



# Pathways to the Future: Ngā Huarahi Arataki



A 10-YEAR STRATEGIC PLAN FOR EARLY CHILDHOOD EDUCATION



*A journey towards increased participation,  
improved quality and stronger relationships*





# Foreword

The early years of a child's learning make a significant difference to the way they develop and go on to learn throughout their lives. Getting it right at this vital stage will build the lifelong foundations of success, not only for our children, but also for New Zealand.

The Government's vision is for all New Zealand children to have the opportunity to participate in quality early childhood education, no matter their circumstances. Research shows that having access to quality education in early childhood offers the greatest benefits for the very children who are least likely to be attending (children from low socio-economic backgrounds).

If we are to build a strong future for this country, I believe we must firmly establish early childhood education as the cornerstone of our education system. Our social, educational and economic health can only benefit from efforts and resources focused on young New Zealanders. We cannot leave to chance the quality and accessibility of early childhood education.

This Government is committed to ensuring all families have access to quality education services that are responsive to their needs and those of their children. Our commitment is reflected in this plan.

The Strategic Plan for Early Childhood Education represents a shared sector vision for the next decade. The plan provides us all with a road map for strengthening a diverse early childhood education sector where *Te Whāriki* is provided effectively. This needs:

- early childhood teachers who meet and maintain the same professional standards as school teachers
- better support for parents and whānau providing early childhood education in licensed and chartered centres, home-based services and licence-exempt services

- better access for parents, families and whānau in both urban and rural New Zealand to quality early childhood education services that meet their needs
- more and stronger collaborative relationships between services and programmes for young families.

The Government has worked alongside the sector, academics and parents in developing the plan. The Strategic Plan for Early Childhood Education working group, which included 31 representatives from across the early childhood education sector, undertook 15 months' consultation involving numerous meetings. This included several hui with Māori, meetings in rural and urban areas, and several fono with Pasifika peoples. The working group's focus was on increasing participation, improving quality and promoting collaborative relationships. Over 1300 submissions contributed to the group's final report, which now forms the backbone of this plan and therefore the future direction of early childhood education.

I would like to thank the working group members for all their hard work and commitment. The energy and passion of chairperson, Dr Anne Meade, and the other working group members have resulted in the framing of a comprehensive vision for the future direction of early childhood education; a vision that is shared by most of a very diverse sector.

With the direction now set and the path clearly charted, the work remains. As with the development of the plan, successful implementation very much depends on the Government working closely with the early childhood education sector. We all have a role to play in seeing the sector as a whole progressing towards the goal of providing every child the opportunity to benefit from quality early childhood education.

*Hon Trevor Mallard  
Minister of Education*





# Summary

Early childhood education (ECE) is a critical first step in building the foundation for a child's ongoing learning and development. While New Zealand is fortunate in having a strong ECE sector there are opportunities to build on its strengths. To fulfil the Government's vision of lifting the educational achievement of all New Zealand children it is vital that all those working within the ECE sector share a common vision of what success looks like. The Strategic Plan for ECE draws a picture of that vision for ECE and provides a 10-year plan of action for improvement.

## Setting the Direction

The culmination of intensive consultation across the ECE sector, the plan presents a shared vision between the sector and the Government. At the plan's core are three goals:

- increase participation in quality ECE services
- improve quality of ECE services
- promote collaborative relationships.

The plan includes specific strategies for the building of an ECE sector responsive to the needs of Māori and Pasifika peoples.

## A Change in Focus

Major changes in the ECE sector are required to achieve the plan's three goals. Some of the biggest shifts in direction will be:

- new funding and regulatory systems to support diverse ECE services to achieve quality ECE
- better support for community-based ECE services
- the introduction of professional registration requirements, for all teachers in teacher-led ECE services, such as those already applying in the schools sector and kindergartens



- better co-operation and collaboration between ECE services, parent support and development and education, health and social services to empower parents and whānau to be involved in their children's early learning
- greater involvement by the Government in ECE, focusing particularly on communities where current participation in quality ECE is low.

## The Strategies

The plan provides a comprehensive network of interconnecting strategies to focus the activity of all sector partners as they work together to achieve the goals.

The strategies developed to *increase participation* in quality ECE services are designed to:

- focus on communities where participation is low, particularly Māori, Pasifika, low socio-economic and rural communities
- be driven by the needs of those individual communities
- increase the Government's role in facilitating access to quality ECE services
- support ECE services to be more responsive to the needs of children, parents, families and whānau.

Implementation of strategies under this goal will identify barriers to participation and promote the benefits of participation to parents, families and whānau. Greater practical and funding help will be available for the establishment and ongoing running of quality services.

The strategies developed to *improve the quality* of ECE services are designed to:

- implement the curriculum (*Te Whāriki*) effectively
- ensure teachers, ratios and group size support quality
- provide for quality interactions between teachers/parents and whānau and children
- establish and reflect on quality practices in teaching and learning.

Implementation of strategies under this goal will increase the number of registered ECE teachers and improve teacher-child ratios and group size. The particular support needed by parents and whānau supplying ECE services will be further investigated and specific actions will be undertaken to promote the effective implementation of *Te Whāriki* and quality teaching and learning practices.

The strategies developed to *promote collaborative relationships* are designed to:

- improve the development and educational achievement of children between birth and age eight through forming strong links between ECE services, parent support and development, schools, health and social services.

Implementation of strategies under this goal will provide a better co-ordinated range of education support services to young children, parents, families and whānau and opportunities for communities of learning to develop.

## Supporting Strategies

The implementation of the strategic plan will be supported by four, more broadly focused strategies:

- review of ECE-related regulations, to be undertaken between June 2002 and December 2003
- review of the ECE funding system, to be undertaken between May 2002 and July 2003
- conducting of research to inform future ECE policy development and monitor progress
- involvement of the sector in ongoing policy development and implementation.

## A Stepped Approach

The strategic plan will be implemented in seven steps, the early steps laying the foundations for later action. The steps are not necessarily sequential; some overlap. This approach balances the inherent tension between increasing participation and lifting quality. It also means that all the necessary building blocks are put in place to ensure success.

## Checking Progress

Longitudinal research will measure the progress of implementation against the three goals as the plan unfolds. In this way the plan will be open to a cycle of continuous improvement over its 10-year life, as the measurement of the strategies' success feeds back into ongoing policy development and implementation.





# Section one:

## Acknowledging strengths, seeking opportunities

### Why develop a strategic plan?

The Government is committed to raising the level of educational achievement of all New Zealand children. As the foundation for ongoing learning, ECE is a critical first step. ECE also enriches the growth and development of children in the years before starting school. To fully realise the benefits of ECE it is vital that all those working within the ECE sector share a vision for effective early education. It is vital, too, that there is a clearly defined path that both the Government and the sector can follow.

This strategic plan offers both the vision and the path by providing a policy framework, goals and strategies for early childhood education, whether centre-based or home-based. It recognises the value of licence-exempt groups and provides a genuine role for these groups within the sector.

It is informed by history in that it acknowledges the strengths of New Zealand's ECE sector and uses them as the basis for development. It is future focused in that it provides a reference point for how the sector will achieve improved quality, increased participation and reduced disparities over the next 10 years.

