

[REDACTED]

From: [REDACTED]
Sent: Wednesday, 28 August 2024 10:12 AM
To: David Seymour (MIN)
Subject: DSCOR3571 Auckland Kindergarten Association
Attachments: AKA submission on the ECE Regulatory Review - August 2024.pdf

Hi David

I hope that you are well. [REDACTED]

I have attached a copy of AKA's submission for the ECE regulatory review, for your interest. I would be happy to discuss it with you, if that would be helpful.

Pauline

Pauline Winter
Chief Executive Officer

[REDACTED]

Ngā Tamariki Puāwai o Tāmaki | aka.org.nz
AUCKLAND KINDERGARTEN ASSOCIATION



Good planets are hard to find - please think of the environment before you print this email.

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[REDACTED]

From: Erica Stanford (MIN)
Sent: Friday, 5 July 2024 10:16 AM
To: David Seymour (MIN)
Subject: DSCOR2787 RE: Thank You & Offer of Expertise
Attachments: ECE Sector Leads - Shaping our Future June 2024.pdf

Yes, I sent you the attachment yesterday, here it is again 🙄

From: David Seymour (MIN) <D.Seymour@ministers.govt.nz>
Sent: Friday, July 5, 2024 10:09 AM
To: Erica Stanford (MIN) <E.Stanford@ministers.govt.nz>
Subject: RE: Thank You & Offer of Expertise

Was there an attachment on this?

Kind regards,



[REDACTED]

Office of Hon David Seymour
Deputy Prime Minister (from 31 May 2025)
Minister for Regulation
Associate Minister of Education (Partnership Schools)
Associate Minister of Justice (Treaty Principles Bill)
Associate Minister of Finance
Associate Minister of Health (Pharmac)

[REDACTED]

From: Erica Stanford (MIN) <E.Stanford@ministers.govt.nz>
Sent: Thursday, July 4, 2024 11:09 AM
To: Jill Bond [REDACTED]
Cc: David Seymour (MIN) <D.Seymour@ministers.govt.nz>
Subject: RE: Thank You & Offer of Expertise

Kia ora Jill,

On behalf of Hon Erica Stanford, Minister of Education and Immigration, thank you for your email on 2 July regarding ECE.

Please be assured that your concerns have been noted. The subject matter you raise falls within the portfolio responsibilities of Associate Minister of Education, Hon David Seymour.

Your correspondence will therefore be transferred to that office for their consideration.

Kind regards,
Office of Hon Erica Stanford

Office of Hon Erica Stanford
MP for East Coast Bays
Minister of Education
Minister of Immigration



Website: www.Beehive.govt.nz
Private Bag 18041, Parliament Buildings, Wellington 6160, New Zealand

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From: Jill Bond [REDACTED]
Sent: Tuesday, July 2, 2024 2:17 PM
To: Erica Stanford <erica.stanford@parliament.govt.nz>
Subject: Thank You & Offer of Expertise

Kia ora Minister

Thank you for sharing your time with us at NELP yesterday. It was a great session and I really appreciated your willingness to listen and engage. I also appreciated your honesty, challenge, and aspirations for a greatly improved education system for children and young people within New Zealand.

Kelly Seaburg will have sent you our ECE Sector Leaders document about our aspirations for a greatly improved education system for children in ECE, and their transition to school.

I have updated our Sector Leaders about our discussion yesterday and they are very excited about:

- the potential to articulate expectations of achievement for children at ECE, linked to the social and emotional competencies outlined in Te Whariki
- the potential to use Te Rito for children in ECE
- the review of Learning Support.

With the support of the ECE Sector Leaders Group, I would like to offer my time, energy and expertise to be part of your LS "Crack Team" to help guide and shape a different future for the way in which LS is accessed and provided. I have extensive knowledge, skills and expertise in this area and would willingly contribute my time to help create a different future.

I look forward to continued engagement as we seek to improve educational outcomes for all children and young people within New Zealand.

