Workshop - Embedding the 2026 Licensing Criteria Changes

12 June 2026

Facilitated by Simon Laube

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Learning Outcomes

1. We will work through all the critical areas one-by-one, relying on the tools ECC provides for free to members
2. Doing this face-to-face is intended to help people who like to ask more questions and have more support with making the changes – we will cover the key content from the two ECC webinars
3. As we go through the various ECC "products" designed to help you we will also be listening to your feedback so we continuously improve the support we offer
4. The supports available from ECC are optional to use and are not regulatory documents, unless you adopt them and use them.
5. Q&A as we go and at the end

Different Regulatory Domains

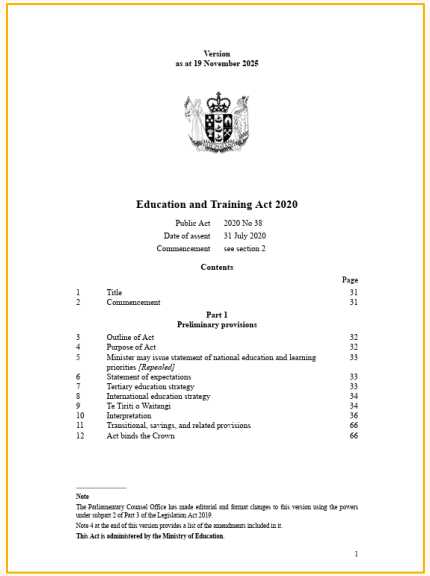
Act, regulations, criteria, curriculum, licences
Teaching Code and registration requirements
Teacher accreditation and ITE rules
Funding conditions
Attendance and enrolment laws

Immigration rules around overseas workers
IRD, incl GST, PAYE, FamilyBoost
Audits
Trading laws including competition
Reporting for incorporated societies
Building code
Fire safety
Workplace health & safety
Food regulations

Employment agreements, responsibilities and performance
Minimum wage and holidays
Disciplinary processes
Hiring, firing, restructuring
Behaviour policies
Performance management

Contract law – agreements between providers and parents for ECE (incl terms and conditions permitted by law)
WINZ
Privacy
Child protection*
Police vetting
Health (eg immunisation registers)

Amend 20 April 2026



Version
as at 19 November 2025

Education and Training Act 2020

Public Act 2020 No 38
Date of assent 31 July 2020
Commencement see section 2

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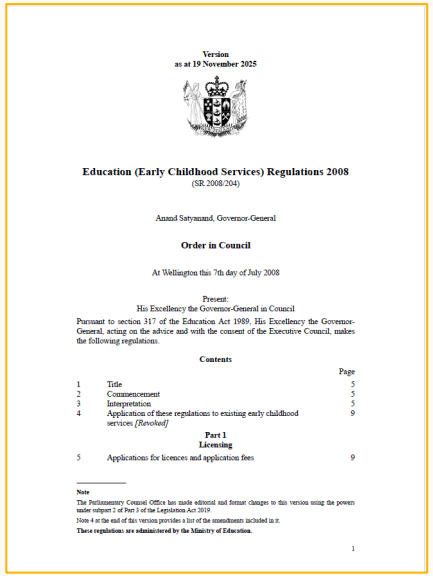
Note
The Parliamentary Counsel Office has made editorial and format changes to this version using the powers under subpart 2 of Part 3 of the Legislation Act 2019.
Note 4 at the end of this version provides a list of the amendments included in it.
This Act is administered by the Ministry of Education.

1

Education & Training Act 2020



Version
as at 19 November 2025

Education (Early Childhood Services) Regulations 2008
(SR 2008/204)

Anand Satyanand, Governor-General

Order in Council

At Wellington this 7th day of July 2008

Present:
His Excellency the Governor-General in Council

Pursuant to section 317 of the Education Act 1989, His Excellency the Governor-General, acting on the advice and with the consent of the Executive Council, makes the following regulations.