Long-lasting improvement is most readily achieved through a deliberate journey. Therefore, the plan's interconnecting strategies will be implemented in phases. Such a stepped approach ensures:

- inherent tensions between improving quality and increasing participation are managed
- the building blocks needed for success are in place before the strategies are introduced.

The graph on the facing page shows that:

- Most enrolments are in education and care centres, followed by kindergartens, licence-exempt Early Childhood Development (ECD) supported groups, playcentres, etc.
- Māori are more likely to be enrolled in education and care centres or kōhanga reo, followed by kindergarten.
- Pasifika children are mainly in education and care centres, followed by kindergarten then licence-exempt ECD supported groups.

# Surveying current ECE in New Zealand

## The Context

Children’s growth and development are most rapid during their early years and young children learn in a range of settings. Parents are key in their children’s development and most children experience much of their early learning within the home.

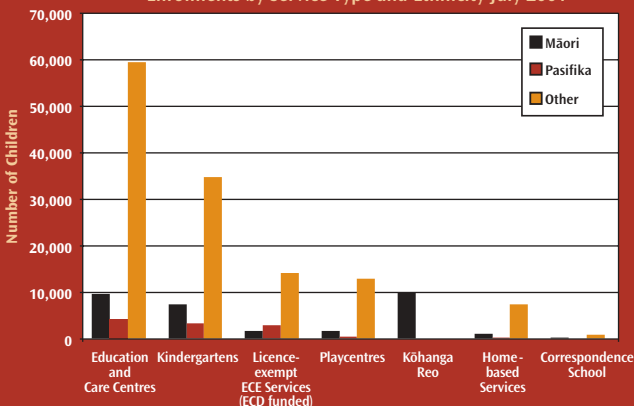
While New Zealand children are not required to participate in formal ECE, the majority does so at some stage before they begin school. The choice of ECE services is broad; this country has a strong ECE sector offering a diverse range of services to meet the education and care needs of most children, parents, families and whānau. In some ECE settings parents and whānau are directly responsible for the education and care of the children. In other settings paid staff are responsible. There are also home-based settings where paid staff are responsible for the education and care of the children within their own (or the children’s) home.

## A Diverse Sector

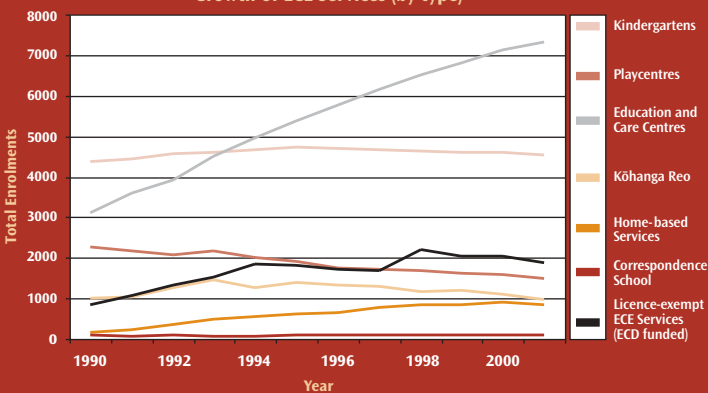
New Zealand enjoys a diverse range of education and care providers for young children. Some providers work with parents and whānau; others work directly with young children. The main providers are:

- **Education and Care Centres** provide either sessional, all day, or flexible hours programmes for children from birth to school age. They may be privately owned, non-profit making, community-based services, or operated as an adjunct to the main purpose of a business or organisation (e.g. a crèche at a university or polytechnic). These centres include a small but increasing number of specific Māori immersion education and care centres, and Pacific Island Education and Care Centres.
- **Home-based Services** comprise a cluster (network) of home-based caregivers operating under the supervision of a co-ordinator. The co-ordinator places children with caregivers in approved homes for an agreed number of hours per week (e.g. Barnardos).
- **Kindergartens** generally operate sessional early childhood education for children between the ages of three and five.
- **Kōhanga Reo** provide programmes totally in Te Reo and Tikanga Māori for mokopuna and their whānau from birth to school age.
- **Licence-exempt Playgroups** are community-based groups of parents and children who meet for one to three sessions per week.
- **Parent Support and Development Programmes** aim to improve health, social and educational outcomes by helping to build parenting capability (e.g. PAFT, HIPPY).
- **Playcentres** are collectively supervised and managed by parents for children up to the age of five.
- **The Correspondence School** provides distance ECE for children aged between three and five who are unable to attend an ECE service because of isolation, illness or other special needs.

Enrolments by Service Type and Ethnicity July 2001



Growth of ECE Services (by type)



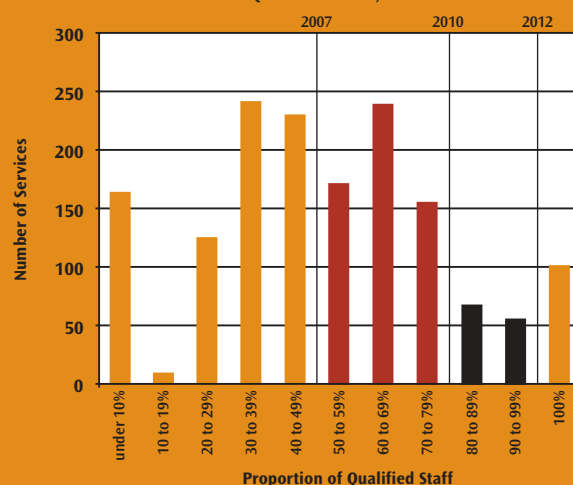


## The Opportunities

New Zealand parents generally have considerable choice for their children's early care and education. In providing integrated care and education under one curriculum (*Te Whāriki*), New Zealand is a world leader. However, we have opportunities where we can build on our strengths.

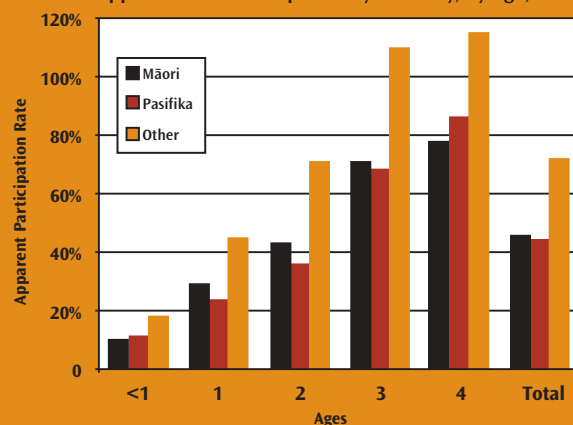
- **Improving ECE quality through increasing the numbers of qualified teachers.** Many ECE teachers in New Zealand are not qualified, yet there is a strong correlation between quality ECE and teacher qualifications.
- **Increasing participation in quality ECE services amongst those groups currently missing out.** Although New Zealand ECE participation rates are high, some children are still missing out, often because families are not well informed about the value of ECE to their children's development both in the present and in the future. The children primarily affected come from Māori, Pasifika, and low socio-economic backgrounds. A lack of access to appropriate ECE services is also proving a barrier to rural families and to around 15 percent of parents wanting employment.<sup>1</sup> The Government could increase participation for these groups by becoming more involved in facilitating access to quality ECE services.
- **Greater empowerment of parents and whānau to be involved in their children's early learning.** There is a wide range of ECE and other education, health and social services for young children and their parents and whānau. The links between these services are not always strong. Promoting co-operation and collaboration between these services - both at the national and local levels - could improve outcomes for young children and parents, and provide better opportunities for parents and whānau to be more involved in their children's early learning.
- **Better government support to help the ECE sector achieve quality and participation objectives.** The complexity of current regulatory and funding systems can have negative or unintended impacts on quality and participation. They can also create barriers to participation. A comprehensive review of funding and regulations should benefit both families and services as increased government support helps the ECE sector to meet quality and participation objectives.

