

# Draft Early Learning Action Plan 2019 to 2029

## Summary of feedback



**He taonga te tamaiti**  
**Every child a taonga**

# Before you start



This is a long document.



While it is written in Easy Read it can be hard for some people to read a document this long.

Some things you can do to make it easier are:



- read it a few pages at a time
- have someone help you to understand it.

# What you will find in here

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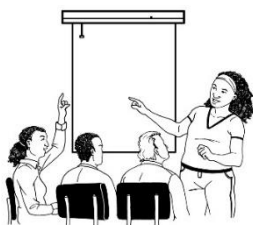
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# Introduction



The Ministry of Education wrote a document called:



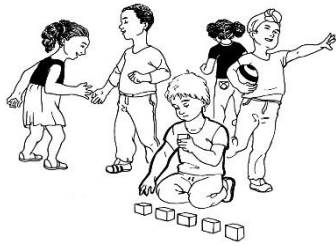
**He taonga te tamaiti - Every child a taonga: Draft strategic plan for early learning 2019 to 2029.**



**Taonga** means something that is:

- treasured
- very special.

In this plan taonga means we think our children deserve the very best **early learning** services.



**Early learning** is for children too young to go to school.

Early learning services are places like:

- kindy / Kōhanga Reo
- day care services for young children
- in home child care services
- playcentres.



The **draft strategic plan** is about what we need to do to make our early learning services better for young children.



**Draft** means writing something for the first time.

A draft gets changed after people say what they think about it.



A **strategic plan** is a document that talks about the things we want to do.

This is a **summary** of the draft plan.

A **summary**:

- is shorter
- tells you the main ideas.

# Getting feedback



From 19 November 2018 to 15 March 2019 we asked people what they thought of the draft strategic plan.



1 of the ways we got feedback was by having 44 **meetings / hui** in different places all over New Zealand.



More than 1 thousand 9 hundred people came to these meetings / hui.



We met with people who work in **early learning services** to get their feedback on the plan.



We also did a **survey** which more than 2 thousand people filled in.



A **survey** is a list of questions we ask so we can find out what people think.



There were also 3 **focus groups** for parents / caregivers of young children held in:

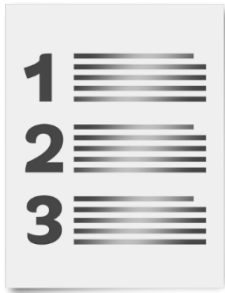


- Whangarei
- Auckland
- Christchurch.



A **focus group** is a group of people we have made that are happy to tell us what they think.

This document is about what people said about the:



- **goals** in the plan
- **actions** in the plan.



A **goal** is something we want to make happen.



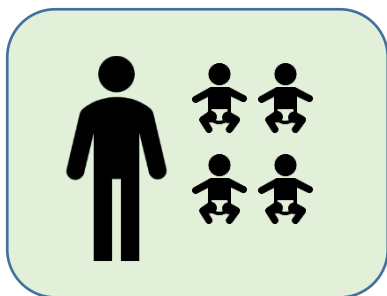
An **action** is something that can be done to help make a goal happen.

# **Goal 1: Early learning services are made better for children by making the rules about the services better.**

## **Action 1:**



**Make new rules about how many adults there must be for young children in early learning services.**

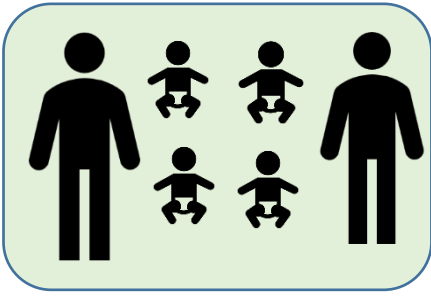


For example this could be 1 teacher for every 4 children.



This action has a lot of support.

For most people this was the change they want to happen most.



Some people wanted there to be even more adults for every child.



Some people said there might be issues with having enough:

- teachers
- money to pay to teachers.





## Action 2:

**For the people who work in early learning services to have good relationships with the children.**



This means having people who do not change jobs too much.

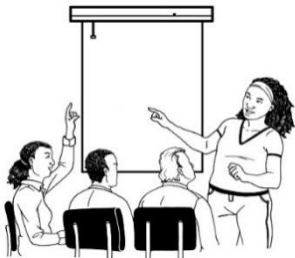


Lots of people supported this.



Some people said this would not be a problem if:

- there were more trained teachers
- teachers were better trained.