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5 Applications for licences and application fees 9

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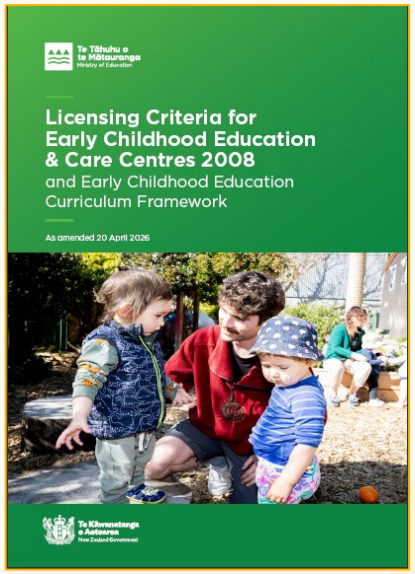
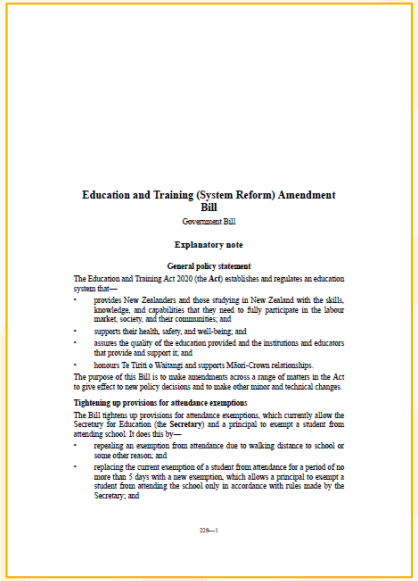


Licensing Criteria 2008



Education and Training (System Reform) Amendment Bill
Government Bill

Explanatory note

General policy statement

The Education and Training Act 2020 (the Act) establishes and regulates an education system that—

- provides New Zealanders and those studying in New Zealand with the skills, knowledge, and capabilities that they need to fully participate in the labour market, society, and their communities; and
- supports their health, safety, and well-being; and
- assures the quality of the education provided and the institutions and educators that provide and support it; and
- honours Te Tiriti o Waitangi and supports Māori-Crown relationships.

The purpose of this Bill is to make amendments across a range of matters in the Act to give effect to new policy decisions and to make other minor and technical changes.

Tightening up provisions for attendance exemptions

The Bill tightens up provisions for attendance exemptions, which currently allow the Secretary for Education (the **Secretary**) and a principal to exempt a student from attending school. It does this by—

- repealing an exemption from attendance due to walking distance to school or some other reason; and
- replacing the current exemption of a student from attendance for a period of no more than 5 days with a new exemption, which allows a principal to exempt a student from attending the school only in accordance with rules made by the Secretary; and

228—1

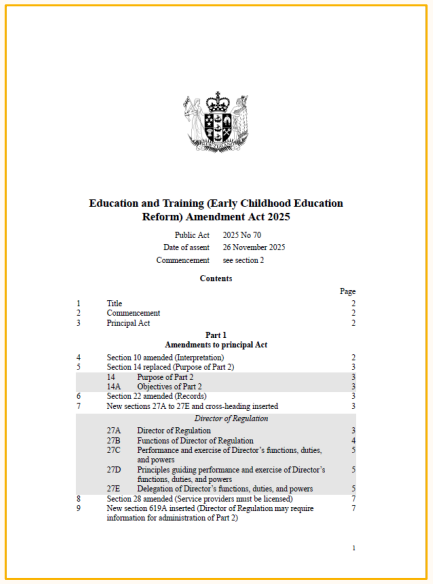
Education and Training (System Reform) Amendment Bill

Next step is Third Reading

EDUCATION REVIEW OFFICE
Te Tari Arotake Mātauranga

Education Review Office to become ECE regulator effective **1 September 2026**

Education and Training (Early Childhood Education Reform) Amendment Act 2025



Education and Training (Early Childhood Education Reform) Amendment Act 2025

Public Act 2025 No 70
Date of assent 26 November 2025
Commencement see section 2

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1

14 Purpose of Part 2

The purpose of this Part is to regulate an early childhood education system where all children are able to participate and receive a strong foundation for learning, positive well-being, and life outcomes by—

(a) setting standards to support quality provision and learning; and

(b) supporting the health, safety, and well-being of children; and

(c) enabling parental choice by providing for licensing and funding of different types of provision.

