



MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Targeted Funding for Disadvantage

Guidelines for early childhood education
services and ngā kōhanga reo

FEBRUARY 2018



Ministry of Education
Mātauranga House
Level 1
33 Bowen Street
Wellington 6011
PO Box 1666
Wellington 6140, New Zealand

www.education.govt.nz



Crown copyright © 2018

Except for the Ministry of Education's logo, this copyright work is licensed under the Creative Commons Attribution 3.0 New Zealand licence. In essence, you are free to copy, distribute and adapt the work, as long as you attribute the work to the Ministry of Education and abide by the other licence terms. In your attribution, use the wording 'Ministry of Education', not the Ministry of Education logo or the New Zealand Government logo. All enquiries should be made to the publisher.

[ISBN 978-1-77669-234-7 \(Print\)](#)

[ISBN 978-1-77669-235-4 \(Online\)](#)

New Zealand Government

Contents

Introduction	4
Part One: An introduction to Targeted Funding for Disadvantage	5
Part Two: Planning and reporting processes for Targeted Funding for Disadvantage	6
Part Three: Areas for Spending	7
1. Working with Families and Whānau	7
2. Removing barriers to learning	8
3. Enriching learning environments	9
4. Supporting teachers, kaiako and parents	10
Annex 1: Restrictions on spending Targeted Funding	12
Annex 2: Planning for Spending Targeted Funding	13
Annex 3: Self Review Template	14
Annex 4: Background information on Targeted Funding	15

Introduction

Targeted Funding for Disadvantage aims to improve the affordability and quality of early learning for tamariki/children from disadvantaged backgrounds and ensure they start school ready to learn.

What are the Guidelines for?

The aim of these guidelines is to help you apply best practice when deciding how to use Targeted Funding for Disadvantage (Targeted Funding). All Targeted Funding must be used in a way that maximises benefits for our children/tamariki most in need.

What is included in the Guidelines?

Part One provides background information on Targeted Funding, such as when it is paid, how it is calculated and what the reporting requirements are.

Part Two outlines the planning and self-review processes you should have in place for Targeted Funding, and what Targeted Funding can be used for.

Part Three provides examples for how you can use Targeted Funding. These are evidence-based and drawn from best-practice examples across Aotearoa New Zealand.

Part Three is divided into four areas for spending.

Evidence shows that improvement in these areas can result in significant benefits to the early learning of children/tamariki.

You must spend Targeted Funding within these areas and in line with their objectives.

Areas for spending and objectives
<p>1. Working with families and whānau</p> <p>To extend relationships with families and whānau to support learning and development in the home.</p>
<p>2. Removing barriers to learning</p> <p>To remove barriers to participation in early learning and meet the basic needs of children/tamariki so they are well positioned to develop and learn.</p>
<p>3. Enriching learning environments</p> <p>Provide rich learning opportunities that support the development of children/tamariki, specifically their oral language and literacy development.</p>
<p>4. Supporting teachers, kaiako and parents</p> <p>To support teachers, kaiako and parents to understand and respond to the learning and development needs of children/tamariki.</p>

Suggested activities

For each area, we have provided examples of how you can use Targeted Funding.

The activities listed are suggestions only. We encourage you to develop innovative ways to spend Targeted Funding within each spending area.

Part One: An introduction to Targeted Funding for Disadvantage

Funding calculation

Targeted Funding is provided to early childhood education (ECE) services and ngā kōhanga reo with high proportions (20% or above) of children/tamariki from disadvantaged backgrounds.

The 20% of children/tamariki in early learning who have spent the largest portion of their life as the dependent of a beneficiary are considered to be from disadvantaged backgrounds. This definition applies for the purpose of the funding calculation only.

Your funding entitlement is based on an estimate of the number of Funded Child Hours (FCH) children/tamariki from disadvantaged backgrounds will attend at your service or kōhanga reo in the coming year. Attendance data from the previous year is used to inform this estimate.

Key dates for Targeted Funding

Each year, the Ministry of Education will calculate the Targeted Funding entitlement of all eligible ECE services and ngā kōhanga reo. Any change in funding entitlement will be effective from 1 March.