Distribution of Education and Care Centres by Proportion of Qualified Staff, 2001



To reach the target of having 50 percent qualified staff in each centre by 2007, 60 percent of centres (all those to the left of the 2007 line) would have to increase the qualifications of their staff. The 2010 target will affect 85 percent of centres. Currently only 6.5 percent of centres have all teachers qualified.

Apparent<sup>2</sup> ECE Participation by Ethnicity, by Age, 2001



This graph was created by comparing the number of children enrolled in ECE (from the annual survey of ECE services) with the number of children in that age group (from the Census). The graph shows that Māori and Pasifika children are less likely to be participating than other children. It also shows that participation increases with the age of children.

<sup>2</sup> The graph shows the apparent participation rate as:

- some children are enrolled in more than one ECE service so the participation rate is likely to be overstated. Consequently for 'other' age 3 and 4 participation is shown as over 100 percent.

<sup>1</sup> *Childcare, Families and Work: New Zealand Childcare Survey 1998*, Labour Market Policy Group, 1999, p 46. This impacts on women much more than men (mothers' participation: 22 percent, fathers': 5 percent).



## Māori Involvement and Partnership

In recent years, many hui and discussions have explored ways in which Māori and the Government could work together and Māori could have greater involvement in their children's education. Through the implementation of the strategic plan, the Government is seeking to achieve three specific goals for Māori:

- to enhance the relationship between the Crown and Māori
- to improve the appropriateness and effectiveness of ECE services for Māori
- to increase the participation of Māori children and their whānau.

The development in recent years of formal iwi/Māori and Crown working relationships has already fostered greater involvement of Māori in education. These agreements focus on lifting the achievement of Māori children and building the skills of whānau, hapū and iwi so they can be more actively involved with the education sector.

Other significant processes provide potential to involve Māori increasingly in designing and implementing ECE policy.

- The Hui Taumata Mātauranga hosted and facilitated by Ngati Tuwharetoa Paramount Chief Tumu Te Heuheu. The process provides the Government, Māori and the education sector the opportunity to meet and share the responsibility for finding more effective ways for improving Māori education outcomes. The cornerstone of this work is the family and how it can be supported to access a better quality of education. Quality ECE is a key focus.
- A review of the relationship between the Crown and Te Kōhanga Reo National Trust was undertaken by a Crown/Trust joint working group. The group's key purpose was to recommend ways to strengthen the relationship to ensure the best results for Māori children and their whānau in kōhanga reo. Both the strategic plan and the review provide opportunities for the Government to work more collaboratively with the Trust, whānau and iwi. This will help support quality and participation in kōhanga reo in a way that supports the kaupapa of the kōhanga movement.
- Further, strategies such as Whakaaro Mātauranga (Think Learning) including the Te Mana information campaign and the Pouwhakataki, as well as relationships with iwi and pan-Māori groups such as the Māori Women's Welfare League, offer opportunities for a greater range of interaction and engagement with Māori communities.

This strategic plan recognises the importance of these processes. The results targeted through the implementation of this plan fit with other Ministry-supported strategies that recognise and increase Māori involvement and partnership in education.

## Pasifika Education

The Government's Strategic Plan for ECE is in line with the goals of both the Pasifika Education Plan and the Ministry of Pacific Islands Affairs' Capacity Building Projects. In developing this plan for ECE, Pasifika communities and the Government have worked to build a relationship through which participation in, and the quality of, ECE for Pasifika children and their families can be improved.

The plan aims to build on the major growth in ECE participation of Pasifika children that has occurred over the last decade. In 1990 around 3300 Pasifika children were enrolled in licensed ECE services. By 2001 this had risen to over 8000. Much of this growth has resulted from Pasifika communities establishing ECE services that fulfil their language, cultural and educational aspirations. Sixteen licensed and chartered Pasifika ECE services were established in the last year alone.

The Government wants to continue working in partnership with Pasifika communities as the plan rolls out over the next 10 years. The goals, strategies and actions in this document all aim to increase participation, improve quality and promote participation for Pasifika children and their families. To illustrate this there is a specific section under each goal that explains what the strategies and actions might mean for Pasifika children, parents, family and communities.





## Section two:

### Setting the course for success

### Three goals, seven steps

The Strategic Plan for ECE contains an interconnecting framework of strategies, focused on achieving three core goals over the next 10 years:

- increasing participation in quality ECE services
- improving quality of ECE services
- promoting collaborative relationships.

The achievement of the plan's three goals requires major changes in the ECE sector. Some of the biggest shifts in direction will be:

- revised funding and regulatory systems to support diverse ECE services to achieve quality ECE
- better support of community-based ECE services, including licence-exempt groups
- the introduction of professional registration requirements for all teachers in teacher-led ECE services, such as those already applying in the schools sector and kindergartens. This includes co-ordinators in home-based care services

- better co-operation and collaboration between ECE services, parent support and development programmes and education, health and social services to empower parents and whānau to be involved holistically in their children's early learning

- greater involvement by the Government in ECE, focusing particularly on communities where current participation in quality ECE is low.

The Government has a range of approaches it can use to bring about the change in direction and actions this plan requires. The Government can:

- fund
- regulate
- inform
- support.

A mix of these approaches will be used to achieve the plan's three goals. As an example, to increase the number of quality ECE teachers, the Government will introduce regulations requiring providers of ECE services to employ registered teachers. By way of support, the Government will provide

information on how these requirements could be met and provide support to teacher education providers, ECE services and ECE teachers to help with the transition. Requiring ECE services to employ registered teachers increases the costs to the services. The Government recognises that for ECE services to pass on too much of this cost to service users would decrease participation. The Government will therefore fund services so that increased teacher quality does not come at the cost of decreased participation.

To ensure even progress is achieved across all three goals, a staged plan is needed. The strategic plan will be implemented in seven steps. The early steps lay the foundations from which other actions are

to be launched. The steps, though, are not a timeline. Some strategies will take less time to complete than others, so in some instances, strategies planned in later steps may begin before all the strategies in previous steps are completed.

While this strategic plan provides a framework for government action over the next 10 years, its goals, strategies and actions are not exhaustive. Longitudinal research will measure the progress of implementation against the three goals as the plan unfolds and the effects on children, parents, families and whānau, and ECE services. This is likely to result in adjustment to the strategies during the 10-year life of the strategic plan.

## The Strategies

### GOAL: Increase Participation in Quality ECE Services

*“Early childhood care and education services assist children and their families to develop independence and to access the resources necessary to enable them to direct their own lives.”<sup>3</sup>*

We need to increase participation in quality ECE services so that:

- children develop and enhance strong early learning foundations through participation in quality ECE services
- children, parents, families and whānau can access ECE services that meet their needs (including training, education, and employment needs of parents, and cultural and language aspirations of children, parents, whānau and wider communities).