### Action 3:

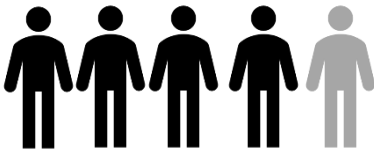


**The government will have more teachers working in teacher-led early learning centres.**

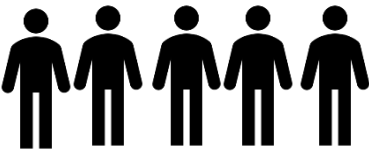


**Teacher-led early learning centres** have trained teachers working in them.

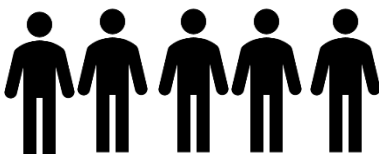
To start with:



- 4 out of every 5 staff members will have to be teachers



- places where all the staff are teachers will get more money.



Later on all the staff will have to be teachers.



People said many different things to us about this idea.



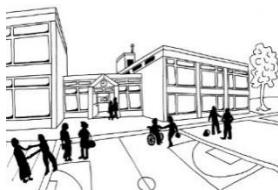
Most people think there should be more trained teachers.



There were lots of different views on whether all staff members should have to be trained teachers.



Some people said that if early learning services only have trained teachers it will:



- be better for children
- make it easier for services to fit well with schools.



People also said that teachers who are not trained still bring lots of great things to early learning services.



1 example is teachers who can speak te reo Māori.



People said it was important that we also keep these teachers in early learning services.



Some people said that for teachers who have just finished their training there should be:

- more funding
- better **mentoring**.



**Mentoring** is when someone who has been a teacher for longer gives the new teacher:

- support
- advice.





Parents in the focus groups had different ideas about how important it was to have more trained teachers.

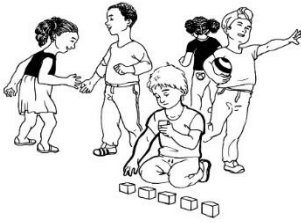


Some parents said that what teachers are like can sometimes be more important than being trained.



Other people said being trained is more important because then teachers know the right things.

#### Action 4:



The Ministry of Education wants to be able to give good advice about:

- how big groups of children can be
- where things in centres should go or what centres should look like
- the things that should be in early learning services that look after the wellbeing of children.



**Wellbeing** is having a good life in lots of different ways like:

- feeling safe
- being able to learn
- making friends.



Lots of people support this action.

A few people want the rules to change now.



Other people said that making changes to rules could:

- make it hard for some services to keep going
- mean there would not be as many different kinds of services.



Some people wanted to give advice to us about this action.

## Action 5:



**Gazette the early learning Te Whāriki framework.**



**Gazette** means to write down the rules about something.

These rules are printed in the New Zealand Gazette.



The New Zealand Gazette is the official newspaper of the New Zealand government.

Government departments use these gazettes when they are writing their policies.



**Te Whāriki** is a framework used by early childhood learning centres in New Zealand.



Most people that we spoke to supported this idea.



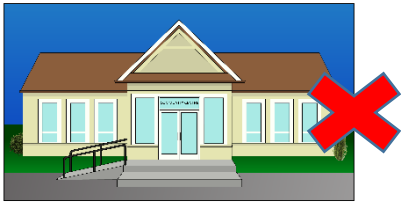
Most people agree that Te Whāriki needs to be an important part of early childhood education.

Some people:



- think there are more important things to be doing than gazetting
- are worried that it may lead to too many rules.

## Action 6:



**Stop people whose early learning services are not good from opening more services.**



Lots of people supported this idea.



There was some support for good services to take over the services that are not going well.



Some people felt that services who are not doing well should not be able to set up new services using a different name.



Some people want mana whenua to be consulted if centres want to become bigger.

## Action 7:

### Monitor services more.



**Monitor** means to look at how well early learning services are doing.



Most people supported this idea.

Lots of people were also worried it would:



- take up a lot of time for centres



- put pressure on centres that are already finding it hard to do well.



Some people thought that doing checks on centers when the staff do not know they are coming would not help them do better.

Some people want:



- mana whenua to have a say on what things are being checked
- early learning services to be checked for how they support children from different cultures.



Parents in the focus groups said they wanted to be part of doing these checks.

