



He taonga te tamaiti - enabling all tamariki to learn and thrive.
Celebrating Northland's Tamariki Conference

Nancy Bell, Director Early Learning, Ministry of Education 3 October, 2020

30-year vision for education

We are descendants of explorers, discoverers and innovators who used their knowledge to traverse distant horizons. Our learning will be inclusive, equitable and connected so we progress and achieve advances for our people and their future journeys and encounters.

10-year objectives for education

EDUCATION STRATEGY

Learners with their whānau at the centre	Barrier-free access	Quality teaching and leadership	Future of learning and work	World-class inclusive public education
Learners with their whānau are at the centre of education	Great education opportunities and outcomes are within reach for every learner	Quality teaching and leadership make the difference for learners and their whānau	Learning that is relevant to the lives of New Zealanders today and throughout their lives	New Zealand education is trusted and sustainable



EARLY LEARNING

SCHOOLING

POST-SCHOOL EDUCATION
AND TRAINING

National Education & Learning Priorities (NELP)

Tertiary Education
Strategy (TES)

ENABLING REFORMS AND ACTIONS

Legislative reform		
Early learning action plan	Reform of Tomorrow's Schools	Reform of Vocational Education implementation action plan
National Education growth plan		
Learning support action plan		
Ka Hikitia and Tau Mai Te Reo		
Action Plan for Pacific Education		
Curriculum, Progress and Achievement Programme		
NCEA Review		
Workforce Strategy		
Careers Action Plan		

He taonga te tamaiti | Every child a taonga Early learning action plan 2019-29

The vision

New Zealand's early learning system enables every child to enjoy a good life, learn and thrive in settings that support their identity, language and culture and are valued by parents and whānau.



Phasing of implementation

- 11 Improve the ratios of adults to children under the age of 3 years in teacher-led centre-based early learning services
- 12 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
- 13 Develop advice about group size, centre design and wider environmental factors, and how to improve quality standards in these areas
- 14 Support parents and whānau to navigate their choices of education and language learning pathways through better access to information

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 co-ordinating learning support in each early learning service.

- 3.1** Incentivise for 100 percent and regulate for 80 percent qualified teachers in teacher-led centres, leading to regulation for 100 percent.
- 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 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
- 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

- 4.1 Gazette the curriculum framework, *Te Whāriki*, to support engagement with the principles, strands, goals and outcomes when designing local curricula
- 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 *Te Whāriki* and ensures ongoing improvement

- 5.1 Introduce a managed network approach to ensure high quality, diverse and sustainable early learning provision
- 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

[illegible]

Objective 1: Children and whānau experience environments which promote their wellbeing and support identity, language and culture

Includes improved ratios, groupings for consistent and secure care, advice about centre design, group size and environmental factors, and helping parents and whānau to navigate the system.

What's underway?

Start Well Early Years is cross agency work aimed at better integrating services for parents and whanau to address two fundamental problems they currently face:

- How to identify and select the right service for them, and their needs
- Understanding or applying for support, such as financial assistance, when enrolling in a service.

The aim is to develop a tool to help parents and whanau navigate the system.

Objective 2: All children are able to participate in early learning and have this support they need to learn and thrive



Includes review of equity and targeted funding and advice to facilitate wrap-around serves. It also links to the Learning Support Action Plan.

What's already happened?

- Learning Support Coordinators: most of first tranche of 600 LSC positions are filled (LSAP priority 1)
- Gifted children: Poutama programme support EL Kaiako to work with gifted children. Face to face and online provision (LSAP priority 5)
- The regions have worked successfully to start to reduce wait times for early intervention (LSAP priority 3)



What's underway?

- Equity funding policy work has begun (action 2.1)
- Education and Health are working together to investigate universal health checks for 3 year-olds, including for autism spectrum disorder, that could replace the current B4school checks (LSAP priority 2).

Objective 3: Teaching staff and leaders are well qualified, diverse, culturally competent and valued

Includes a more qualified workforce, improved levels and consistency of teachers' salaries and conditions, ITE, PLD, innovation hubs, better collaboration within education sector, and growing use of te reo Māori.

What's already happened?

- Teaching Council ITE programmes must be approved under the requirements 1 Jan, 2022
- Timeframe for home-based early learning services transition to a more qualified workforce by 2025 released. Higher Quality Rate Jan 2021 (action 3.2)
- The 100% funding band reinstated for teacher-led, centre-based services that employ a fully qualified and certificated teaching workforce. \$278.2M was announced in budget 2020 (action 3.1)



- Education and care services funding boost to subsidy rates to improve the pay of qualified teachers of \$151.1M (action 3.4)
- *Te Ahu o te Reo Māori*: to support kaiako and others to integrate te reo Māori in all early learning services (action 3.9). Has been piloted planning for the national rollout in 2021 is well underway.
- Pacific Education Innovation Fund for innovative initiatives that meet the curriculum and wellbeing needs of Pacific learners in early learning, schooling and tertiary education.



What's underway?

- Regionally-based Curriculum Leads (Wellbeing): Leads will work in partnership with the sector to help embed high quality teaching approaches to mental health, wellbeing and healthy relationships, within local curriculum.
- Employee wellbeing support services for employees in early learning and schooling (4 years from October 2020). Free frontline counselling and advice services for educators. Initially in Auckland, then other locations or regions experiencing a further COVID-19 resurgence.

Objective 4: Children develop capabilities that are valued by their whānau and community and support them to be competent and confident learners

Includes Gazetting the curriculum framework, *Te Whāriki*, developing tools to support formative assessment and teaching practice, and supporting internal evaluation.

What's already happened?

- Massey University and Victoria University of Wellington Te Herenga Waka (VUW) will lead initial work to develop a set of tools to help kaiako gain information about children's unique learning journeys and their own teaching practice to deepen or strengthen children's learning (action 4.2)
- ERO have released indicators of quality to support robust evaluation (action 4.3)

Objective 5: Early learning services are part of a planned and coherent education ecosystem that is supported, accountable and sustainable

Includes initiatives to support managed network, improved monitoring, increased transparency of funding, and better support for Pacific and other community-owned early learning services.

What's already happened?

- Education and Training Bill has been passed into legislation; contains enabling provisions for network management (action 5.1)
- Tranche 1 regulatory review underway; consulting with sector.



What's underway?

- A fund for improving our support for Pacific early learning centres is being developed. More information will be shared in the coming weeks.

A resilient system

Immediate response to COVID-19 included maintaining pre-COVID funding levels, providing advice and guidance, and supporting learning at home.

Resource kits

Television

- Home Learning TV | Papa Kāinga TV on tvnz on demand.
- Mauri Reo Mauri Ora on Māori Television

Learning from home websites

- learningfromhome.govt.nz
- kauwhatareo.govt.nz



A resilient system

Ongoing support includes:

Urgent Response Fund for licensed early learning services to support children who need extra help, especially in terms of attendance after the COVID-19 lockdowns

- Regionally allocated, available for one year from 1 July 2020
- Uses can include resources, teacher release time to directly support sustainable increased in children's attendance, support that has a wellbeing focus.

Early Learning Sustainability Fund to support those services hardest hit where they are a crucial part of the network

- Could include services in remote locations, or where parents and caregivers have fewer early learning options
- Application based. Providers will need to provide detailed financial and attendance information.



Questions and reflections

We **shape** an **education** system that delivers
equitable and **excellent outcomes**

He mea **tārai** e mātou te **mātauranga**
kia **rangatira** ai, kia **mana taurite** ai ōna **huanga**



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