Children can develop and build on strong early learning foundations in a number of settings, including their own homes. A child’s early learning foundations are further extended when they take part in quality ECE. For children from disadvantaged backgrounds, participation in quality ECE is particularly important, as they may not be exposed to high quality early learning experiences in the home.

The education of children under the age of six is not compulsory. Parents, families and whānau therefore have to actively choose to involve their children in ECE. To make this choice parents need information about why ECE is important for their children. They need to know what quality ECE looks like so that they can choose a quality ECE service.



#### A VISION...

##### ... of ECE in the future

*The Strategic Plan for ECE provides a policy framework, goals and strategies for early childhood education in New Zealand; essentially a road map for the development of this vital sector. But what will the success of the plan look like? What are the final destinations? As the development of ECE is not a journey in the physical sense, the final destinations are not defined in detail. However, we do have a vision for how the improvements set out in this plan might shape ECE in future. Throughout this plan you will find boxes that outline a vision of what might be achieved by 2012 as the result of specific strategies.*

<sup>3</sup> Te Whāriki, p 40.



To have such a choice in the first place, parents, families and whānau need information about, and access to, quality ECE services that are responsive to their needs and those of their children. Further, if parents, families and whānau are to keep their children attending ECE services, those services need to be sustainable.

The plan's strategies to increase participation, outlined in the table opposite, will:

- focus on communities where participation is low, particularly Māori, Pasifika, low socio-economic and rural communities

- be driven by the needs of those individual communities
- increase the Government's role in facilitating access to quality ECE services
- support ECE services to be more responsive to the needs of children, parents, families and whānau.

### *A focus on the participation of Māori*

Two factors sharpen our focus for the future of Māori in ECE. Firstly, Māori children do not currently participate in ECE services at the same rate as other New Zealand children. Secondly, Māori children will form a larger proportion of this country's birth-to-five-year-olds within the next 10 years.

Whānau, hapū, iwi and communities are best placed to know the barriers Māori encounter in taking part in ECE services. Our efforts under this goal will focus on working with Māori to uncover these barriers and to develop strategies to foster greater involvement. This will include researching what factors in ECE make the most difference for the development and success of Māori children.

Access to quality ECE services is of prime concern and the Government will be more actively involved in ensuring Māori have a choice of ECE services that best meet their needs.

This support will take the form of establishing and supporting community-based services run by Māori for Māori. Support to establish such services might range from use of the discretionary grants scheme to directly providing a building to lease. Ensuring such services have the support to continue operating will also be addressed, especially for stand-alone services operating without support from umbrella organisations. The review of funding and regulatory systems will include a focus on how best to support Māori ECE services in terms of governance, management, quality and responsiveness.

As many Māori children attend mainstream ECE services, ensuring these services are responsive to their needs and those of their whānau is also a priority. The emphasis here will involve working with both ECE services and teacher education providers to improve ECE teachers' understanding and appreciation of the Treaty of Waitangi, bi-culturalism, Te Reo and Tikanga Māori so that they can support and encourage the learning of Māori children and the involvement of Māori parents.

### *A focus on the participation of Pasifika peoples*

Pasifika peoples share a number of the same challenges as Māori - fewer Pasifika children attend ECE services than other New Zealand children and they will comprise an increasing proportion of birth-to-five-year-olds over the next 10 years. However, the solutions to these challenges may not be the same.

Pasifika communities are to play an important role in determining the strategies to encourage more Pasifika parents to involve their children in ECE services. Once the barriers to participation and suitable solutions are identified, the Government will work more actively in partnership with Pasifika communities to ensure they have ready access to ECE services that meet their needs. This will include supporting the establishment and ongoing operation of community-based Pasifika ECE services. This support might focus on financial aspects with funding provided through the discretionary grants scheme, or it might involve offering such services as the use of government-owned buildings.

Pasifika ECE services are often stand alone, lacking the support of larger umbrella groups. The Government will work especially with such stand-alone Pasifika ECE services to ensure they receive the advice and support they need in governance, management and professional leadership to build their long-term viability. The education and care needs of Pasifika children attending mainstream ECE services will also be under the spotlight. The Government will work with mainstream services to ensure teachers appreciate the particular heritage, cultural and language needs of the Pasifika community.



## A VISION...

## ... of access to quality ECE services in 2012

*The problems some New Zealanders have faced in gaining access to quality ECE services are fast disappearing. These problems have varied: the lack of established services in the near vicinity; available services not meeting the needs of children, parents, families or whānau; only sessional services provided where full day care is wanted; a lack of choice for cultural and language development.*

*Today, Ministry facilitators are key in solving these problems and have ensured many more New Zealand children have access to quality care and education through ECE services. The facilitators work with communities to decide on the services most needed. Sometimes communities establish their own ECE service; other times the facilitators work with existing services to lift their game in meeting the community's needs. Then there are solutions developed to meet very specific needs of individual families or whānau. These solutions are sometimes as simple as providing transport to other ECE services better equipped to meeting the children's needs. All, though, see greater numbers of children developed and extended in quality ECE services.*

STRATEGY	ACTION
<b>Increase participation</b>	<ul style="list-style-type: none"> <li>• Build on the <i>Promoting ECE Participation</i> project to find and address barriers to ECE participation in local communities.</li> <li>• Raise parents' (and the wider community's) awareness of the benefits of participation in quality ECE for children's educational and social success.</li> <li>• Give parents and whānau information about what quality ECE is like.</li> <li>• Research to provide information for ongoing policies to address barriers to access and participation.</li> <li>• Research to provide information for policies to encourage ECE participation at levels that will achieve the best results for children.</li> </ul>
<b>Improve access to responsive, quality ECE services</b>	<ul style="list-style-type: none"> <li>• Involve government in facilitating access to community-based ECE services in communities where participation is low. This includes working with communities to gain access to ECE services through planning, provision of property for new ECE services, or providing advice and support to improve the quality and responsiveness of existing ECE services.</li> <li>• Assign facilitators in Ministry of Education regional offices to work with targeted communities to find solutions for providing property including: <ul style="list-style-type: none"> <li>- expanding the Discretionary Grants Scheme</li> <li>- providing a 'design-and-build'<sup>4</sup> scheme for ECE services to establish new centres</li> <li>- providing access to land on school sites</li> <li>- converting excess school classrooms</li> <li>- leasing government property (buildings and/or land) to some ECE services</li> <li>- providing government property directly (buildings and/or land) to some ECE services.</li> </ul> </li> <li>• Develop innovative solutions to ensure rural communities have access to quality ECE services.</li> <li>• Give the Ministry of Education the responsibility for the co-ordination of advice and support for governance, management and professional leadership.</li> <li>• Assign facilitators to work with community-based ECE services identified as lower quality ECE and/or not being responsive to the needs of children, parents, families and whānau. This work will involve linking them into advice and support services.</li> <li>• Introduce funding and regulations that support ECE services to deliver quality ECE that is responsive to the needs of children, parents, families and whānau.</li> <li>• Provide funding to support access to affordable, quality ECE services.</li> </ul>
<b>Improve sustainability of ECE services</b>	<ul style="list-style-type: none"> <li>• Provide equity funding to promote access to quality community-based ECE services through acknowledging additional costs faced by ECE services in some communities.<sup>5</sup></li> <li>• Introduce funding and regulations that better support quality ECE services to meet the needs of children, parents, families and whānau.</li> <li>• Ensure that advice and support for governance, management and professional leadership are available to all ECE services. The Ministry of Education will undertake this work with ECE sector umbrella groups and organisations.</li> </ul>

<sup>4</sup> This will involve the Ministry of Education contracting a company to provide both design and building services for ECE services developing new centres.

