

EARLY CHILDHOOD EDUCATION WAITAKERE

existing key signature projects:

Call to action: **“Every child has access to quality ECE and is on a life long learning journey”**

events

- Toddler Day Out
- Breakfast & night forums
- informative sessions/ speakers
- networking
- PD forum
- ‘Massey matters’ and local initiatives

lobbying

- new council impact
- funding
- licensing of centres

networking

- regular monthly network meetings
- sharing info and ideas
- updates in community
- MOE & council communication
- ECE-express newsletters /emails

Relationships: Encouraging parents and the community to be involved in early childhood education as part of the parenting role, promoting social inclusion and anti-violence by treasuring the uniqueness of each child. Help our local community to value ECE for their children. Build a clear understanding of the reasons why families are not or cannot access ECE within a community. Creating collaborative working partnerships, with services and community developments to monitor inclusion of early education for children at local council community level. Free events including: Toddler Day Out and ‘Massey Matters’ initiatives.

Education outreach: Integrating early years child education services: Providing and implementing strategy to support the level of qualifications held by the Waitakere ECE workforce in voluntary and professional sectors. We provide training and development opportunities to improve quality via various professional ECE development forums and workshops. We recognise and support the voluntary sector of early childcare services at a time of increased pressure for all parents and communities. PR tools such as early childhood collaborative events like The Big Breakfast Bash. Providing contacts, newsletters, sharing resources, using the website as a central accessible database and search facility.

Advocacy and information: Advocacy and policy representation for our unique West Auckland community. Advice, information and support to users and providers: For all Waitakere early childhood education services and users including: day care groups, playgroups, preschools, kindergartens, Playcentres, playgroups, parent and toddler groups and other under-five education and language groups.

[www. ECE-express.co.nz](http://www.ECE-express.co.nz)

- centre search
- how to choose an early education centre
- resource contacts

family/whanau involvement

- increasing father participation (Violence Free Waitakere + Unitec research)
- parents involved in education at home

ECE resources

- multicultural
- homeplay
- for teachers & parents

database

- connected to ECE-express
- contact/email list of all centres in Waitakere
- demographics could be added

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current issues:

Call to action: **“Every child has access to quality ECE and is on a life long learning journey”**

relationships

target issues:

- Regional areas of low ECE participation
- No awareness of ECE - 'looking for childcare'
- More parent participation needed
- Many providers with waiting lists, but cannot fund more centres/sessions because of reduced discretionary grants
- Need for translation resources and links to ethnic groups
- Community barriers and lack of trust, not sure where to go
- More diversity of language centres

education outreach

target issues:

- Need to promote the value of ECE
- Problems with differing timing of terms
- Consistency of teaching, high ECE staff turnovers
- Continuing education of children at home
- More cultural awareness
- Minimal help for families and ECE teachers
- Connecting education with nature
- Lack of PD workshops
- Empowerment of ECE teachers
- Problems with transition from ECE to school, more links needed
- Need to share best practice around transition initiatives
- Sport Waitakere has less funding specifically for ECE i.e. movement skills
- No local sharing of pedagogies & curriculum
- ECE-Express database & website not maintained or up-to-date
- Tips needed for staff working with families in homes
- More licenced spaces needed
- Building home visitor skills to work with parents

advocacy & information

target issues:

- Funding changes and impact on staff qualifications, registrations & training
- Needing more inter-agency relationships & communication,
- lack of networking, working in isolation
- Resources for special needs, support people budget cut
- Changes in criteria for licencing
- Multi-cultural resources no longer being produced (Tupu series)
- Legal information and advice needed
- Need for collation of relevant ECE Waitakere material
- Sharing current ECE research i.e Sally Peters, Centres of Excellence
- Need for guiding strategy, way forward
- Mixed or not understood messages from MOE
- Need for robust data on demographics

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forward planning ideas :

Call to action: **“Every child has access to quality ECE and is on a life long learning journey”**

relationships

target:

- Increased involvement of fathers, mothers and whanau
- Strengthen ECE network
- Increasing ECE links with schools: ‘Links to learning’
- Strengthen ECE links with communities
- Increase inter-sector, inter-agency relationships
- Developing neighbourhoods

actions:

- Streetside learning groups
- Fathers project
- Monitor transitions to and from ECE
- Home based play
- Utilise community houses
- Increase availability of multicultural resources
- Providing parenting education/support
- Finding robust evidence with demographics & research
- More forums
- Communication follow-on from meetings

media:

- Public awareness using existing media: such as internet & newsletter. Media placement in: Citizens advice bureau, Plunket, GP’s and libraries.
- Run free events e.g. Toddler Day Out, Te Raa Mokopuna.

education outreach

target:

- Increased public awareness
- Strengthen visibility
- Advice and information for parents
- Commitment to celebration of children
- Cultural awareness

actions:

- Toddler Day Out
- Te Raa Mokopuna
- Multi-cultural centre
- Free parenting education and support
- PD forums, informative sessions/speakers
- Family packs with info on ECE in Waitakere
- Acknowledge importance of first language in resources
- Aid first language nests/playgroups
- Maintain and promote ECE Express database & website

media:

- Local: Placement via playgroups, churches, health services, ECE providers, schools, community houses
- Regional: i.e. regional newspapers
- National: i.e. Education Gazette

advocacy & information

target:

- Creating advocacy and representation
- Strong productive inter-agency relationships & communication
- Regional networking

actions:

- Finding robust evidence & data collection for funding in highlighted areas
- Gathering and providing information to develop relationships
- Facilitating local initiatives
- Inter-sector & inter-agency network meetings monitoring evaluation & planning outcomes
- Ethnic board/forum representation
- Identifying key focus areas & issues
- Network, build relationships from working groups to community
- Using demographics/data to define future needs

media:

- Local: i.e. all ECE providers such as: day care groups, playgroups, preschools, kindergartens, Playcentres, playgroups, parent and toddler groups and other under-five education and language groups. And all ECE users, children and their whanau.
- Regional: i.e. networking within Auckland Council
- National: i.e. M.O.E., M.S.D.

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new proposed initiatives:

Call to action: **“Every child has access to quality ECE and is on a life long learning journey”**

homeplay

what:

A home-based neighbourhood early learning playgroup for those not currently accessing ECE – to develop local community leaders

who:

Locality -based key local groups and networks (ethnicity). Such as: schools, churches, community houses, neighbourhood support, Massey matters, community constable, housing NZ, FACS, public health nurses, lifewise, strengthening families, midwives, plunket, GP's

how:

- Working group
- Reference what has happened elsewhere i.e Manukau
- Identifying streets, groups, leaders by doorknocking with motivation/incentive
- Setting-up groups 2-4
- Transition/continuity

when:

- Pilot with regular planned reviews

advocacy group

what:

Group organises key actions to lobby via meetings, marches, submissions & workshops. Evaluate success rate of actions over time.

who:

ECE Waitakere leaders and users who want to make a difference.

how:

- Identifying targeted issues
- Gather advocacy working groups
- Research what other groups have achieved
- Work with other current groups advocating for similar goal

when:

professional development

what:

Intensive and collaborative skills and knowledge attained for both personal teacher and parent development and encompassing learning for all children.

who:

Specialists and community facilitators.

how:

- Consultation, coaching, communities of practice, lesson study, mentoring, reflective supervision and technical assistance.
- Gather areas/subjects in need of professional development

when:

multi-cultural centre

what:

A centre that provides support to refugee and migrant communities to provide a range of professional services for refugee and migrant communities.

who:

Networking partnerships with many not-for-profit, non government organisations. All provide a range of professional services for refugee and migrant communities.

how:

- Consultation

when:

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ECE co-ordinator position:

Responsible to: **Strategic Partnerships Advisor: Community Development
Community & Social Development | Community Development & Partnerships - West**

Responsible for support to:

ECE forum group

key functional relationships:

1. Teaching staff & leaders in Waitakere ECE's
2. Parents and whanau
3. National government: M.O.E., M.S.D.
4. Council
5. Community groups

Key task responsibilities:

- 1.1 Organise ECE forum meetings with agenda and report back with minutes. Minutes reflect attendance and have task lists and achievements for each month.
- 1.2 Arrange PD forums, informative sessions/ speakers as requested
- 2.1 Contact, information sharing and enquiries with parent/whanau groups and forums are logged and reported at ECE forum meetings
- 3.1 Contact MOE & MSD for monthly updates to bring to ECE Waitakere forum
- 4.1 Annual report is sent to Auckland Council
- 5.1 Attend meetings with Violence Free waitakere to organise Toddler Day Out
- 5.2 Attend meetings with Massey Matters to organise support of Te raa mokopuna event resources

education outreach & communication

key functional relationships:

1. Teaching staff & leaders in Waitakere ECE's
2. Parents and whanau
3. National government: M.O.E., M.S.D.
4. Council
5. Community groups

Key task responsibilities:

- 1.1 Maintenance of communication systems. Decide on media to be used and frequency i.e newsletters, emails, events
- 1.2 Co-ordinating community driven content & government information
- 2.1 Maintain events and centre information on database and promote ECE Express database & website
- 3.1 Recieve and respond to any problems or concerns by leaders and families involved in ECE sector within Waitakere

ECE advocacy/ lobby group

key functional relationships:

1. Teaching staff & leaders in Waitakere ECE's
2. Parents and whanau
3. National government: M.O.E., M.S.D.
4. Council
5. Community groups

Key task responsibilities:

- 1.1 Data collection for areas to be lobbied
- 1.2 Maintaining lobby contact database

Home base

key functional relationships:

1. Community leaders in Waitakere ECE's
2. Parents and whanau
3. National government: M.O.E., M.S.D.
4. Council
5. Community groups

Key task responsibilities:

- 1.1 Identifying streets with need
- 2.1 Set up working group & leaders

multicultural centre

key functional relationships:

1. Ethnic services & leaders in Waitakere
2. Parents and whanau
3. National government: M.S.D.
4. Council
5. Community groups

Key task responsibilities:

- 1.1 Identifying areas to be covered and priority cultures to be included
- 2.1 Work with groups & leaders in sector