Each year all ECE services and ngā kōhanga reo will be assessed for their eligibility to receive Targeted Funding. The Ministry of Education will notify eligible ECE services and ngā kōhanga reo of their funding entitlement in February each year. You do not need to apply to be included in this process.

Funding is paid in three instalments each year in line with the ECE operational funding cycle (March, July, and November).

Protecting privacy

To protect their privacy, we will not identify which children/tamariki are considered to be from disadvantaged backgrounds. Professional judgement and engagement with families, whānau and communities will inform decision making around how to best provide extra assistance and to whom.

Relationship to Equity Funding

Targeted Funding is separate to other funding streams. It is intended to complement Equity Funding Component A and its objective of reducing educational disparities in New Zealand.

Reporting requirements

Each year you must report to the Ministry of Education how you have used Targeted Funding. The reporting template is available on the Ministry of Education's website and needs to be submitted by 1 February, the year after receiving Targeted Funding.¹

Reporting must be completed at a license level. Umbrella organisations can collate the reporting templates of their members and supply them to the Ministry on their members' behalf.

¹ <https://www.education.govt.nz/ministry-of-education/information-releases/targeted-funding-for-disadvantage/>

Part Two: Planning and reporting processes for Targeted Funding for Disadvantage

Targeted Funding must be used for activities, staff or equipment that will benefit children/tamariki from disadvantaged backgrounds

What can Targeted Funding be used for?

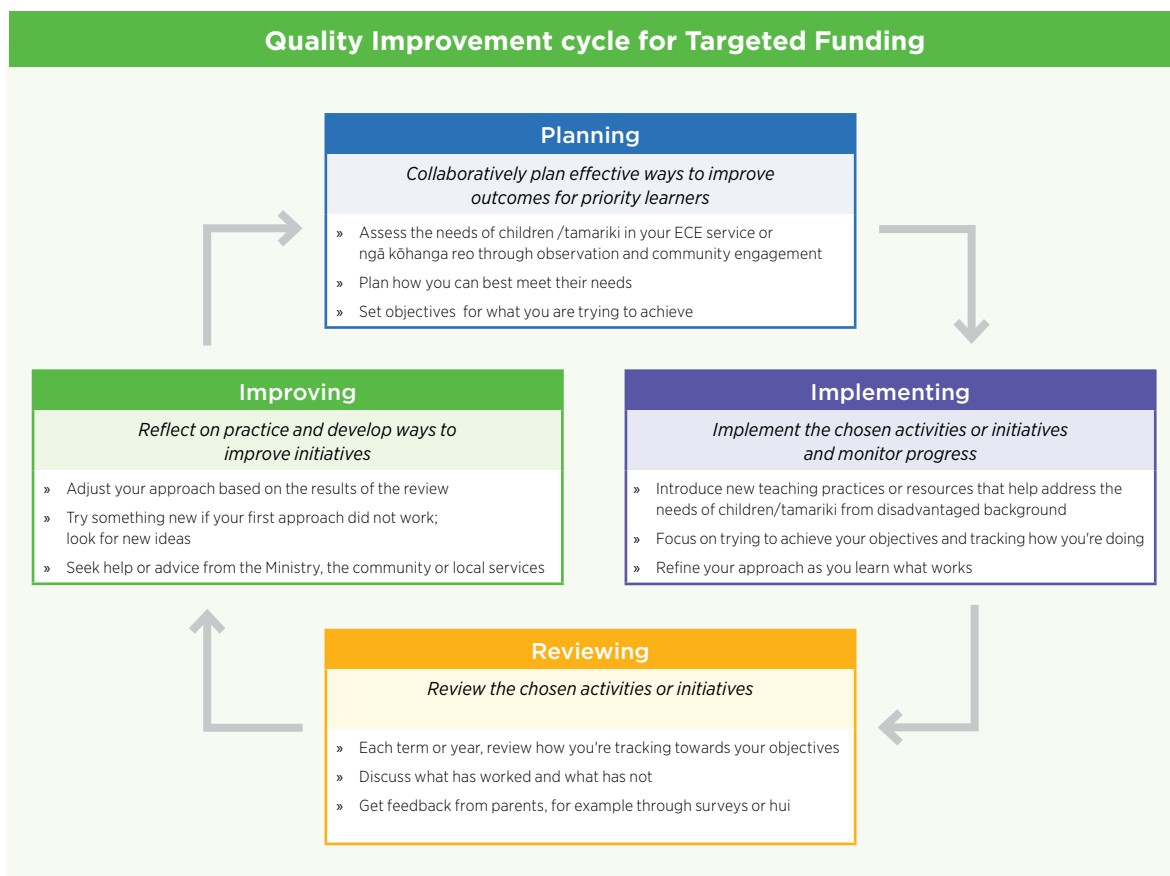
Targeted Funding is for helping children/tamariki you believe are most in need of extra support. In deciding how to use this funding, think about what would make the greatest difference for these children. In practice, this may mean using the funding in ways that also benefit other children/tamariki, such as by providing transport or providing food.

