

March 2023

- 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. Further policy development and timeframes are subject to ministerial decisions. Action 1.2 – Preliminary scoping and planning is underway with work expected to commence later in 2023 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. 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.					
	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	●									
	1.3 Develop advice about group size, centre design and wider environmental factors, and how to improve quality standards in these areas	●									
	1.4 Support parents and whānau to navigate their choices of education and language learning pathways through better access to information	●									
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 – The programme is working through IDI data disclosure with statistics NZ resulting from the new Data and Statistics Act 2022. The next Sector Reference Group Meeting is scheduled for mid-March 2023. 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.					
	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%	●				Action 3.1 Public consultation on draft regulations is planned for Q2 2023, following on from the public consultation on proposals which took place in late 2021. Final Cabinet decisions on amended regulations are currently timed for August 2023. Action 3.2 – Complete. Changes to minimum qualifications for educators in home-based ECE services have been made to the regulations and commenced on 1 June 2022. 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. Action 3.4 – Budget 2022 provides \$265.6 million over four years as the next step towards pay parity. In December, an increase to the extended parity funding rate was announced to enable more services to opt in to extended parity. A list of services opting into extended parity at March 2023 has been published on the Ministry’s website. 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. Action 3.6 – Procurement for the initiative focused on coaching for pedagogical leaders is underway to be delivered 2023. Action 3.7 – The action has not yet been scheduled. 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. Action 3.9 - Early learning and kōhanga reo participant numbers continue to increase. Over 10,000 participants around the country across the education workforce (both early learning and compulsory schooling) have completed Te Ahu o te Reo Māori. This kaupapa is proving to be a catalyst for change and improvement across the sector in terms of te reo Māori learning and use in early learning centres, classrooms and schools.					
	3.2 Raise the levels of home-based educators’ qualifications	●									
	3.3 Develop an early learning teacher supply strategy that aligns with the wider education workforce strategy	●									
	3.4 Implement a mechanism that improves the levels and consistency of teachers’ salaries and conditions across the early learning sector	●									
	3.5 Improve Initial Teacher Education (ITE) to ensure that teachers are well-qualified to implement the curriculum in collaboration with other professionals	●									
	3.6 Develop a sustained and planned approach to Professional Learning and Development (PLD)	●									
	3.7 Develop innovation and research hubs for early learning services	○									
	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	●				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. 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. 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%.					
	4.2 Co-construct a range of valid, reliable, culturally and linguistically appropriate tools to support formative assessment and teaching practice	●									
	4.3 Support services to undertake robust internal evaluation that strengthens implementation of <i>Te Whāriki</i> and ensures ongoing improvement	●									
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 took effect on 1 February 2023. Public consultation on two proposed related changes to the early childhood services' regulations to support network management is underway and closes on 24 February (Crown acquisition of land occupied by licensed EC services and taking network approval into account on applications to amend licences). Ministers have also been provided with advice on gazetting criteria to exempt some providers of Māori immersion services from network approval. Action 5.2 – This action is an extension of the new network management function and scoping work is now underway. 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. Action 5.4 – All Pacific early learning advisor roles remain filled and are working with management groups of Pacific early learning services. 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. Action 5.6 – This action is expected to commence in early to mid 2023. Action 5.7 – The Ministry is continuing to engage with Playcentre Aotearoa.					
	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	●									
	5.4 Strengthen governance and management support for Pacific language and other community early learning services	●									
	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	●									

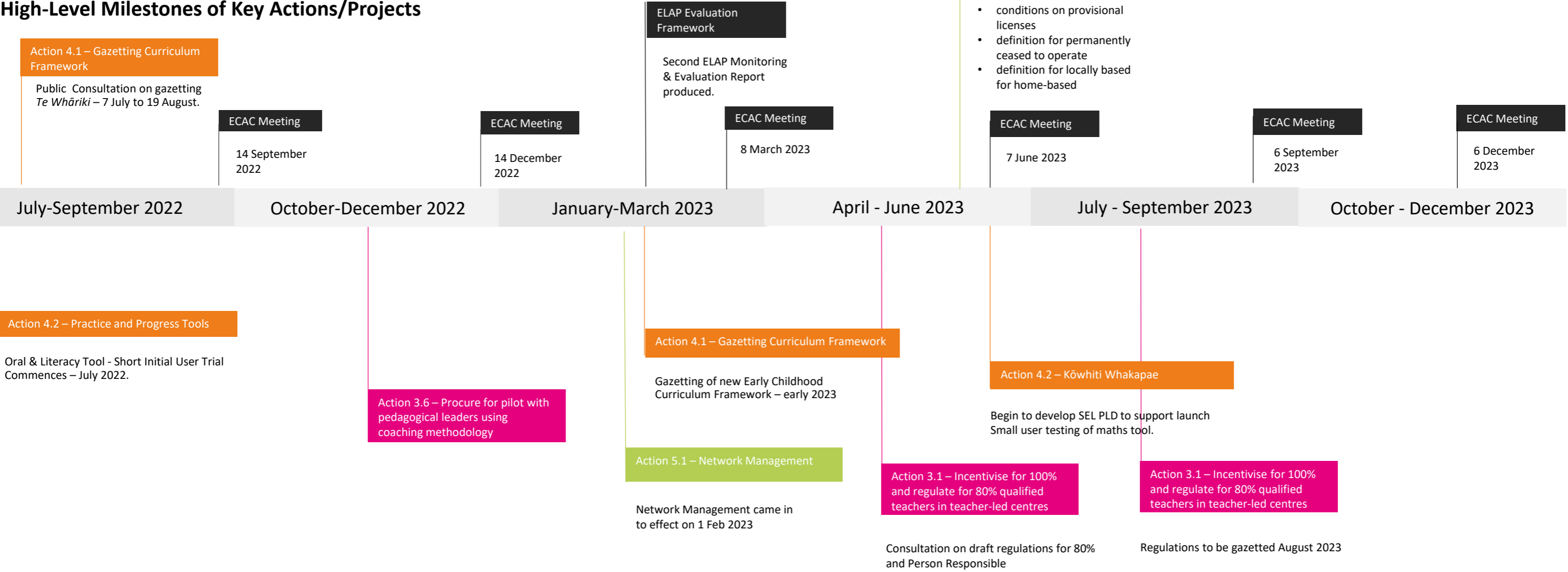
Early Learning Action Plan Dashboard (10-year plan 2019 to 2029)

Reporting Period: December 2022 – February 2023

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 (December 2022 quarter)	Education & Care		Home-based		Hospital-based		Kindergarten		Kōhanga Reo		Playcentre		Total Licenced Services		Av. attendance hours all services per week during 2022 Census	Participation intensity current 5y/o when 4 y/o (ECE PIM)				
		2,729	-11	314	-16	20	—	669	+5	426	--1	386	—	4,544	-23		10+ hrs/wk	20+ hrs/wk			
Participation	Children attended by type (December 2022 quarter)	154,957	-2.5%	12,779	-7.3%	N/A		31,462	-6.2%	7975	-0.4%	14139	-5.9%	202459	-2.8%	21:57	+ 33 mins	74%	+6%	29%	+1%
(2022 ECE Census)																					
Quality	Proportion of qualified to non-qualified staff (2022 ECE Census)	69%	-1%	% of services at 80-99% funding band (December Quarter)		63%	+1%	% of services at 100% funding band (December Quarter)		29%	-2%	Number of license downgrades (December Quarter)		91*	Reported child : teacher ratios (2021 ECE Census)						
															Under 2s 3.7:1 2 and over 6.6:1						
		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.					