5 Section 14 replaced (Purpose of Part 2)

Replace section 14 with:

14 Purpose of Part 2

The purpose of this Part is to regulate an early childhood education system to—

(a) set and implement minimum standards to provide for quality early childhood education that allows all children to establish strong foundations for learning, well-being, and life outcomes; and

(b) support the choice of parents and caregivers to participate in the labour market.

14A Objectives of Part 2

The objectives of this Part are to support the purpose in section 14 by—

(a) protecting the health, safety, and well-being of children receiving early childhood education; and

(b) improving educational and developmental outcomes for those children; and

(c) supporting accessibility and choice for parents and caregivers, including by providing for licensing and certification of different types of services and enabling their funding; and

(d) providing information to parents, caregivers, and others to improve knowledge about the quality of early childhood education, including to inform parental choice; and

(e) implementing a licensing and certification system that provides service providers, parents, and caregivers with certainty and clarity, as far as is reasonably practicable, regarding minimum standards for quality services.

Regulations

Regulation 43: Curriculum standard

43 Curriculum standard: general

(1) The curriculum standard: general is the standard that requires every licensed service provider to whom this regulation applies to—

- (a) plan, implement, and evaluate a curriculum that is designed to enhance children's learning and development through the provision of learning experiences and that is consistent with any curriculum framework prescribed by the Minister that applies to the service; and that—
  - (i) responds to the learning interests, strengths, and capabilities of enrolled children; and
  - (ii) provides a positive learning environment for those children; and
  - (iii) reflects an understanding of learning and development that is consistent with current research, theory, and practices in early childhood education; and
  - (iv) encourages children to be confident in their own culture and develop an understanding, and respect for, other cultures; and
  - (v) acknowledges and reflects the unique place of Māori as tangata whenua; and
  - (vi) respects and acknowledges the aspirations of parents, family, and whānau; and
- (b) make all reasonable efforts to ensure that the service provider collaborates with the parents and, where appropriate, the family or whānau of the enrolled children in relation to the learning and development of, and decision making about, those children; and
- (c) obtain information and guidance from agencies with expertise in early childhood learning and development, to the extent necessary, to—
  - (i) support the learning and development of enrolled children; and
  - (ii) work effectively with parents and, where appropriate, family or whānau.

(2) Each licensed service provider to whom this regulation applies must comply with the curriculum standard: general.

Regulation 45: Premises and facilities standard

45 Premises and facilities standard: general

(1) The premises and facilities standard: general is the standard that requires every licensed service provider to whom this regulation applies—

(a) to use premises and facilities that, having regard to the number and age range of the children attending the premises, provide sufficient and suitable space for a range of activities, facilities for food preparation, eating, sleeping, storage, toileting, and washing, and sufficient and suitable heating, lighting, noise control, ventilation, and equipment to support—

(i) appropriate curriculum implementation by the service provider; and

(ii) safe and healthy practices by the service provider; and

(b) to comply with the requirements of Schedule 4 (which relates to activity spaces).

(2) Each licensed service provider to whom this regulation applies must comply with the premises and facilities standard: general.