## Goal 2: Every child is empowered by having the things they need to do well.



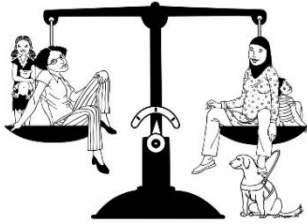
**Empower** means supporting children to:

- make their own choices
- know what they can do for themselves
- feel good about themselves.

## Action 8:



**Make sure equity funding supports the children who need it.**



**Equity funding** is funding to make sure every child has a fair chance.

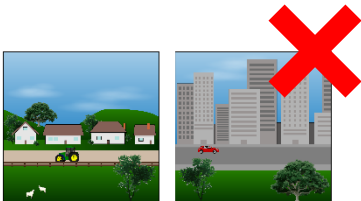


A very large number of people supported this.



Many people said funding should be based on:

- what children need
- **not** where the early learning service is.





Some people want equity funding to be looked at to make sure that it also includes:

- mana whenua
- early learning service where only te reo Māori is spoken.





## Action 9:

Work together to make tools to support children with their:

- learning
- wellbeing.



These tools are called **progress tools**.

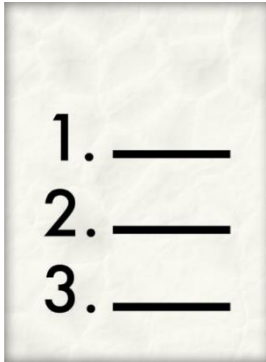


**Progress tools** are a way of:

- seeing how well children are doing
- helping them do better.



Most people supported this idea.



Many people were worried that progress tools might be too focused on:

- ticking boxes rather than every child being different
- **academic skills**



**Academic skills** are things like:

- writing
- maths.



Some people want mana whenua to be part of the process.



Parents in the focus groups said they wanted to know how well their children are doing.

## Action 10:



**Have more early learning services working with other social services to support:**

- **children**
- **whānau.**



Lots of people supported this idea.



Most people think that early learning services should help children get easy access to other services.



Some people said there were growing numbers of children who needed more support with:

- learning
- behaviour.



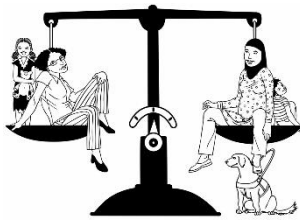
Lots of people said that money would be needed to make this idea happen.

## Goal 3: Having better support for people who work in early learning services.

### Action 11:



Put in ways that early learning teachers can:



- be paid better for the work they do
- have ways of working that are better for them.



Lots of people supported this idea saying:

- it was one of the most important things that should happen
- it would help make early learning services better.





People have different ideas about how to make this happen.



Many people said **collective bargaining** would be a good way to get this done.



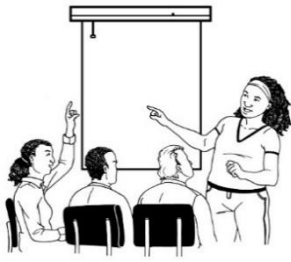
**Collective bargaining** is when teachers all group together to agree with their employers on things like:

- pay
- how they work.



## Action 12:

**Find ways to make Initial Teacher Education (ITE) better.**



**Initial Teacher Education (ITE)** is the first training that people get to learn how to be teachers.



A lot of people supported this idea.

Some people were worried that ITE now:



- does not teach the things new teachers need
- is better in some places than others.



Some people want said they want the places that do the ITE to work with:

- mana whenua
- iwi.



Working together will mean that places that train teachers will have better ideas about what cultural things need to be in the ITE.

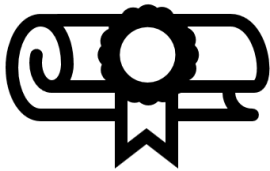


Some people also want to see ITE for Pacific teachers.



### Action 13:

**We need to make sure that Professional Learning and Development is better.**



**Professional Learning and Development** is for teachers to keep learning even after they are trained.

**Professional Learning and Development** is also called **PLD**.



Lots of people supported this idea.



Things that make it hard for teachers to get Professional Learning and Development are:

- not enough funding
- having to travel.

Many people we talked to are worried about:



- how much the PLD will cost
- how good the PLD will be
- whether everyone will be able to do the PLD.



Some people said they want PLD to teach things like:

- being leaders
- understanding cultures
- health
- education for disabled children.



Some people want the PLD that is done around New Zealand to be different so it is right for each place.