<sup>5</sup> In particular this relates to ECE services that are in low socio-economic and rural communities, cater for children with special needs or who have English as a second language, or provide an immersion service in languages other than English.



## A VISION...

### ... of advice and support in 2012

While some services have always enjoyed the advice and support of groups such as Te Kōhanga Reo National Trust, kindergarten associations, playcentre associations, Te Tari Puna Ora o Aotearoa, Early Childhood Development and the Early Childhood Council, all ECE services now have access to comprehensive and co-ordinated support to meet their needs.

The Ministry is an effective central support nexus, linking ECE services in need of help with support providers. Governance, management, responsiveness and quality are the prime concerns of support mechanisms as these factors most critically affect ECE services' long-term health. We are now seeing the results of this support. Concentrated support provided especially to communities where participation in ECE services is historically low, is paying off as the trend reverses. Concentrated support is also ensuring ECE services that previously struggled under the weight of governance and management issues are stabilised and regaining strength. The Education Review Office and the Ministry maintain a supportive watch for at-risk services. Their interest is to ensure these services receive the support and professional development they need to continue.

### ... of quality ECE in rural New Zealand in 2012

Life in New Zealand's rural communities no longer means limited access to ECE. Fuelling this is the higher number of qualified ECE teachers who have made use of the greater flexibility of distance learning options for ECE teacher education. Greater flexibility features too in how families in isolated areas can access ECE services. In some cases The Correspondence School works closely with parents involved in playgroups; in other cases rural communities use mobile ECE services, or receive support for transport to services in other areas. Changes in government regulations and funding have created a framework that makes quality ECE a reality in rural New Zealand. Increased support from the Ministry means ECE services have access to practical solutions on governance and have less difficulty employing enough qualified staff.



## GOAL : Improve Quality of ECE Services

*"Quality early childhood education lays the foundation for children's later learning, through an enriching environment that facilitates the development of cognitive skills...[It] contributes to the development of self-esteem, as children gain understanding of their emotions and establish the basis for relating to others...[It] is one of the ways by which social and cultural values are reinforced and passed on to the next generation. Therefore, the quality of early childhood education today influences the well-being of citizens and society in the future."*<sup>6</sup>

Children only benefit from participation in quality ECE services. That quality is achieved through a number of interacting factors. ECE research shows that quality is the result of the interaction of the ratio of trained adults to children, the number of children (or group size) and, in some services, the qualification levels of teachers. Collectively, these factors form the foundation on which quality ECE is built.

This foundation supports quality interactions between teachers (in some services, parents and whānau) and children. In turn, it is this quality interaction that leads to the effective implementation of the curriculum (*Te Whāriki*). The desired result

of the strategies outlined below is that ECE services will implement *Te Whāriki* fully and effectively. This means having:

- teachers, ratios and group size that support quality
- teachers who are responsive to children from all ethnic backgrounds, languages and cultures
- quality interactions between teachers/parents and whānau and children
- quality practices in teaching and learning.

<sup>6</sup> Quality in Action, p 5.



### *A focus on quality for Māori*

Building a stronger framework for the delivery of quality ECE services is a main foundation of the strategic plan. This presents opportunities for Māori. The plan places a greater requirement on ECE services and teachers to be responsive to the care and education needs of Māori children. Key to this is the effective delivery of *Te Whāriki*, which is an explicitly bi-cultural curriculum.

The requirements are made equally of Māori and 'mainstream' ECE services. As such there will be opportunities for Māori parents and educators to influence teacher education, professional development and other programmes and initiatives that support ECE services and teachers to be more responsive to Māori children. We will specifically focus on initiatives improving understanding and appreciation of the Treaty of Waitangi, and the use of Te Reo and Tikanga Māori.

The solution to improving quality sector-wide is to increase the number of professionally trained teachers responsible for providing education and care to children. Māori children will benefit generally from this but the target of having all ECE teachers professionally qualified requires us to explore and take into consideration the special characteristics of community-based Māori ECE services. Kuia and kaumātua are integral to the education of Māori children in Māori ECE services, not only for the teaching of Te Reo and Tikanga Māori but for their leadership. Māori tell us that field-based training of ECE teachers best matches the learning style of Māori and produces teachers most suited to Māori ECE services. The Government will work in partnership with Māori to develop a teacher education course for Māori immersion ECE teachers. Our overall aim will be to ensure that lifting ECE quality overall doesn't come at the price of the effective education of young Māori.

Partnerships will also form an important element in determining how quality is achieved in parent/whānau-provided ECE services such as kōhanga reo. Our partnership will include work with Te Kōhanga Reo National Trust to identify and support quality in these services.

### *A focus on quality for Pasifika*

A drive to improve quality in ECE services offers Pasifika communities both opportunities and challenges. Overall, the increased number of professionally qualified teachers will benefit Pasifika children. As for other New Zealand children, having more highly trained teachers means a better quality of education.

Increasing the number of professionally trained teachers poses challenges for Pasifika peoples. As fewer Pasifika peoples currently hold the Diploma of Teaching (ECE), Pasifika ECE services could experience more difficulty in meeting the teacher registration targets. The registration requirement also impacts more broadly on the unique nature of Pasifika ECE services. In implementing the change, it is also important that elders continue to play a role in ECE services and that field-based training remains a viable option. The Government will need to work with Pasifika communities to overcome these challenges, building on the progress they have already achieved together. Such progress includes the development of the Diploma of Teaching ECE (Pacific), the next stage of which is for teacher education providers to deliver this qualification.

The Government and Pasifika communities will also need to work together as we seek to identify and promote quality teaching and learning practices within Pasifika ECE services. An emphasis on being more responsive to the needs of Pasifika children in pre-service training and professional development will ensure that Pasifika children in mainstream ECE services will benefit from improved quality across the sector.



2002

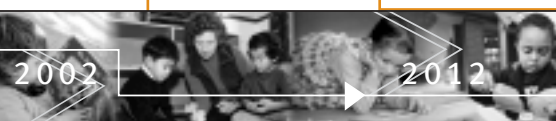
2012

A VISION...