Regulation 47: Governance, management, and administration standard

47 Governance, management, and administration standard: general

(1) The governance, management, and administration standard: general is the standard that requires every licensed service provider to whom this regulation applies to ensure that—

(aa) *[Revoked]*

(a) the service is effectively governed and is managed in accordance with good management practices; and

(b) the service provider regularly collaborates with—

(i) parents and family or whānau of children enrolled in the service; and

(ii) the adults responsible for providing education and care as part of the service; and

(c) appropriate documentation and records are—

(i) developed, maintained, and regularly reviewed; and

(ii) made available where appropriate—

(A) at any reasonable time on request by a parent of a child enrolled in the service; and

(B) at any time on request by any person exercising powers or carrying out functions under Part 2 of the Act; and

(d) adequate information is made available to parents of enrolled children and, where appropriate, to the families or whānau of those children about the operation of the service; and

(e) all reasonable steps are taken to provide staff employed or engaged in the service with adequate professional support, professional development opportunities, and resources.

(2) Each licensed service provider to whom this regulation applies must comply with the governance, management, and administration standard: general.

Regulation 46: Health & Safety practices

46 Health and safety practices standard: general

(1) The health and safety practices standard: general is the standard that requires every licensed service provider to whom this regulation applies to—

- (a) take all reasonable steps to promote the good health and safety of children enrolled in the service; and
- (b) take all reasonable precautions to prevent accidents and the spread of infection among children enrolled in the service; and
- (c) take all reasonable steps to ensure that the premises, facilities, and other equipment on those premises are—
  - (i) kept in good repair; and
  - (ii) maintained regularly; and
  - (iii) used safely and kept free from hazards; and
- (d) take all reasonable steps to ensure that appropriate procedures are in place to deal with fires, earthquakes, and other emergencies.

(2) Each licensed service provider to whom this regulation applies must comply with the health and safety practices standard: general.

Definitions – who is regulated

licensed early childhood education and care centre means an early childhood education and care centre in respect of which the service provider holds a current licence issued under regulations made under section 636

licensed early childhood service means an early childhood service in respect of which the service provider holds a current licence issued under regulations made under section 636

Section 10

service provider means each of the following:

(a) in relation to an early childhood education and care centre, the body, agency, or person who operates the centre:

(b) in relation to a home-based education and care service, the body, agency, or person who provides, or offers to provide, that education or care:

(c) in relation to a hospital-based education and care service, the body, agency, or person who provides that education or care:

(d) in relation to a playgroup, the person or persons who operate the playgroup

Section 10

Place Service Providers in the Domains

Service providers are private companies and incorporated societies

Private company

All **service providers** have employees

Employees

Incorporated Society

Example cancellation – Govt Gazette

Cancellation of Licence for an Early Childhood Service

Pursuant to Regulation 32(1)(da) of the Education (Early Childhood Services) Regulations 2008, and acting under authority delegated by the Secretary for Education, I hereby cancel the licence dated **17 October 2022**, which was granted under those regulations to **The Bay of Whales Children's Trust Inc (** trading as **Whangaparaoa Baptist Community Kindergarten)**, in respect of **Coast Kindy** (20188) situated at **733–735 Whangaparaoa Road, Whangaparaoa**.

This notice shall take effect the day after the date of its notification in the *New Zealand Gazette*.

SHONA HUMPHREY, Manager, Early Learning Operations, Te Pae Aronui, Ministry of Education.

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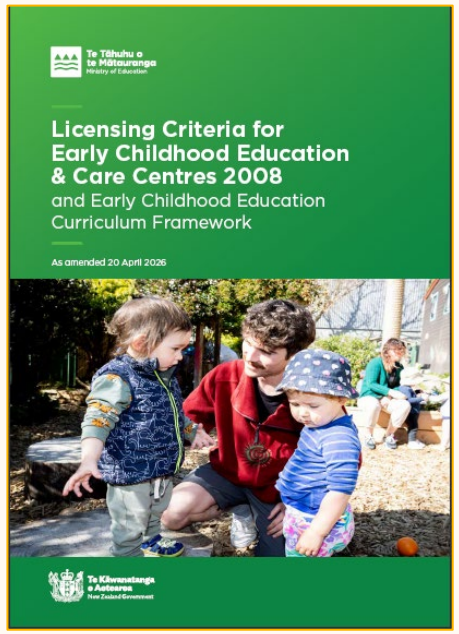
Criteria & Guidance