Ngā mihi nui

Jill



JILL BOND
CHIEF EXECUTIVE

NEW ZEALAND KINDERGARTENS NETWORK • TE PŪTAHI KURA PUHOU O AOTEAROA

[REDACTED]
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Supporting Local Kindergarten Associations to Thrive

June 2024

Shaping Our Future

Sharing our Vision for Early Childhood Education



This document is a summary of the *Shaping Our Future Narrative*. The *Shaping Our Future Narrative* reflects the shared views of a group of Early Childhood Education (ECE) leaders representing more than 60% of the sector in New Zealand. The purpose of this document is to provide a future facing narrative for the early childhood education sector. It includes the current state of the sector, the case for change, guiding principles, proposed changes, and a financial proposition.

Current State of the Sector

Early childhood education services are embedded into our education system and our communities. In 2022, over 180,000 children were enrolled in ECE services, representing over 60% of all 0-6 year olds in Aotearoa.¹ Quality early childhood education (ECE) is critically important for tamariki, whānau and communities across New Zealand. Research shows that when a child receives quality ECE services during the first 1,000 days of their life, it shapes their cognitive development² and sets them up for success in further schooling.³ Quality ECE also promotes academic and development skills beyond the first 1,000 days. This includes self-control, attention, linguistic functioning, cognitive functioning, emotional wellbeing, memory and early literacy and numeracy.⁴

The benefits of ECE flow beyond the individual child and ripple across whānau and the economy. Investing in early childhood education delivers wider economic and social returns of up to \$16 for every dollar invested.⁵ Three examples of wider social and economic returns are outlined below.

- **Setting children up for success** - In high-income countries, including Aotearoa, ECE attendance increases children's likelihood of being on track in literacy and numeracy by 22%.⁶ High quality ECE supports language development and can accelerate literacy by up to a year. Early measures of language, such as vocabulary at two years of age, predict academic achievement at 12 years of age and in secondary school.^{7,8} The UK's large longitudinal study shows that quality ECE leads to better academic achievement at age 16 for children from low socioeconomic communities.
- **Reduced social inequalities** - ECE removes barriers to parents re-entering the workforce, increasing household incomes. If cost barriers to ECE were removed, New Zealand mothers would have increased workforce participation rates,⁹ unlocking \$116 million in wages each year.¹⁰
- **Increased community connectivity** - ECE services play an important role as social hubs within the communities they serve. They support communities, especially those most at risk, to engage with other service providers and government agencies including the Ministry for Social Development, Oranga Tamariki, and Work and Income New Zealand.

The Case for Change

Failure to recognise the value of the sector and make it a national priority has led the sector to a breaking point. In 2023, over 140 service providers closed, following 159 closures in 2022. These are the steepest closure rates since records began. The decrease in ECE providers highlights the unstable situation the sector is facing, especially given current economic and regulatory conditions.

With many students starting below expected literacy levels at secondary school, the New Zealand Government has set expectations for achieving improved literacy levels for Year 8 students. The Government has set a target of 80 % of Year 8 students will be at or above the expected curriculum level in reading and writing by December 2030.

To achieve this, children need the foundations of reading comprehension. Longitudinal studies in the UK and New Zealand link oral language in the early years and achievement of reading comprehension and literacy assessments in primary and secondary school.

Priorities

We have come together as sector leaders to establish priority issues for our sector. The four priority issues are outlined below.



We are looking to work together to drive change that will set our children up for success. The priorities of the *ECE sector are aligned with Government priorities*, including:

- Reducing red tape and regulatory burden
- Better value for money
- Improved social and economic outcomes and transparency
- Improved academic achievement

Guiding Principles

We have agreed our next steps must align with a set of principles to achieve our aspirations. We have developed the following principles for choices to be held up against and to guide thinking.

Domain	Principle
Sustainability	Support quality early learning for children The design will support quality early learning outcomes for all children, setting them up for success throughout their lifetimes.
	Support a sustainable, engaged, and quality workforce The design will support a workforce that has higher retention, engagement, and professional development rates.
	Support a cohesive, equitable, and responsive funding approach The design will support a cohesive and equitable funding approach that is sensitive to the different needs of different providers. It will also support a design that moves beyond a funding allocation model and towards a model that assesses network access, workforce stability, and quality education.
Strategy	Support a cohesive narrative and comprehensive investment The design will support the formulation and communication of a compelling 0-18 education investment case. The strategy will also show how the ECE sector fits together with the adjacent education and social service providers. It will further demonstrate how their various roles and responsibilities contribute towards the outcomes and goals sought.
Regulation	Support a robust and risk-based regulatory approach The design will support a robust and risk-based regulatory approach that seeks to support the success of quality ECE providers.
Viability	Make it easy for decision makers The design will support decisions and analysis that align with decision makers' expectations and objectives. Its case and recommendations will be achievable and align with wider Government priorities.