Restrictions on the use of Targeted Funding

Targeted Funding is not for general operating expenses or profit. Annex 1 provides a list of expenses that Targeted Funding cannot be spent on. These are also detailed in chapter 13 of the ECE Funding Handbook.²

You should have a quality review process in place to plan for, and review, Targeted Funding

We have provided an outline of the recommended quality review cycle below, along with examples of how it might work. You can tailor this process to best meet your needs.



² <https://www.education.govt.nz/early-childhood/running-an-ece-service/funding/ece-funding-handbook/>

Part Three: Areas for Spending

1. Working with Families and Whānau

Objective

To extend relationships with families and whānau to support learning and development in the home.

Te Whāriki: Wellbeing Mana Atua

Tamariki/children and their families and whānau experience an environment where connecting links with the family and the wider world are affirmed and extended.

Evidence

Research shows that a stimulating home learning environment has significant long-term benefits for children/tamariki. Teachers, kaiako and educators who effectively collaborate with families and whānau can increase the opportunities that children/tamariki have to learn at home.³

Research shows that when kōhanga reo whānau, kaiako and kaiāwhina focus on iwi, hapū and whānau aspirations then they are most likely to achieve successful outcomes for their children.⁴

a) Increasing participation and access

- » Engaging regularly with families and whānau to ask them what they would like to know about their children/tamariki learning and development, and ways to best support their early learning.
- » For kōhanga reo and playcentre, funding can be used to continue to support the relationship between parents, families and whānau and their children/tamariki.
- » Providing opportunities for teachers, kaiako and educators to build relationships with families and whānau through visiting children at home.
 - › speech language therapists
 - › child behaviour experts
 - › Kuia / Kaumātua

b) Incorporating different cultures, languages and identities

- » Providing regular opportunities for children/tamariki to share their own culture with others, including New Zealand's own indigenous culture and language. This could involve providing resources and activities to recognise language weeks, cultural days, and events of cultural significance, (e.g. Poukai, Diwali, White Sunday).
- » Purchasing learning material on the local area, local marae, whānau, hapū and iwi.
- » Providing opportunities for children to visit places of significance for mana whenua such as the local marae. This can be organised in agreement with whānau, hapū and iwi.

c) Connecting families and whānau with community resources and programmes

- » Empowering families and whānau through programmes that support their role as teachers and educators, and connecting parents, families and whānau with these.
- » For kōhanga reo and playcentre, this may involve providing opportunities for parents, whānau and kaiako to attend development programmes to help support children/tamariki most in need.
- » Developing a community hub for families, whānau, hapū and iwi – eg by providing a single location for community social services.

3 Educational disadvantage in the early years, Iram Siraj-Blatchford (2007). Retrieved from <http://www.tandfonline.com/doi/abs/10.1080/13502930485209391>

4 Education Review Office. (2017). Hauhaketaia Ngā Taonga Tuku Iho Kia Puāwai Ai. Unearth our ancestral treasures so that we may prosper

d) Developing resources for families and whānau

- » Providing a library of books for families and whānau to borrow, including:
 - › books and resources on parenting and child development
 - › books and literacy resources in te reo Māori
 - › a variety of fiction and nonfiction books to read with their children at home.
- » Purchasing a package of literacy and numeracy resources for families and whānau to use at home with their children/tamariki. This could include resources from the *Early Reading Together Programme*⁵ or the *Raising Children Video Series*.⁶

2. Removing barriers to learning

Objective

To remove barriers to early learning and support the wellbeing of children/tamariki so they can develop, learn and grow.

