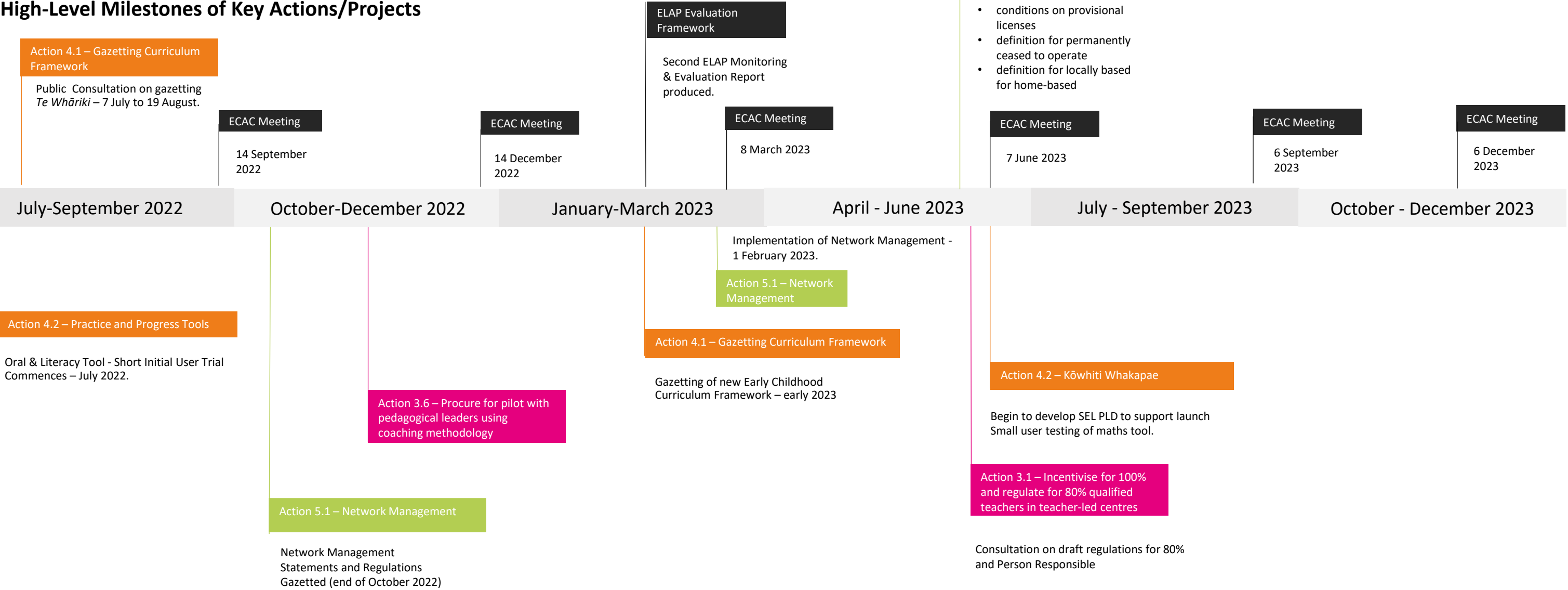
Early Learning Action Plan Dashboard (10-year plan 2019 to 2029)

Reporting Period: September 2022 to December 2022

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

High-Level Milestones of Key Actions/Projects



Context

Services	Number of services by type (June 2022 quarter)	Education & Care		Home-based		Hospital-based		Kindergarten		Kōhanga Reo		Playcentre		Total Licenced Services		Av. attendance hours all services per week during 2021 Census	Participation intensity current 5y/o when 4 y/o (ECE PIM)		
		2,740	-5	330	-9	20	-1	664	+1	427	-2	386	-3	4,567	-21		10+ hrs/wk	20+ hrs/wk	
Participation	Children attended by type (June 2022 quarter)	159,057	+2%	13,726	-2%	N/A		33,306	+58	8,007	—	15,025	+3%	208,236	+1%	21:02	-36 min	68% — 28% —	
(2021 ECE Census)																			
Quality	Proportion of qualified to non-qualified staff (2021 ECE Census)	70%	—	% of services at 80-99% funding band (November 2022)		63%	-4%	% of services at 100% funding band (November 2022)		31%	+5%	Number of license downgrades (September – December 2022)		91*	Reported child : teacher ratios (2021 ECE Census)				
																Under 2s	3.7:1	2 and over	6.6:1
																	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.		
'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.																			