### **... of support for ECE services provided by parents, families and whānau in 2012**

*New Zealand's proud tradition of closely involving parents, family and whānau in the early education of their children flourishes. The Government has worked with these services to ensure that the provision of quality ECE is supported. We know what specific activities used by parents, family and whānau are effective. We know which activities build quality education for their children. We also know the resources they need to continue providing these activities. We recognise, too, that their needs differ. In place is a regulatory system that supports the broad range of parent-led ECE services. It is a system that particularly encourages the involvement of parent-led playgroups in areas not covered by established ECE services. In knowing they have access to both resources and support, parents, families and whānau are informed and keen education providers to their children.*

STRATEGY	ACTION
<p><b>Increase the numbers of registered teachers<sup>7</sup></b></p>	<ul style="list-style-type: none"> <li>• Build on the direction created through the establishment of the Diploma of Teaching (ECE) as the benchmark qualification for licensing in ECE by 2005, to increase the number of qualified ECE teachers.</li> <li>• Pay parity for kindergarten teachers. The flow-on effects of this to the rest of the ECE sector will make ECE teaching a more attractive career.</li> <li>• Extend current requirements for all teachers in kindergartens to be registered to other teacher-led services so that by: <ul style="list-style-type: none"> <li>- 2007 50 percent of regulated staff in every teacher-led service are required to be registered teachers</li> <li>- 2010 80 percent of regulated staff in every teacher-led service are required to be registered teachers</li> <li>- 2012 all regulated staff in every teacher-led service are required to be registered teachers.</li> </ul> </li> </ul>



#### A VISION...

##### ... for mainstream services more responsive to Māori in 2012

*The strong working relationship between the Government, ECE services and whānau, hapū and iwi has fostered and developed a mainstream ECE sector genuinely responsive to Māori. Māori children attending mainstream ECE services have their learning and development extended by teachers who are competent in Te Reo, at least being able to pronounce Māori names correctly. These teachers understand and acknowledge Te Tiriti o Waitangi and Māori cultural values. They work in partnership with local hapū, iwi and the Māori community generally to deliver effectively to Māori children in their service.*

*Providers of teacher education and professional development firmly foster this understanding of the needs of Māori. These providers are clear about the importance of teacher responsiveness to Māori and their responsibilities in lifting the skills of teachers so they can respond.*

- Develop an implementation plan for the regulation of teacher registration requirements that includes the establishment of mechanisms that allow centres to continue to employ elders and students in training for teacher registration qualifications.
- Review in 2005/6 the progress against teacher registration targets (above) and the effectiveness of policies to achieve these targets. Recommendations on further steps will be made as needed.
- Monitor progress of Māori language immersion ECE services and Pacific Island Education and Care Centres in achieving registration targets. Further steps will be taken if necessary to increase teacher supply.
- Increase teacher supply through:
  - introducing incentive grants to ECE services to meet some of the costs of having staff upgrade their qualifications
  - Recognition of Prior Learning schemes to allow those needing to upgrade their qualifications to receive credit for their skills and knowledge
  - promoting ECE teaching as a career to people who are potentially interested in ECE teaching, and groups that are underrepresented in the ECE teacher workforce
  - offering scholarships to attract people into ECE teacher education
  - providing mentoring and/or support to students undertaking ECE teacher education
  - requiring 0.1 teacher release time for provisionally registered teachers as they work towards full teacher registration.
- Build on work underway with the establishment of the Tertiary Education Commission, the New Zealand Teachers Council and the development of the Diploma of Teaching ECE (Pacific) to work with teacher education providers to:
  - develop foundation or bridging courses to help people, particularly Māori and Pasifika peoples, meet entry criteria for teacher education courses
  - ensure that ECE teacher education courses meet the wide range of needs of adult learners and the ECE sector
  - ensure that teacher education courses support all ECE teachers in the use of Te Reo and Tikanga Māori
  - develop teacher education courses that are suitable for ECE teachers who work in Māori immersion services
  - develop teacher education courses that meet the needs of distance learners
  - develop teacher education courses that allow primary teachers to upgrade their primary teacher qualifications to ECE teacher qualifications.

<sup>7</sup> This strategy only applies to teacher-led ECE services and co-ordinators in home-based services. Kōhanga reo, playcentres, or caregivers in home-based services will not be required to comply with compulsory teacher registration requirements.

STRATEGY	ACTION
	<ul style="list-style-type: none"> <li>Research ECE teacher supply and workforce issues including barriers to teacher education and retention of qualified teachers.</li> </ul>
Support quality in ECE services provided by parents and whānau <sup>8</sup>	<ul style="list-style-type: none"> <li>Research ways to support parent and whānau-led ECE services and develop policies to maintain and enhance quality in these services.</li> <li>Review regulations to support the quality of ECE services where parents and whānau are responsible for providing ECE.</li> <li>Review funding of services where parents and whānau are responsible for providing ECE, to promote quality.</li> <li>Provide information and support (such as professional development and other training) to promote the delivery of quality ECE in services where parents and whānau are responsible for providing ECE.</li> </ul>
Improve ratios and group size	<ul style="list-style-type: none"> <li>Review regulation of ratios and group size so that it supports the provision of quality ECE.</li> <li>Reduce progressively under-two ratios and group size and over-two sessional ratios and group size.</li> </ul>
Promote the effective delivery of <i>Te Whāriki</i>	<ul style="list-style-type: none"> <li>Legislate <i>Te Whāriki</i> as the curriculum for all ECE services.</li> <li>Review and strengthen the provision of professional development so that it is aligned with the Government's strategic goals and all ECE services have access to professional development that meets their needs.</li> <li>Undertake a follow-up review of professional development in 2005.</li> <li>Provide leadership development programmes to strengthen leadership in ECE services.</li> <li>Research ways to better support Te Reo Māori immersion ECE services and develop policies to maintain and enhance quality in these services.</li> <li>Research ways to better support Pasifika language immersion and bilingual ECE services and develop policies to maintain and enhance quality in these services.</li> </ul>
Establishment of, and reflection on, quality practices in teaching and learning	<ul style="list-style-type: none"> <li>Build on work such as the <i>Early Childhood Learning and Exemplar Assessment Project</i> to further develop exemplars of effective practice.</li> <li>Research aspects of quality to provide information for development of quality practices.</li> <li>Develop and implement self-review processes that reflect on quality practices and contribute to the external review processes.</li> <li>Establish six Centres of Innovation on a three-year cycle to showcase excellence and innovation in ECE. The emphasis in the first cycle would be on developing and distributing: <ul style="list-style-type: none"> <li>quality practices in Māori immersion ECE services (education and care centres and kōhanga reo)</li> <li>quality practices in Pasifika bilingual and immersion ECE services</li> <li>improved linkages between ECE services, schools and health and social services</li> <li>quality practices in the use of Information Communication Technology.</li> </ul> </li> </ul>



#### A VISION...

#### ... for shared innovation in 2012

*We are constantly challenging and extending the depth of knowledge within the ECE sector. Centres of Innovation foster research and development in the ECE sector and reflect New Zealand's heritage of ingenuity and innovation. The centres capitalise on the experience of those most likely to produce the best ideas – the people working in ECE services. The programme sees ECE teachers combining their skills with the complementary skills of researchers. Their resulting work means innovation is quantified and tested before being captured in a format suitable for replication throughout the sector. The regular change in the research cycle allows the exploration, documentation and sharing of a diverse range of skills and practices that continues to extend the effectiveness of teaching and learning.*

<sup>8</sup> This would include playcentre, kōhanga reo and licence-exempt playgroups.