Proposed Changes

Success across three must-win areas will resolve the underlying issues impacting the ECE sector and improve outcomes for children, whānau and communities. These three areas are outlined below.

Invest in teachers and ECE service staff

- We see opportunities to make enhancements to the teaching profession, giving rise to improved health, safety, and academic outcomes. These changes could be self-funding, through redirecting funding from inefficiencies and reinvesting savings into training and leadership pathways.

Tell the ECE service story better

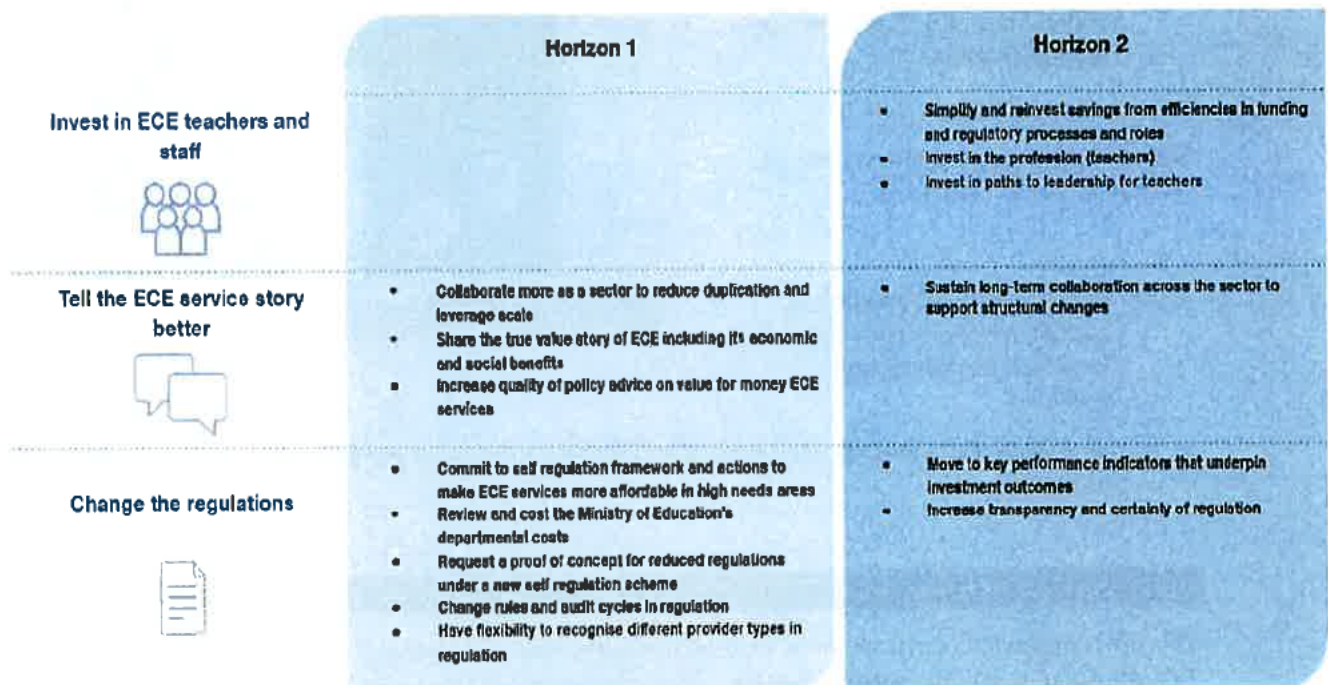
- We must tell our value story better. We know the difference quality ECE services make to the lives of children and to the wellbeing of communities. We also see that we have failed to make a compelling case for decision makers. We see a future where decision makers see what we see.

