## Early Learning Action Plan (ELAP) Dashboard (10-year plan 2019 to 2029) Reporting Period: March – June 2023

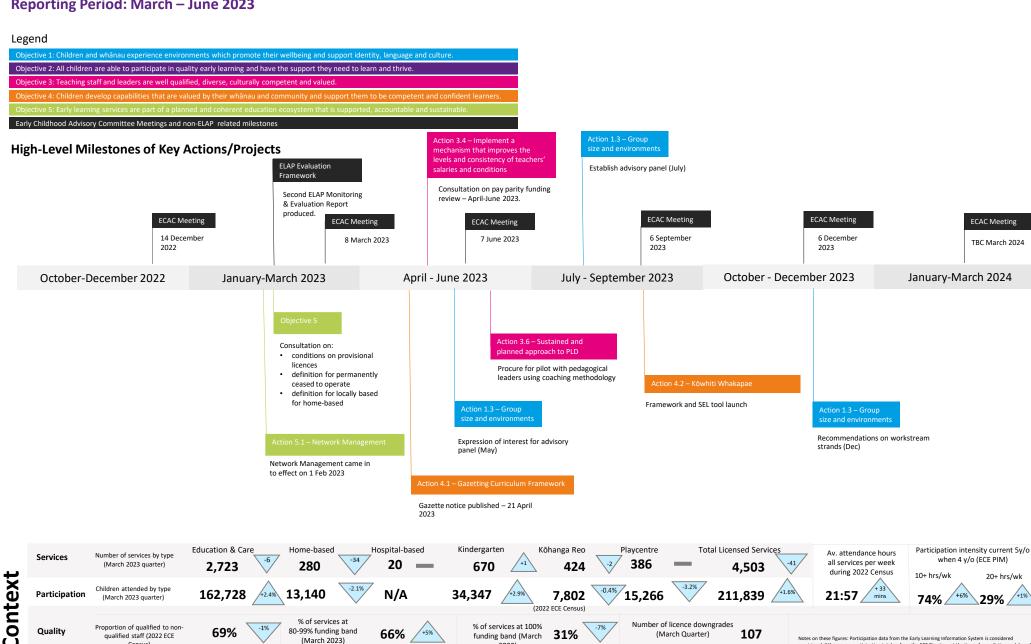
- Key
   Activities
- Early Learning Regulatory Review Scoping work for Tranche 3 is underway.
- Gazetting Te Whāriki A gazette notice was issued on 21 April 2023. The expanded curriculum framework will come into force from 1 May 2024.
- Pay Parity funding review Consultation on a new funding model for pay parity began in April and closes on 6 June 2023.
- Network Management The early childhood services network approval regulations took effect on 1 February 2023. A list of approvals can be found here: Register of network approvals and revocations Education in New Zealand
- Regulating for 80% qualified teachers Implementation of this action has been rephased.

June 2023

On track
Delayed but likely to complete within timeframe
Unlikely to be completed within timeframe

		2021	2022		2024	2025					
		2021	2022	2023	2024	2025	2026	2027	2028	2029	
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						
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					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						
1.4 Support parents and whānau to navigate their choices of education and language learning pathways through better access to information					that meets their needs within their locale and gain early advice on financial childcare support. Work is on-going to improve the tool.						
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 – A Sector Reference Group meeting was held on 7 March 2023. Amendments to the Education and Training Act to enable development of an IDI-based index for ECE services is currently before the Education and Workforce Select Committee.  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 onhold 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											
3.1 Incentivise for 100% and regulate for 80% qualified teachers in teacher-led centres, leading to regulation for 100%											
3.2 Raise the levels of home-based educators' qualifications					Action 3.1 – It has been agreed to slow down work to implement 80 percent qualified teachers in teacher-led ECE centres until the next term of Government. This follows sector concerns about the number of changes already underway and onging teacher supply challenges.  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 – A list of services opting into extended parity at March 2023 has been published on the Ministry's website. The Ministry began consultation in April on a proposal to change the funding system to achieve pay parity. The consultation closes on 6 June.  Action 3.5 – To date, 33 ECE programmes have been approved by the Teaching Council. 20 - 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 joint paper went to the Minister with a series of recommendations to look further into eight key areas of the Kähiu Ako initiative where it was felt improvements could be made, which includes exploring how the model can become more accessible for ECE. The Minister agreed to all recommendations.  Action 3.9 - Early learning and köhanga reo participant numbers continue to increase. From July 2022 to April 2023, Te Ahu o Te Reo Māori participantion support funds have been made for 2,780 early learning participants, who are part of over 13,500 participants in the programme across the education workforce. This Kaupapa						
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											
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)											
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3.7 Develop innovation and research hubs for early learning services	<b>O</b>										
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											
					Action 4.1 = On	21 April 2023 a Ga	azette notice w	ras issuad avnar	nding the legal ea	ly childhood curricu	dum to include the full framework of Te Whāriki
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 – On 21 April 2023 a Gazette notice was issued expanding the legal early childhood curriculum to include the full framework of Te Whäriki and a te ao Māori interpretation. The expanded framework will come into effect from 1 May 2024.  Action 4.2 – We are continuing to develop the framework and SEL tools online. We are working with a provider to further develop the oral language and literacy, and maths tools 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											
5.1 Introduce a managed network approach to ensure high quality, diverse and sustainable early learning provision					Action 5.1 – The early childhood services network approval regulations took effect on 1 February 2023. A list of approvals can be found on the Ministry website. The criteria related to exclusion of Te Reo Māori immersion services from network approval has been Gazetted. Proposed related changes to the licencing regulations to support network management have been considered by the Social Wellbeing Committee and taken to Cabinet in May. These changes seek to support services who have had their land acquired by the Crown and to clarify the Secretary's solility to consider						
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					network approval when assessing an application to amend a licence.  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 finalised 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 – Evaluation of the targeted support for Pacific early learning centres commenced in December 2022. An interim report was received in April 2023; the final report is expected in July. All Pacific early learning advisers continue to work with the governance and management of Pacific early learning services with further networks established.  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 mid 2023.  Action 5.7 – The Ministry is continuing to engage with Playcentre Aotearoa.						
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											

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provisional. Köhanga reo participation is taken from the ECE Directory at the time of compilation and, based on 2022 Census figures. Total participation figure does not include Köhanga reo. Funding band information

relates to each bulk funding period.

'Licence downgrades' include: full to cancelled: full to provisional: full to

suspended to cancelled.