## GOAL : Promote Collaborative Relationships

*“Children’s learning and development are fostered if the well-being of their family and community is supported; if their family, culture, knowledge and community are respected; and if there is a strong connection and consistency among all aspects of the child’s world.”<sup>9</sup>*

A child’s learning and development depend not only on the ECE environment they experience, but also on their home and wider social environment. The coming together of children and families in ECE services provides greater opportunities for addressing health and social issues. Building stronger links between ECE services, ante-natal programmes, parents and whānau, parenting programmes, schools, and health and social services can also improve a child’s educational achievement. Collectively, these services allow their learning and development needs to be met more holistically. Implementing the strategies outlined below will achieve:

- improved learning and development for children between birth and age eight resulting from strong links between ECE services, parent support and development, schools, health and social services.

### *A focus on collaborative relationships for Māori*

A child’s journey from birth, their early education at home and at an ECE service, through to compulsory schooling, is a clearly defined path. But it needs to be a path that accommodates diverse services; one fostering strong links with other parent support programmes and providers.

Our efforts under this goal seek to create an environment where the wider needs of Māori children, their parents and whānau are recognised and acknowledged. We will support ECE services as they seek to build strong links with whānau, hapū and iwi to generate opportunities for them to work with ECE services and help them be more responsive to the needs of Māori children. As a result, ECE services will carve a broader role in parent support and development services. This approach recognises that a range of interconnecting factors affects a child’s development. Our aim is to smooth the transitions between home, ECE and schools for all Māori children, including those with special education needs. This may require more effort for Māori children transitioning from Māori immersion ECE to English medium schooling and we may need to develop specific policies and programmes to smooth their progress.

### *A focus on collaborative relationships for Pasifika*

For Pasifika children to thrive in ECE we need to take care of more than just their minds. To achieve a more holistic result in meeting the needs of Pasifika families and their children we need to build strong relationships between agencies with an interest in young New Zealanders. From an ECE point of view our objective is to develop a smooth passage from home to ECE services and school for all Pasifika children including those with special education needs. In smoothing the steps, specific policies and programmes may be needed to help Pasifika children from Pasifika immersion and bilingual ECE as they transfer to English medium schooling.

Our efforts under this goal will place ECE services more firmly in the centre of parent support and development services. This will further build the holistic approach to educating and caring for Pasifika children. We will support ECE services to build links with local Pasifika communities so they can provide opportunities for Pasifika communities to work with them as they seek to improve their responsiveness.

<sup>9</sup> Te Whāriki, p 42.

STRATEGY	ACTION
Promote coherence of education between birth and eight years	<ul style="list-style-type: none"> <li>• Link ECE and family policy such as family literacy, books in homes.</li> <li>• Develop a policy framework for parent support and development that links it with ECE service provision.</li> <li>• Build on work underway such as improving primary school teachers' knowledge of <i>Te Whāriki</i>, the Early Childhood Primary Links programme, and the early literacy and numeracy working groups to smooth transitions from ECE to school through: <ul style="list-style-type: none"> <li>- promoting better understanding between ECE teachers and primary teachers about the links between <i>Te Whāriki</i> and the New Zealand Curriculum Framework</li> <li>- promoting better understanding between ECE teachers and primary teachers about the pedagogical approaches in ECE and schools</li> <li>- distributing information about effective transition from ECE to school practices.</li> </ul> </li> <li>• Better align policy between early intervention in ECE and special education in schools.</li> <li>• Research how and when to add English language for children from non-English language immersion ECE and develop policies and resources to support continuity in education.</li> </ul>
Provide more integrated services to children, parents, families and whānau	<ul style="list-style-type: none"> <li>• Build on current work between the Ministries of Education, Health and Social Development to improve links between early years' services.</li> <li>• Distribute information to parents and ECE services that helps them link with other services for children between birth and age eight.</li> <li>• Provide support for ECE services to strengthen links with whānau, hapū and iwi.</li> <li>• Provide support for ECE services to strengthen links with local Pasifika communities and other ethnic communities.</li> <li>• Provide support for ECE services to involve parents and whānau in teaching, learning and assessment.</li> <li>• Provide parent support and development services from ECE service sites.</li> </ul>



#### A VISION...

#### ...for collaborative relationships in 2012

*New Zealand parents and whānau are actively involved in their children's learning and development. They are well informed in their task as they are supported through access to a wide range of services and information. There are close links between ECE services and schools. Teachers from both regularly meet to discuss curriculum linkages, children's learning needs (including special education needs) and how best to manage transition from ECE to school. The Ministry of Education's links with other social agencies such as Health, Justice, and Child, Youth and Family Services, are fostering an environment where ECE services are developing as centres of comprehensive parental support and education. ECE services understand their role in this wider empowerment of parents and whānau. They have curriculum resources to help them in this work and are skilled to meet the specific skills needs of the parents and whānau in their own communities.*

### The promise of effective early childhood centres and schools – results from the Early Childhood Primary Links via Literacy project (ECPL)<sup>10</sup>

Research on ECPL shows “that low progress is neither inevitable nor immutable. They demonstrate that it is possible for educators in early childhood and primary settings to pick up the pace of teaching and learning so that children in decile 1 schools are able to make accelerated progress in reading and writing over the transition to school. By the end of the first year of school their achievement can be like any other child in New Zealand. The interventions demonstrate what is possible.”

<sup>10</sup> Phillips, McNaughton, and MacDonald, (2002), *Picking up the Pace* The Child Literacy Foundation and Woolf Fisher Research Centre, p 191 (available on the Ministry of Education website: [www.minedu.govt.nz](http://www.minedu.govt.nz)).



## Supporting strategies for implementation

To ensure success, the implementation of the strategic plan is to be supported by a further four, more broadly focused strategies:

- review of the regulations and rules
- review of the funding system
- conducting of research
- involvement of the sector in ongoing policy development and implementation.

### Regulations and Funding

The plan includes reviews of both ECE-related regulations and funding. Both reviews will be carried out over the next year and will seek the expert advice of a number of ECE sector reference groups on particular aspects. The timelines for the reviews are:

- regulations review – July 2002 to December 2003, with the new regulatory system beginning at the end of 2004
- funding review – June 2002 to July 2003 with the revised system put in place in 2005.

The regulatory review is likely to result in a more integrated system, allowing the Government to better support quality across the diverse ECE services. The funding review is likely to produce a more differentiated system, which will allow the Government to better respond to the different needs of ECE services. The planned increase in government support raises the issue of accountability. The funding review will also include an examination of the ways in which ECE services should be accountable for the government funding and support they receive.

### Principles for the Review of Regulations and Funding

- reflects the diversity of ECE services in New Zealand
- continues support for improvement in the quality of ECE service delivery that reflects the educational and developmental needs of children, and the needs of the community
- recognises the value of ECE services that involve parents, whānau and elders, and reflect the culture, language and aspirations of communities
- is more responsive to the cost drivers faced by ECE services
- is capable of delivering funding differentially to address potential impacts of increased costs on disadvantaged groups
- facilitates the achievement of the Government's strategic plan and other Government objectives
- reflects best administrative practice by ensuring clear accountability in the use of public funds and minimising administrative and compliance costs.



## Research

Research into ECE in New Zealand will be ongoing and will be used to provide information for the development of policies and initiatives to support the goals of this strategic plan. Areas of research needed to support particular strategies are described earlier in the plan. In addition to these, a longitudinal research project evaluating the impact of all the strategies will track progress in achieving the goals as the plan unfolds. It will allow for the evaluation of particular initiatives as well as the impact of the plan as a whole. In this way the plan will be open to a cycle of continuous improvement, as the measurement of the strategies' success is fed back into ongoing policy work and implementation.