The organisations proving the PLD in different places would:

- be supported by mana whenua
- have people who can speak Pacific languages.





## Action 14:

**Have plans that make sure there will be enough teachers.**



Lots of people supported this idea.



A lot of people said they were worried about New Zealand having enough teachers.

Many people said they want the Ministry of Education to make the sure there are more teachers who are:



- Māori
- Pasifika
- men.



Some people also said they want:

- us to work together with iwi
- a plan to train Pacific teachers.



Parents in the focus groups said that having teachers from lots of different cultures is important.

## Goal 4: Plan to make sure there are enough good early learning services.



We need to plan early childhood services to make sure that:

- people think early childhood services are important
- there are enough early childhood services
- there are different kinds of early childhood services.





## Action 15:

**Find a way to work out if a new early learning service is needed.**



Lots of people support this idea.



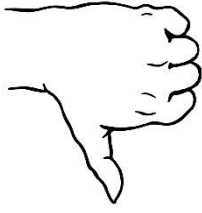
Some people want us to make sure that early learning services which are run by the community get support.



Some people want all new services to show how they will include:

- te reo Māori
- tikanga (Māori culture or ways of doing things)
- local mātauranga (what Māori know).





Some of the bigger early learning services do not want this because they think it might mean:



- current early learning services will not get better
- people will not try new ways of giving early learning services.



Parents in the focus groups said they supported services being planned.

## Action 16:



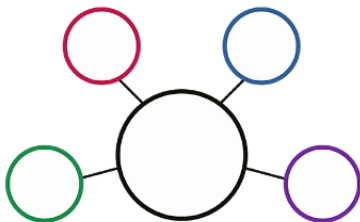
**Give early learning services that are owned by the community support on how to run services.**



Lots of people supported this idea.

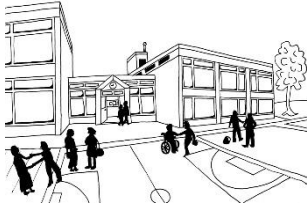


Many people think that there should also be support for early learning services that are not owned by the community.



A few people thought community services should become part of larger community-based groups.

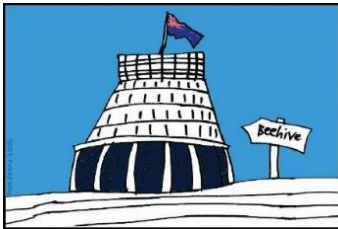
## Action 17:



**Support early learning services being on land owned by the government which is looked after by the Ministry of Education.**



People said different things about this idea.



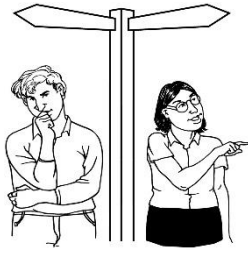
Some people thought this was a lot like services being owned by the government.



Some people said kindys are the best example of this idea.



NZ Kindergartens want to be on school land without having to pay money for rent.



A lot of people think choices should not be based on who owns services.



The Matauranga Iwi Leaders Group wants:

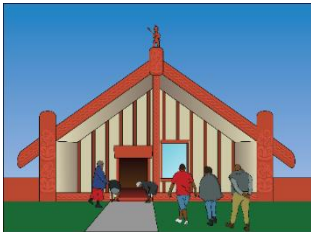
- the government to work together with mana whenua / iwi
- to put early learning services on their land.



## Action 18:



**Work with Te Kōhanga Reo National Trust to find better ways of funding Kōhanga Reo early learning services.**



**Te Kōhanga Reo National Trust** supports Kōhanga Reo where young children learn only in te reo Māori / the Māori language.



Lots of people support this idea.

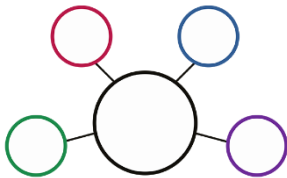


A few people would like to see funding shared across all Kōhanga Reo early learning services.

## Action 19:



**Work together with the NZ Playcentre Federation to find better ways of funding Playcentre early learning groups.**



**NZ Playcentre Federation** is a group of Playcentre groups from all over New Zealand.



Playcentre is an early learning service where parents are seen as the first teachers for children.



Lots of people support this idea.



A few people would like to see funding shared across all Playcentre groups.

## Action 20:

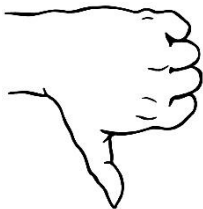


Think about having early learning services that:

- are owned by the government
- have research programmes.