Criteria



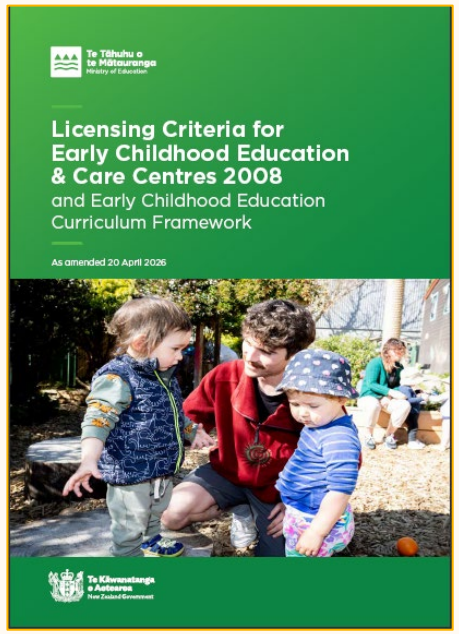
Current Criteria

- Framework established under the **Education (Early Childhood Services) Regulations 2008** and associated Licensing Criteria 2008.
- Criteria cover **curriculum, health & safety, premises & facilities, governance & management** and detail specific compliance requirements. (Ministry of Education)

New 2026 Criteria

- Reformed criteria designed to reduce regulatory burden and simplify compliance.
- Implementation as at **20 April 2026** under secondary legislation - Regulation 41(1) refers. (New Zealand Gazette)

Criteria guidance – the same thing right?



No

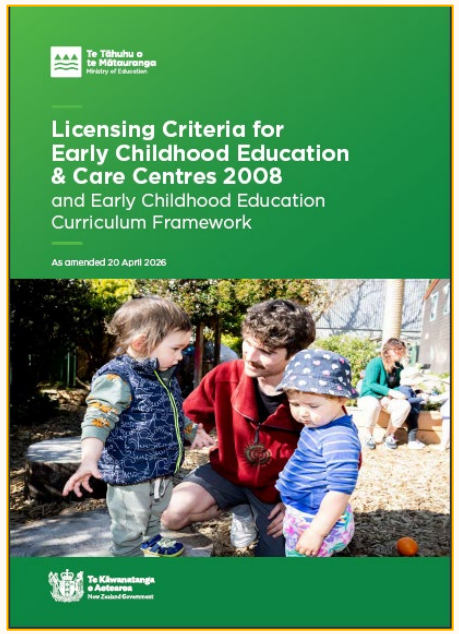
- Unlike the Criteria which require consultation with the sector prior to being prescribed by the Minister (regulation 41 refers), guidance has no legal effect.

So...

- If you perceive the guidance is making a change to the regulatory expectations or standards that do relate to the legally enforceable criteria then you can test whether your concern is likely to be valid by asking: "did the Ministry for Regulation recommend this change?" or "did the Ministry of Education consultation on the criteria proposes this change?" – if the answer is no to both then the guidance is not helpful.

But you can't ignore it...

Is guidance legally enforceable?



- It isn't issued under Regulation 41. A regulator would struggle to enforce the guidance legally.
- Guidance becomes reduced to being **statements** or **information** from the regulator.
- This information can be used by Service Providers to assist you to determine what the regulator will consider complies with the regulations.
- But if the guidance doesn't help you to determine this – it isn't helpful. It doesn't mean the situation you are faced with is non-compliant. It just means the guidance hasn't helped you to make a determination about how your centre will attempt to meet the Criteria.

New types of guidance and advice in using them

- The first part of guidance is intended to help you to be able to demonstrate you are complying with the criteria.
- But you don't want to focus overly on the guidance. If you focus on something your focus needs to be on Regulations 43, and 45, 46 and 47 depending on which Criteria you are referring to.
- The starting point is NOT the guidance.