Te Whāriki: Wellbeing Mana Atua

Tamariki experience an environment where their health is promoted.

Evidence

Research shows that attendance in high quality early learning leads to better outcomes later in life.⁷ These benefits increase with the amount of time children/tamariki spend in quality early learning.⁸

a) Increasing participation and access

- » Reducing fees for families and whānau where fees are a barrier to participation.
- » Assisting with transport to and from the service or kōhanga reo.
- » Promoting regular attendance. For example, using text message reminders.

b) Supporting wellbeing

- » Meeting basic needs, for example:
 - › food for children/tamariki
 - › clothing (shoes, gumboots, rain coats, jackets and sunhats)
 - › toothbrushes and toothpaste
 - › head lice kits.
- » Providing opportunities for health professionals to visit, for example:
 - › a Plunket nurse to talk with parents, families and whānau about child development, before school checks and immunisations
 - › iMOKO – a digital healthcare programme developed to increase access to health services for children⁹
 - › dental therapists to support enrolments in the free dental service
 - › local doctors to talk with families and whānau about health and wellbeing in early childhood.

5 Early Reading Together Programme. (Website). Retrieved from <https://www.readingtogether.net.nz>

6 Raising Children Video Series (Website). Retrieved from <https://www.raisingchildren.org.nz/>

7 OECD PISA reports 2011. (Website). Retrieved from <http://www.oecd.org/pisa/>

8 Office of the Children's Commissioner (2012) Working paper no.16 Education Solutions to Mitigate Child Poverty. (Website). Retrieved from <http://www.occ.org.nz/assets/Uploads/EAG/Working-papers/No-16-Education-solutions.pdf>.

9 <https://www.google.co.nz/search?q=o+imoko&oq=o+imoko&aqs=chrome..69i57j69i60.277j0j7&sourceid=chrome&ie=UTF-8>

c) Providing experiences to enhance exploration

- » Funding transport for school visits.
- » Providing opportunities for families and whānau to support their children to go on excursions to the wider community where they can learn about te ao Māori.
- » Supporting the relationship between kōhanga reo and kura to continue to encourage seamless transitions for children/tamariki.
- » Providing opportunities for children/tamariki to learn about their community by funding trips to community spaces, such as the local museum or library.

3. Enriching learning environments

Objective

To provide rich learning opportunities that support the development of children/tamariki, specifically their oral language and literacy development.

Te Whāriki: Contribution Mana Tangata

Children/tamariki experience an environment where there are opportunities for learning irrespective of gender, ability, age, ethnicity and background.

Evidence

Positive early learning experiences set up strong foundations for later learning, behaviour and health. Supporting early literacy is important to later development. Evidence shows there is a positive relationship between engaging in early literacy activities in early childhood and reading performance at the age of ten.¹⁰

a) Providing experiences to enhance oral language and literacy development

- » Purchasing books and resources to support early language and literacy. Parents, families and whānau can read these with children/tamariki at home.
- » Providing resources and activities to reinforce the learning of waiata, pūrākau and kori tinana.
- » Providing books to support the early language and literacy of children/tamariki in their own language. For example:
 - › *Literacy Online*¹¹ offers books and resources for Pasifika children
 - › providing books and resources in te reo Māori.

9 Encouraging Quality in Early Childhood Education and Care. OECD Report. Retrieved from <http://www.oecd.org/education/school/49322478.pdf>

11 Literacy Online. (Website). Retrieved from <http://literacyonline.tki.org.nz/>

TARGETED FUNDING FOR DISADVANTAGE

Guidelines for early childhood education services and ngā kōhanga reo

b) Providing experiences to enhance social, emotional and physical development

- » Providing resources that reflect and value the cultural background of children/tamariki.
- » Creating links between the local community and the ECE service or kōhanga reo. For example, hosting visitors from the community (e.g. police, fire fighters, kuia and Kaumātua and the marae).
- » Supporting language development within the local community and providing opportunities for families and whānau to learn te reo Māori alongside their children.
- » Providing resources, equipment and programmes to support physical development. These could be sourced from organisations such as *Sport New Zealand*¹², the *Heart Foundation*¹³ or *Toi Tangata (Te Hotu Manawa Māori)*¹⁴.

c) Enabling teachers, kaiako and parents to plan for individual tamariki and conduct self-review

- » When teachers, kaiako and parents are planning for individual children/tamariki, funding could be used to pay for small projects based on their educational needs. For example, providing resources and equipment for:
 - › planting and maintaining a vegetable garden
 - › equipment for science experiments and activities
 - › baking and cooking.