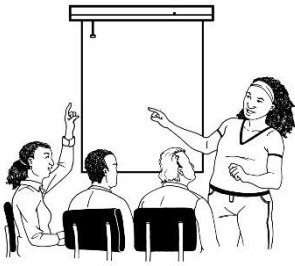


**Research programmes** would find out more things about early childhood education.



Not many people supported this idea.

## Goal 5: Early learning services keep getting better at what they do.



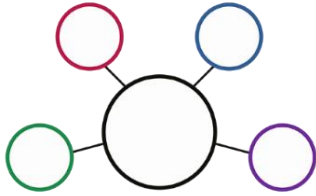
We need early learning services to keep:

- finding new ways to do things
- learning about how to best support young children
- getting better at supporting young children.



## Action 21:

### Start having hubs for:



- finding things out
- looking at new ways to do things.



A **hub** is where different groups come together to:

- share what they know
- work together.



Lots of people supported this idea.

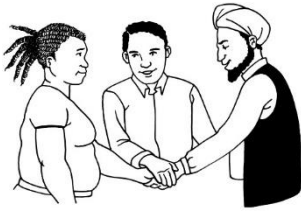


A small group of people are worried that hubs will not:

- be used in a way that gives all services a fair chance
- make things better for children.



## Action 22:



**Support early learning services to work together with other education services.**



Lots of people supported this idea.



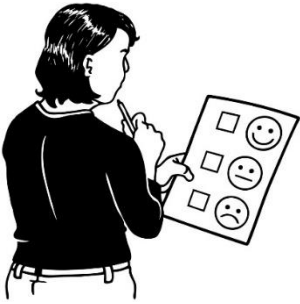
Most people said that working together will:

- help people to see that early childhood education is important
- be good for people living in rural areas.



A few people said they feel like their voices are not heard when working with other kinds of education services.

## Action 23:



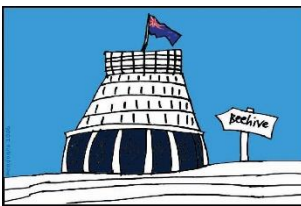
**Support early learning services to check how well they are doing to make sure they keep getting better.**



A lot of people supported this idea.



People still want **the Education Review Office** to be an important part of seeing how well services are doing.



The **Education Review Office** is the part of government that reports on how well education services are doing.

# What is missing from the draft strategic plan?

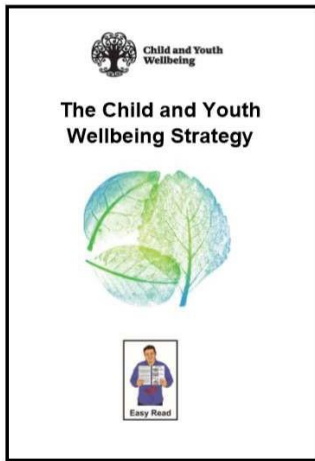
People told us that:



- services should get more money
- we should look again at how we give money to services.

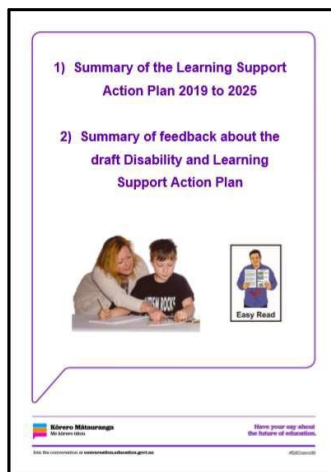


People want us to think more about supporting parents to stay at home with their children.

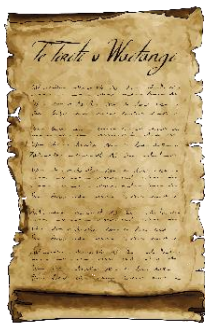


People also want the plan to work well with other things that the government is also working on like:

- the Child and Youth Wellbeing Strategy
- the Ministry of Education – Learning Action Support Plan 2019 – 2025



People want to know how the:



- Treaty of Waitangi / Te Tiriti o Waitangi would be part of the plan
- plan would make education better for:



- Māori
- Pasifika.



People want more focus on:

- health for children
- children having good lives
- getting learning support
- helping people to be leaders.



People want more us to look at **digital equity** for:

- children
- teachers.



**Digital equity** means everyone is able to use:

- the internet
- other technology.



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