“How we assess compliance”

Example A

When assessing whether you comply with HS107

Questions we are likely to ask

- How do you make sure children cannot access liquids or food when they are in bed?
- How do you monitor that children are checked for warmth, breathing and general wellbeing at least every 5 to 10 minutes?
- When would you monitor a child more frequently for warmth, breathing and wellbeing?

We are likely to look at, measure or count

- Look at where you display your sleep monitoring procedure.
- We may look at how you monitor children if children are asleep.

We are likely to request

- Your sleep records and your procedure for monitoring sleeping children.

- Note the measurable standard IS in the criterion for HS107 (below).

Criterion HS107

A procedure for monitoring children's sleep is displayed and implemented, and a record of children's sleep times is kept.

Documentation required (written or digital)

1. A procedure for monitoring children's sleep. The procedure includes steps to ensure that children:
   - do not have access to food or liquids while in bed, and
   - are checked for warmth, breathing, and general wellbeing at least every 5 to 10 minutes, or more frequently according to individual needs.
2. A record of the time each child attending the service sleeps, and checks made by adults during that time.

How we assess compliance

“How we assess compliance”

Example B

How to show you are complying

You must make sure any linen used at your service is properly laundered (cleaned). You can do this at your service if you have the right facilities, or you can ask parents to help or hire a professional laundry service.

Hygienic laundering

Linen is hygienically laundered when it has been cleaned in a way that removes dirt, bacteria, viruses, and other harmful microorganisms.

To make sure linen is hygienically laundered:

- use a washing machine that can meet thermal disinfection requirements (water temperature above 60°C and holds times for the temperature)
- ideally do not wash nappies in the same washing machine as other centre items
- use a hot wash (above 60°C) and adequate laundry detergent for all washing followed by effective drying and handling to prevent recontamination
- launder kitchen, bathroom, and bedding items separately have clear separation of clean and dirty areas in the laundry
- dedicated storage for clean laundry.

- Note a measurable standard in the guidance for criterion HS102 is NOT in the Criteria.

Criterion HS102

Linen used by children or adults is hygienically laundered off-site or on-site.

- What does this mean?
- There are further *measurable* standards in HS102’s guidance...

Best practice: Going beyond compliance

Still Example B

Best practice: Going beyond compliance

Doing more than the minimum can shape better outcomes for children. Here are some ideas or examples you might like to consider:

- You may wish to check you have enough spare linen available to use while other items are being laundered.
- If you have a washing machine on-site, it is a good idea to have a door leading directly from the laundry to the outside area, so staff can access the washing line without walking through the service.

Develop a procedure for cleaning the washing machine. This should include:

- following the manufacturer's instructions
- using hot water and detergent
- allowing the entire machine cycle to run.

Washing machines can be disinfected using a hot wash cycle and sodium hypochlorite (bleach) to give 0.1% hypochlorite while the machine is filling (based on the capacity of the washing machine bowl).

- Note that the Ministry chooses to refer to outcomes for children (s14A(a)) but the full consideration also requires Section 14A(e) of the Education & Training Act
- Note that in the context of hygienically laundering linen, installing a door may be a good idea but it certainly isn't a relevant requirement a Court would enforce.
- However, if you consider the criteria the **procedure comment is extremely important and a Court would certainly consider that.**

New law applies to the regulator…

14A Objectives of Part 2

The objectives of this Part are to support the purpose in section 14 by—

(a) protecting the health, safety, and well-being of children receiving early childhood education; and

(b) improving educational and developmental outcomes for those children; and

(c) supporting accessibility and choice for parents and caregivers, including by providing for licensing and certification of different types of services and enabling their funding; and

(d) providing information to parents, caregivers, and others to improve knowledge about the quality of early childhood education, including to inform parental choice; and

(e) implementing a licensing and certification system that provides service providers, parents, and caregivers with certainty and clarity, as far as is reasonably practicable, regarding minimum standards for quality services.

Section 14A: inserted, on 23 February 2026, by section 5 of the Education and Training (Early Childhood Education Reform) Amendment Act 2025 (2025 No 70).