Change the regulations

- We see a reduction in regulation increasing the time a teacher spends with children and in planning for and assessing children's development. We see this change greatly improving children's learning journey and life outcomes.

Two horizon approach balances the need for delivery against cost

We have developed a way forward that will deliver change across the must-win areas within the short term, with a view to achieving further shifts over the long run. The diagram below shows how the lower cost 'quick wins' can be implemented in the shorter term during 'Horizon 1'. Taking these steps in 'Horizon 1' will establish the conditions needed for the larger more systemic change initiatives to be delivered across Horizon 2.



Financial Proposition

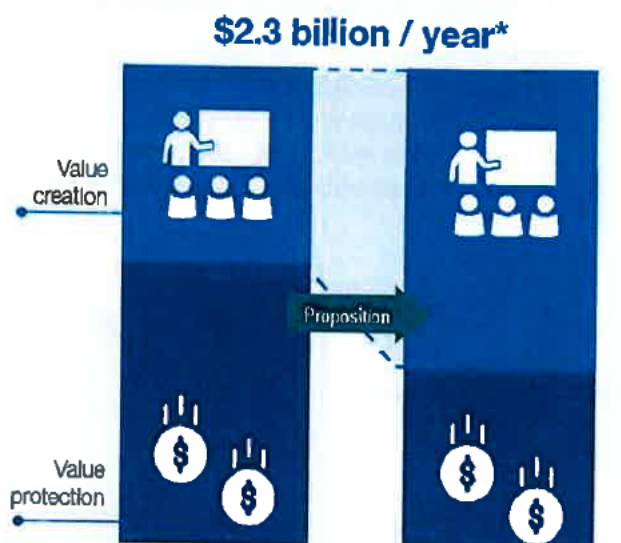
Our financial proposition is that through introducing a fit for purpose regulatory system, 5% (\$100m/year) savings can be freed up from existing government funding to reinvest in better outcomes. We recognise that the Government is operating in fiscally constrained times and see an opportunity to reinvest existing funding in more teacher contact time with children in a cost neutral manner.

More time spent on value creation will result in better outcomes:

- Through teachers delivering more direct contact hours to children
- By freeing up time for teachers to spend on professional learning and development

Sufficient time on value protection will result in sustained outcomes:

- Through efficient operational management practices supported by effective systems and processes
- Through a risk-based and incentives-driven framework of regulation and monitoring of providers.



*2022/23 Government ECE services funding (source: Ministry of Education Annual Report 2022/23). A 5% efficiency saving equates to more than \$100m/year

Impact

Our New Zealand ECE Curriculum, Te Whāriki, sits at the heart of the transformative change that government and the sector is seeking. The evidence and literature are clear:

- investing early in the life of a child delivers significant social benefit
- the first 1000 days of a child's life is critical to their success
- what happens in early childhood education directly links to literacy outcomes in later schooling years and matters for a lifetime

Our curriculum focuses on developing 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.

A quality ECE system appropriately resourced to deliver the curriculum will enable and ensure competent and confident learners transitioning to the compulsory sector. Learners will demonstrate core literacy and numeracy skills; they will be equipped with age-appropriate communication and exploration skills; they will understand the importance of wellbeing and belonging; and they will have developed age-appropriate foundational learning and strategies.

