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To:	admin@hbca.org.nz
Date:	Tue, Feb 9, 2021, 8:25 AM
Subject:	Early Learning Bulletin 9 February 2021

9 February 2021

## Early Learning Bulletin 9 February 2021

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### Message from the Secretary for Education

Kia ora koutou,

As we move into February, I am aware that last year's disruptions may still be felt by some children and their families and whānau. As your teachers continue to identify and work with children who need pastoral care and extra support, I encourage you all to keep in touch with your local office if you need our help.

As much as we would like to think that COVID19 is in a managed state I know that you will all be preparing just in case it's not. It is still highly possible that there will be community cases of transmission and I know that you will be planned in that unfortunate event.

Today is also a good time to remind you that Consultation for Tranche one of the early learning regulatory review is closing soon. I encourage you all to have your say and get your opinions heard on the matter. You can read more about this in this bulletin.

Ngā mihi  
Iona

### Feedback

Send us your feedback, comments or questions »

### Do you have a question about early learning or COVID-19?

Send an email to the [ece.info@education.govt.nz](mailto:ece.info@education.govt.nz) mailbox »

### Ministry Bulletin for School Leaders | He Pitopito Kōrero »

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In today's bulletin

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## **Need to know**

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### **Minimising food-related choking risks and vegetable gardens/ fruit trees in early learning services**

Since 25 January 2021, early learning services that provide food have been required to ensure it is prepared in accordance with the Ministry of Health Guidance. We published advise about this in the Early Learning Bulletin on 8 December 2020 and 22 January 2021.

[Reducing food related choking for babies and young children at early learning services \[PDF, 197KB\]](#)

Some people have asked about food grown in vegetable gardens and fruit trees, in early learning services. The criteria amendment does not prevent services having a vegetable garden and/or fruit trees. Such activities provide great teaching opportunities. The criteria amendment focuses on how high-risk foods are presented and consumed,

not how they are grown.

The Ministry of Education and Ministry of Health have both prepared FAQs for these changes which can be found at the following links:

[Ministry of Education Licensing Criteria amendments FAQ \[PDF, 130KB\]](#)

[Ministry of Health Reducing food related choking for babies and young children at early learning services- Questions and Answers \[WORD, 32KB\]](#)

If you have any questions, please contact your local Ministry office.

[Local Ministry offices](#)

### **Consultation closing soon – tranche one of the early learning regulatory system review**

Consultation on tranche one of the review of the early learning regulatory system closes on Friday **12 February 2021**. Proposals are outlined in a discussion document and draft regulations.

[Consultation on Tranche One of the Early Learning Regulatory Review \[PDF, 286KB\]](#)  
[Draft regulations for consultation \[PDF, 161KB\]](#)

To have your say, you can complete a survey on the proposals:

[Survey on tranche one proposals - English](#)  
[Survey on tranche one proposals – Te Reo](#)

You can also email us at [earlylearning.regulatoryreview@education.govt.nz](mailto:earlylearning.regulatoryreview@education.govt.nz) with any further questions or feedback you might have on the review, including what you would like to see considered as part of future tranches.

Tranches two and three of the review will focus on areas of the regulatory system that require more work, including teacher qualifications, network management, and ratios. Information about the wider review is available on our website.

[Early Learning Regulatory Review – Education in New Zealand](#)

## **Summer temperatures – a reminder to plan to keep children comfortable**

As temperatures rise it is important to ensure children and staff at your service are comfortable. Early learning services should have an action plan for dealing with increased temperatures.

When rooms are well ventilated and at a comfortable temperature, it creates a healthy environment for children to learn and flourish. The licensing criteria requires that rooms used by children have effective ventilation that allows fresh air to circulate. This is especially critical when young children are sleeping. Services should recognise that different ventilation and temperature control may be necessary depending on the layout and design of the service.

Along with ensuring that children in your service are comfortable, it is important that staff are able to recognise the signs and symptoms of heat related illnesses, such as heat rash, and what actions need to be taken if a child becomes ill.

Check the licensing criteria for further guidance on our website.

[Licensing criteria for ECE services](#)

If you have any concerns or questions please get in touch with your local Ministry office.

[Local Ministry offices](#)

## **Te Ahu o te Reo Māori registrations now open**

Leaders, kaiako, teachers and support staff can now register for a ground-breaking programme. This programme encourages the education workforce to grow their confidence in using te reo and integrating it into the learning of all ākonga and children.

Te Ahu o te Reo Māori will roll out nationwide in 2021 for new, emerging and competent speakers in education, who are keen to develop their fluency and expand their knowledge further.

This programme was successfully piloted in 2019 - 2020 with more than 1000 principals, kaiako, teachers and support staff. The 120-hour programme will be offered through weekly classes,

on-line lessons, and wānanga or noho marae. A further post-delivery support programme will offer additional support to help embed and enhance learnings in the classroom. It will consist of approximately 50 hours for up to 8 weeks. Te Ahu o te Reo Māori will support your te reo Māori journey as you increase your confidence and competence through Ngā Taumata o Te Ahu o te Reo Māori – Te Ahu o te Reo Māori competency framework.