## The Value of Research

Research has taught us much. For example we know that participating in quality ECE makes a difference in our children's development. But we need to know more. How long do children need to participate, how often and from what age? We need to know what impact these factors have on our children's education and development. We also want to understand how intensive their participation needs to be. Intensity is about adults and children exploring knowledge and understanding together. It's about including parenting programmes and health initiatives in ECE services. Even when we have the answers to these issues, they will raise more questions.

We also need further research to improve our understanding of quality. We need to have a better understanding of how services led by parents and whānau and home-based services achieve quality. We also need to know more about what quality is in language immersion ECE services. While research has taught us much, we still have much to learn.

## Ongoing Development and Implementation

Both the ECE sector and the Government have worked together to develop this plan and the Government wants to continue the partnership, building on the joint vision for the future direction of ECE in New Zealand. The Government is committed to working with the ECE sector in the future to develop more specific policy. It will also work with the sector and wider community to implement the plan's strategies. It is by working together, that the Government, the ECE sector and the wider community can most effectively identify the best way to ensure *“children grow up as competent and confident learners and communicators, healthy in mind, body, and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society.”*<sup>11</sup>

<sup>11</sup> Te Whāriki, p 9.



## Section three:

### Plotting the journey

The strategies outlined in this plan cannot all happen at once. Some need to be implemented before work on others can start. The seven steps of the plan are not linked to specific years. Rather, they indicate how actions need to be sequenced. The purpose of a strategic plan is to set the direction for action. Particularly in the later steps, we are less sure about the details. Where we know the details we have included them. Largely though, it will only be as we work together over the next 10 years that we will discover which initiatives are successful and which need to be amended. The steps of the plan are outlined on the inside back cover.

Plotting the Journey

	INCREASE PARTICIPATION			IMPROVE QUALITY					PROMOTE COLLABORATIVE RELATIONSHIPS		SUPPORTING STRATEGIES				
	Increase participation	Improve access to responsive, quality ECE services	Improve sustainability of ECE services	Increase the numbers of registered teachers	Support quality in ECE services provided by parents and whānau	Improve ratios and group size	Promote the effective delivery of Te Whāriki	Establishment of, and reflection on, quality practices in teaching and learning	Promote coherence of education between birth and eight years	Provide more integrated services to children, parents, families and whānau	Review of the regulations	Review of the funding system	Ongoing research	Involvement of the sector in ongoing policy development and implementation	
1	Promoting ECE Participation project		Equity funding	Change qualification requirements for licensing purposes  Increase the number of qualified teachers through: incentive grants; Recognition of Prior Learning; and scholarships and mentoring  Development of Diploma of Teaching ECE (Pacific)  Establishment of Tertiary Education Commission and Teachers Council			Review the provision of professional development	Early Childhood Learning and Exemplar Assessment Project	Early Literacy and Numeracy working groups	Interagency work between Ministry of Education, Ministry of Health and Ministry of Social Development to improve links in early years' services			➔	Strategic Plan for ECE working group  Equity funding working group	1
2	Research to provide information for ongoing policies to address barriers to access and participation; and encourage participation at levels that achieve outcomes for children	Facilitate access to quality ECE services through planning and property provision for new ECE services	Review regulation and funding of ECE services	Research teacher supply issues  2002 all new persons responsible hold Diploma of Teaching (ECE)  Pay parity for kindergarten teachers. The flow-on effects of this to the rest of the ECE sector will make ECE teaching a more attractive career  Work on the responsiveness of teacher education to support all teachers working with Māori/Pasifika children  Teacher education course development: foundation (pre-entry); Māori immersion; distance; and primary teacher retraining	Research ways to support parent and whānau-led ECE services and develop policies to maintain and enhance quality in these services  Review regulation and funding of ECE services provided by parents and whānau	Review regulation of ratios and group size	Research quality in: Te Reo Māori immersion ECE services; and Pasifika language immersion and bilingual ECE services	Research aspects of quality to provide information for the development of quality practices  Establish Centres of Innovation	Link ECE and family policy  Develop a framework for parent support and development that links it to ECE  Research how and when to add English language for children from non-English language immersion ECE and develop policies and resources to support continuity in education	Distribute information to parents and ECE services to help them better link with other services of children between birth and eight	Review regulations	Review funding	Establish longitudinal evaluation of the plan	Reference groups for ECE regulation and funding review	2
3	Raise awareness of the benefits of participation in quality ECE	Expand criteria for Discretionary Grants Scheme  Develop solutions for access to quality ECE in rural areas  Regulations to support access to responsive and affordable ECE services	Regulations to support quality, responsive ECE services  Develop advice and support framework	Monitor progress of Māori ECE services and Pacific Island Education and Care Centres towards achieving teacher registration targets  Provide 0.1 teacher release time for provisionally registered teachers  Continue initiatives to increase numbers of qualified teachers	Regulations to support quality in ECE services provided by parents and whānau	Progressively reduce under-two and sessional over-two group size and ratios	Programmes to support: quality in Te Reo Māori immersion ECE services; and quality in Pasifika language immersion and bilingual ECE services	Develop self-review processes	Align policy between early intervention in ECE and special education in schools  Promote smoother transitions between ECE and schools through better understanding of: the links between ECE and schools curriculum; pedagogical approaches in ECE and schools; and what makes for effective transitions	Provide support for ECE services to strengthen links with: whānau, hapū and iwi; and local Pasifika and other ethnic communities	New regulations in place	Build funding system		Establishment of ECE fora	3
4	Give parents and whānau information about what quality ECE is like	Facilitate access to quality ECE services through improving responsiveness of existing ECE services  Funding to support access to responsive and affordable ECE services	Funding to support quality, responsive ECE services  Co-ordination of advice and support to ensure that they are available to all ECE services	1 January 2005 all persons responsible required to be registered teachers  2005/6 review progress towards teacher registration targets  Develop an implementation plan for the regulation of teacher registration requirements that includes the establishment of mechanisms to allow centres to continue to employ elders and students in training for teacher registration qualifications	Funding to support quality in ECE services provided by parents and whānau		Review the provision of professional development  Provide leadership development programmes	Pilot self-review processes	Implement programmes to smooth transitions between non-English ECE and English schooling	Provide support for ECE services to involve parents and whānau in teaching, learning and assessment		New funding system in place	Progress report on how the plan is meeting its goals		4
5				2007 50 percent of all regulated staff in teacher-led ECE services to be fully or provisionally registered teachers  Continue initiatives to increase numbers of qualified teachers	Information and support to promote quality in ECE services provided by parents and whānau			Implement self-review processes  Establish the second round of Centres of Innovation		Provide parent support and development and other social services from some ECE service sites					5
6				2010 80 percent of all regulated staff in teacher-led ECE services to be fully or provisionally registered teachers  Continue initiatives to increase numbers of qualified teachers											6
7	➔			2012 all regulated staff in teacher-led ECE services to be fully or provisionally registered teachers									Final report of the evaluation - did we achieve the goals?		7





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*Thank you to the teachers, educators and children who appear in the photographs.*