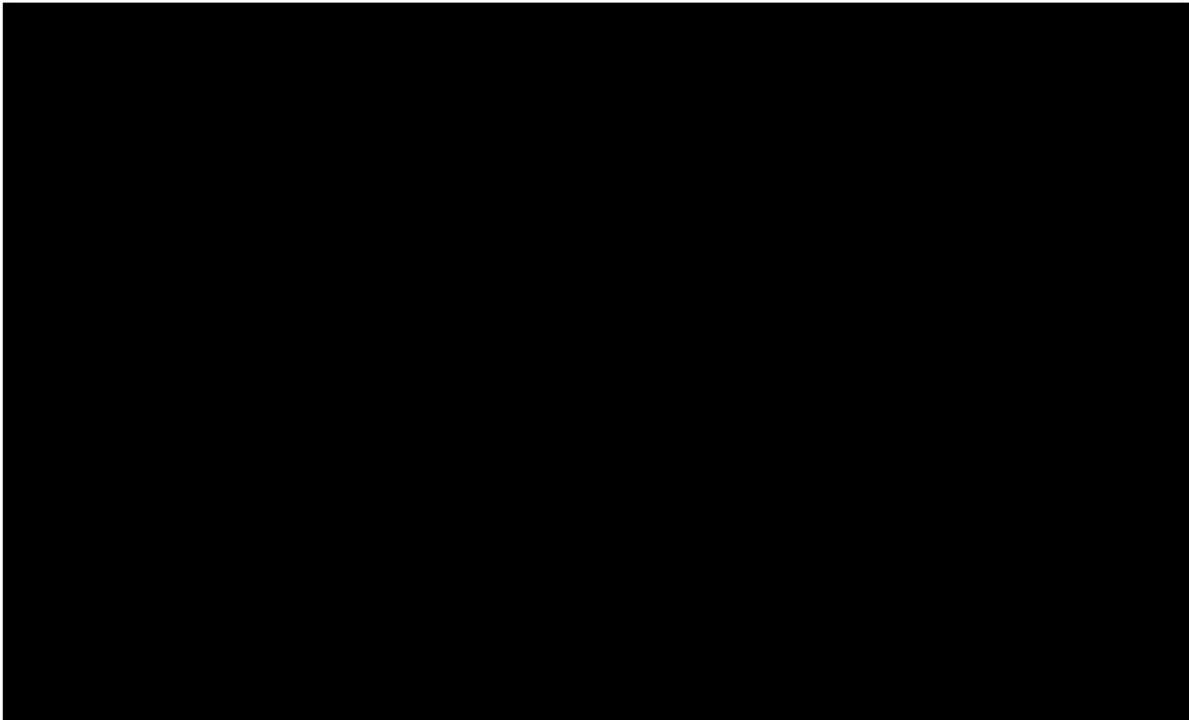
Pulling the different strands of work and aspirations together will deliver impact. As an example:

- **Training linked to research-based competencies** – reinvesting savings from current system inefficiencies into training on Kōwhiri Whakapae for teachers (oral language and literacy, maths, and social/emotional competence)
- **Tell the story of ECE** – informing the parents and caregivers about social and emotional wellbeing, oral literacy and numeracy.
- **Change to Regulations** – services report progress on implementation, outcomes and connections with kura on successful transition from ECE to school.

Next Steps

The government and the sector are impatient for effective, enduring and sustainable change to improve the lives and wellbeing of New Zealanders. The ECE Regulatory Review is a starting point. However, this in isolation will not deliver the transformative change that is required.

The people named below are committed to investing their time, expertise and resources to work with government and with officials to progress this mahi. Together we can establish an ECE system where wellbeing, belonging, contribution, communication, and exploration are evidenced in the future success of all learners.



[Redacted]

From: David Seymour
Sent: Wednesday, 3 July 2024 6:27 AM
To: [Redacted]
Subject: Fwd: ECE Sector Leads - Shaping Our Future
Attachments: ECE Sector Leads - Shaping our Future June 2024.pdf

For invitations

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From: Kelly Seaburg [Redacted]
Sent: Tuesday, July 2, 2024 6:46:43 PM
To: David Seymour <David.Seymour@parliament.govt.nz>
Cc: [Redacted]

Subject: ECE Sector Leads - Shaping Our Future

Dear Minister,

Following our meeting with you in April, the ECE Sector Leads has collaborated to formulate a future state proposal for ECE. The **attached** *Shaping our Future* document succinctly outlines the current state of the sector, the case for change, guiding principles, proposed changes, and a financial proposition. The ECE Sector Leads' priorities align with this Government's aims to reduce red tape and regulatory burden, achieve better value for money, improve social and economic outcomes and transparency, and improve academic achievement.

Representing 60% of the sector and the diversity of public, community, homebased and private provision, our progressive group is committed to working with you as your change agents to shape a better pathway for ECE in New Zealand.

We would welcome the opportunity to speak with you further and continue our discussion.