Registrations are open to:

- English medium teachers from early learning services through to secondary school
- Māori medium kaiako, from kōhanga reo through to wharekura
- Non-teaching and support staff in kura, schools, wharekura, early learning services and kōhanga reo.

Based on a te reo Māori competency framework Ngā Taumata o Te Ahu o te Reo Māori, learning will focus on:

- the use of local dialect
- practice of te reo Māori use for a classroom setting
- grammar and writing conventions
- curriculum development; and
- language planning for the classroom.

Te Ahu o te Reo Māori will be offered in ten Ministry locations including:

- Tai Tokerau,
- Auckland,
- Waikato,
- Bay of Plenty/ Waiariki,
- Taranaki/ Manawatu/ Whanganui,
- Hawke's Bay/ Tairāwhiti,
- Wellington,
- Nelson/ Marlborough/ West Coast,
- Canterbury | Chatham Islands, and
- Otago/ Southland.

To register for Te Ahu o te Reo Māori, teachers, kaiako and support staff will need their Education Sector Logon (ESL) details. More information about ESL is available on the Kauwhata Reo website.

[Te Ahu o te Reo Māori Education Sector Logon \(ESL\) Information - Kauwhata Reo website](#)

For more information on Te Ahu o te Reo Māori including how to register, please go to the Kauwhata Reo website.

[Te Ahu o te Reo Māori National Delivery - Kauwhata Reo website](#)

For all other queries, please email us at [tereo.maorigroup@education.govt.nz](mailto:tereo.maorigroup@education.govt.nz).

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## Heads up

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### **New dual language e-books in Pacific languages – Pasifika Early Literacy Project (PELP)**

A set of five dual language e-books with embedded audio files have been added to the PELP resources for early learning. PELP resources support early language and literacy in Pacific languages of Gagana Sāmoa, Te Gagana Tokelau, Lea Faka-Tonga, te reo Māori Kūki 'Airani, and Vagahau Niu.

The e-books are available on Te Whāriki Online, the Ministry's portal for kaiako working in the early learning curriculum.

[Supporting use of dual language resources in Pacific languages and English - Te Whāriki online](#)

### **Changes to NZ Relay services**

Changes to [NZ Relay services](#) for people who are Deaf, hard of hearing, speech-impaired and deafblind came into effect on 1 February. A new-look website combines these services in one place and a new NZ Relay app has been introduced so people can stay connected on the go.

[Find out more about these changes](#)

### **Aotearoa New Zealand's Histories**

From 2022 onwards, Aotearoa New Zealand's histories will be taught in all schools and kura. Draft curriculum content for Aotearoa New Zealand's histories is now available for public feedback. We are

seeking feedback from as many people as possible. The online survey is open until 31 May 2021. You can find out more on our website.

### [Aotearoa New Zealand's histories in our national curriculum - now open for consultation](#)

Learning about local histories links to Te Whāriki, particularly through Belonging Mana whenua and Exploration Mana aotūroa. Te Whāriki Online provides resources connected with identity, culture and language and te ao Māori. These are useful starting points for exploring local histories with children, whānau and your wider community. You can find one example on Te Whāriki Online, which includes links to further content involving voyaging, first encounters, NZ History, and legacy of learning.

### [Local curriculum, Tuia Mātauranga, and beyond - Te Whāriki Online](#)

### **Gifted Awards applications open**

The current round of Awards for Gifted Learners opened on Monday 1 February and closes Friday 26 February. The purpose of the awards is to support children's giftedness by extending and challenging them. These Awards are usually applied for on behalf of tamariki by their whānau. Most tamariki and whānau learn about these awards from kaiako, so you play an important role in letting your community know about this opportunity.

To apply, or for more information, visit [gifted.tki.org.nz/further-support/awards/](https://gifted.tki.org.nz/further-support/awards/)

### **Survey on the stocktake of early learning resources**

CORE Education Tātai aho Rau is currently undertaking a stocktake of existing and relevant early childhood education (ECE) wellbeing associated curriculum content and resources that the early learning sector refers to and uses in their work with tamariki.

Strictly thinking about curriculum content and resources, we are seeking your responses to help us identify:

- Wellbeing associated resources you use in your work with tamariki
- Any gaps (non-existent, outdate, and/or under-resourced) in the available curriculum content and resources – what curriculum content and resources are needed by the sector now, and in the long term in order to effectively support children’s wellbeing?

Findings from this survey will be used to feed into advice for future resources development in the Wellbeing space.

To participate in the survey, please click on the link below to SurveyMonkey.

[Early Years Wellbeing Stocktake - SurveyMonkey](#)

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