12 Sport New Zealand. (Website). Retrieved from <http://www.sportnz.org.nz/>

13 The Heart Foundation: (Website). Retrieved from <http://www.learnbyheart.org.nz/>

14 Toi Tangata (website) <http://toitangata.co.nz/>

4. Supporting teachers, kaiako and parents

Objective

To understand and respond to children's learning and development needs.

Te Whāriki: Exploration Mana Aotūroa

Supporting children/tamariki to explore, learn from, respect and make sense of the world.

Evidence

Research shows the quality of early learning depends on the skills, dispositions and understanding of teachers, kaiako and parents.¹⁵ Ongoing professional development can help teachers, kaiako and parents improve their ability to recognise the needs of children from disadvantaged backgrounds and work effectively in partnership with their families and whānau.¹⁶

a) Identifying and responding to the specific development and learning needs of children/tamariki

- » Funding one on one time with children/tamariki who require additional support.
- » Providing professional development opportunities that enable teachers, kaiako and parents to respond to the needs of children from disadvantaged backgrounds. For example:
 - › *The Incredible Years Teacher Programme*¹⁷. This provides teachers, kaiako and parents with new approaches to working with children who require additional support.

b) Enabling teachers, parents and kaiako to collaborate to meet the needs of children/tamariki who require extra support

- » Supporting the relationship between kōhanga reo whānau and the kura, and continuing collaboration between kōhanga reo whānau, kaiako and the kura kaiako.
- » Providing opportunities for teachers, kaiako, educators and parents to collaborate to reflect on ways to spend and improve their use of Targeted Funding. For example:
 - › Seeking feedback from parents, families and whānau and the local community on how to best use Targeted Funding
- » Collaborating to plan for the development of children/tamariki. The funding could be used to arrange meetings that:
 - › discuss how to best meet the educational needs of individual children/tamariki
 - › plan and set development goals for individual children/tamariki
 - › identify resources to assist with learning and development goals.
- » working in clusters or Kāhui Ako with other ECE services, ngā kōhanga reo and schools on ways to improve the educational pathway for children/tamariki.

c) Planning for individual children/tamariki and conducting self-review

- » Paying for professional development courses that focus on improving the planning and self-review processes outlined in Part 2 on these guidelines.
- » Additional non-contact time for:
 - › planning for individual children/tamariki and ways to spend Targeted Funding
 - › reviewing the use of Targeted Funding and how it has benefited children

15 Fostering Effective Early Learning Study. Retrieved from <https://education.nsw.gov.au/media/ecec/pdf-documents/FEEL-Study-Literature-Review-Final.pdf>

16 ibid

17 *The Incredible Years Programme*. (Website). Retrieved from <http://pb4l.tki.org.nz/Incredible-Years-Teacher>

Annex 1: Restrictions on spending Targeted Funding

Targeted Funding must be used for activities, staff or equipment that will benefit children/tamariki from disadvantaged backgrounds

Below is a list of general expenses that Targeted Funding cannot be used for. We have provided examples of these expenses below. The examples are not exhaustive.

1. Property maintenance

- » painting
- » heating systems
- » roofing
- » general upkeep

2. Rental costs

3. Paying off debt

4. General educational resources

- » playground equipment
- » furniture (tables, chairs, bookshelves)

5. Investment in a separate account or entity and to accumulate interest or generate profit

6. Operating costs of the service or kōhanga reo

- » police vetting
- » teacher certification costs
- » electricity or water bills

7. Professional development for courses/seminars that are not aimed at improving the outcomes for priority learners.

8. Marketing and promotional activities or resources.



Annex 2: Planning for Targeted Funding

Below are examples of questions you could ask when you are planning how to use Targeted Funding.