Nga mihi,
Kelly Seaburg, Director

[Redacted]



June 2024

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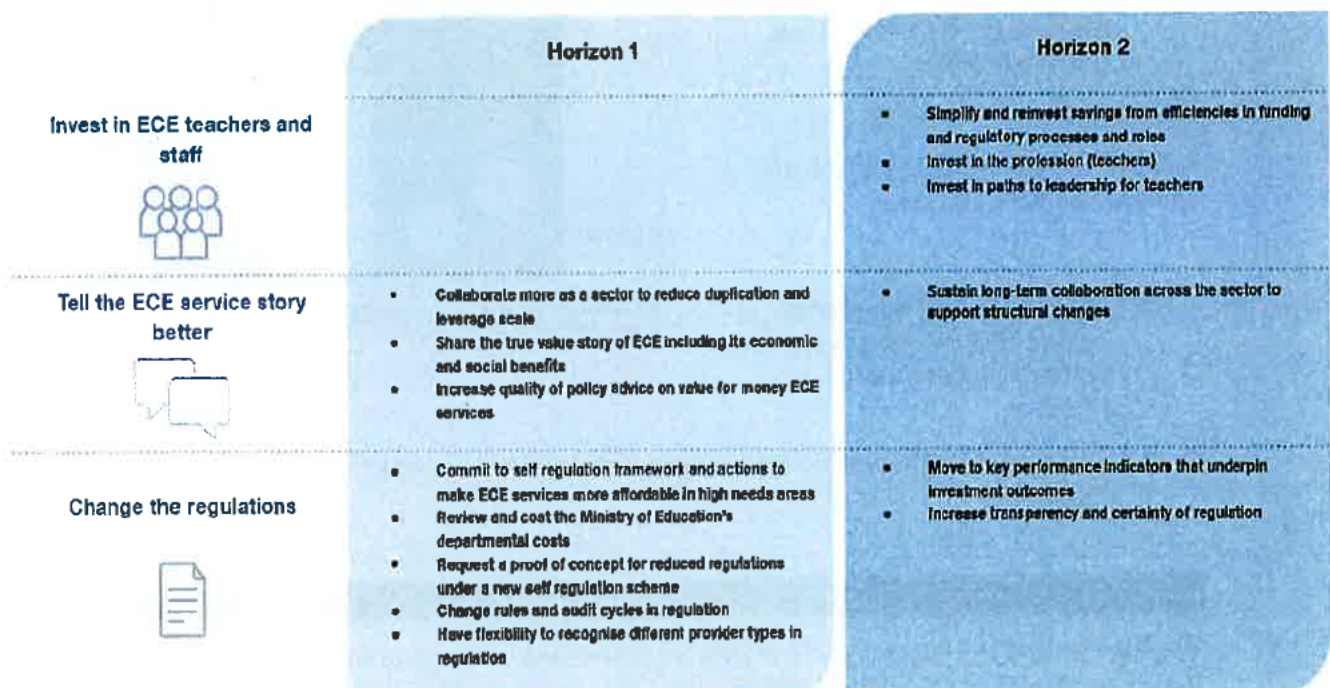
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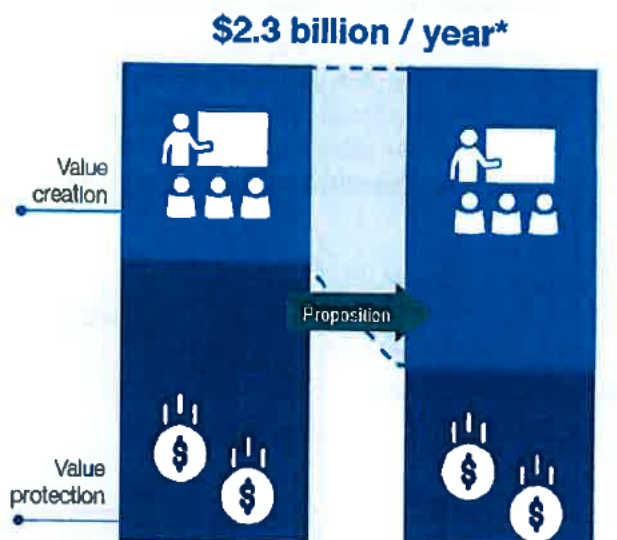
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