1. What are your key objectives for improving the outcomes of children/tamariki from disadvantaged backgrounds?

2. What actions do you need to take to achieve your objectives and when do you need to achieve them by?

3. How will you know you have been successful? What information could you collect to help inform this?

Annex 3: Self Review Template

Below are examples of questions you could ask when you review your use of Targeted Funding.

1. What did you spend Targeted Funding on last year?

2. How did your use of Targeted Funding benefit children/tamariki from disadvantage backgrounds in your service or kōhanga reo?

Measures for outcomes could include:

- » *Feedback from parents, families and whānau and the local community.*
- » *Children's learning stories.*
- » *Providing the planning for individual children's learning and evaluation of that planning.*

3. What did you learn? How could you improve your use of Targeted Funding next year?

Annex 4: Background information on Targeted Funding

Who is eligible for Targeted Funding?

Licensed early childhood education (ECE) services are eligible to receive Targeted Funding except:

- » casual education and care services
- » hospital-based services.

Certificated Playgroups are not eligible to receive Targeted Funding.

To protect the privacy of children identified as being from disadvantaged backgrounds, ECE services and ngā kōhanga reo with fewer than six children are not eligible.

Services and ngā kōhanga reo that have less than 20% Targeted Hours as a proportion of total funded child hours (FCH) are ineligible for Targeted Funding.

When will Targeted Funding be paid?

Targeted Funding will be paid with ECE operational funding in three instalments each year in the first payments of March, July and November funding rounds.

What period is Targeted Funding provided for?

In 2018, Targeted Funding is provided for the period 1 January 2018 to 28 February 2019^{felg}. For all subsequent years, Targeted Funding is provided for the period 1 March to 28/29 February the following year.

Funding is paid on an hourly basis

Similar to how Equity Funding Component A is provided, eligible early learning services and kōhanga reo will receive additional funding for each Targeted Hour.

The funding rate per Targeted Hour was determined in December 2017 and will remain fixed unless a decision is made to change it as part of the annual Budget process.

Will funding follow a forecast and wash-up cycle, similar to general ECE subsidies?

No. Funding entitlements will only be calculated once per year. Funding will not be recalculated or altered during the year based on actual attendance.

When will funding commence?

Targeted Funding for Disadvantage officially starts on 1 January 2018. Funding will then be paid in three instalments each year in line with the ECE operational funding cycle (March, July, and November).

The first payment will be made on 1 March 2018. As shown below, this payment will cover the six month period from 1 January to 30 June 2018. All subsequent payments will only cover a four month period.

Table 1: Payments dates and coverage

Payment	Payment date	Period funding is provided for
First year of funding		
1st	March payment 2018	1 January – 30 June 2018
2nd	July payment 2018	1 July – 31 October 2018
3rd	November payment 2018	1 November 2018 – 28 Feb 2019
Subsequent years		
1st	March payment 2019	1 March 2019 – 30 June 2019
2nd	July payment 2019	1 July 2019 – 31 October 2019
3rd	November payment 2019	1 November 2019 – 29 Feb 2020

Payment of funding may be delayed if you have not submitted your RS7 Funding Return.

What data needs to be submitted to the Ministry of Education?

In December each year, the Ministry of Education will calculate funding entitlements for the coming funding period.

To be included in this calculation, you must have submitted your RS7 return for the months between June and September that year. This ensures the Ministry of Education can accurately estimate attendance in the coming year.

You should also ensure your ELI data is up-to-date in November each year as this data is used in the funding calculation.

Service closures or suspensions

To be entitled to the full amount of Targeted Funding, ECE services and ngā kōhanga reo must not close or be suspended during the period that Targeted Funding is provided for.

If an ECE service or kōhanga reo closes or is suspended after receiving Targeted Funding, they will not receive any additional payments.

Targeted Funding must be used in the year that it was allocated

Services must spend Targeted Funding in the year it is allocated and Targeted Funding is not to be used for expenses outside of the year that the funding is allocated.



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

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



www.education.govt.nz

[New Zealand Government](http://www.newzealand.govt.nz)