Recap on guidance

How we assess compliance	Gives you clues about what the Ministry may look for but don't distract yourself from the enforceable regulation
Tools to help you comply	Actual helpful tools and further links that may help as you refine your policies and look to train your staff incl onboarding.
Why this is important	Quite variable and unhelpful
Best practice: Going beyond compliance	Unhelpful unless you are doing what the Ministry considers is "best practice". Good to exceed standards, bad to aspire for minimum compliance

ECC compliance system

	Type	Usage
	Policy	Designed for your children's workers to read / readily access to obtain information about the Service Provider's expectations. ECC uses policies where required under the Regulations (ie refer Criteria) or other laws. Some policies must be read "on appointment". Induction plans also required. A policy is a "vehicle" for the Service Provider (licence-holder) to assign expectations and changed expectations as an employer on employees or other regulated persons.
	Procedure	Process-focused. Simple and step-based instructions. Useful for requirements that are "black and white". Practical and usually not requiring judgement.
	Toolkit	Guidance on complicated areas where an advisory would not work. Essentially covers, laws, rules, policies and procedures with examples for a comprehensive outcome. Requires considerable time and familiarity to use effectively.
	Advisory	Discrete subject – written guidance from ECC to help with an important and relevant topic or problem that you **must have regulatory regard for**
	Template (other)	Forms, Posters, Registers

Medicines Administration

Medicines Administration

HS122 Medicine (prescription and non-prescription) is not given to a child unless it is given:

- by a doctor or ambulance personnel in an emergency; or
- •by the parent of the child; or
- •with the written authority (appropriate to the category of medicine) of a parent.
- Before an adult at the service administers medicine, the person must check the medicine, dosage and time reflects the parent's authorisation.
- Medicines are stored safety and appropriately, and are disposed of, or sent home with a parent (if supplied in relation to a specific child) after the specified time.

Documentation required (written or digital)

1. A record of authorisation from parents for the administration of medicine, and acknowledgement medicine has been administered based on the category of medicine outlined in Schedule 2.

2. A record of all medicine (prescription and non-prescription) given to the children attending the service. Records include:

- child's full name;
- name and amount of medicine given; and
- date and time medicine was administered and by whom.

Removed 'evidence of parental acknowledgment'

Medicines Administration

Schedule 2

Category(i) medications

- A prescription (such as antibiotics, eye/ear drops and so on) or non-prescription (such as paracetamol liquid, cough syrup and so on) medicine that is:
- used for a specific period of time to treat a specific condition or symptom; and
- provided by a parent for the use of that child only or, in relation to Rongoa Māori (Māori plant medicines), that is prepared by other adults at the service.

Authority and acknowledgment required (written or digital)

- Authorisation is provided from a parent at the beginning of the period medicine is intended to be administered, detailing:
- what (name of medicine);
- how (method and dose); and
- when (time or specific symptoms/circumstances).
- The authorisation must be renewed if the period is extended or circumstances change. Each day the medication is given, parents acknowledge this was administered to their child. Parental acknowledgement is recorded.

Medicines Administration

Category (ii) medications

Definition

A prescription (such as asthma inhalers, epilepsy medication and so on) or non-prescription (such as antihistamine syrup, lanolin cream and so on) medicine that is:

- •used for the ongoing treatment of a pre-diagnosed condition (such as asthma, epilepsy, allergic reaction, diabetes, eczema and so on); and
- •provided by a parent for the use of that child only.

Authority and acknowledgment required (written or digital)

- Authorisation is provided from a parent at enrolment as part of an individual health plan detailing:
- •what (name of medicine);
- •how (method and dose) and
- •when (time or specific symptoms/circumstances).
- The authorisation to administer medication is updated whenever there is a change. How often parents are asked to acknowledge their child received the medication can be agreed between the service and the parents

Medicines Administration

- **HS123** Adults responsible for administering medicine to children (other than their own) are provided with the necessary information, training, or instruction to do so safely and effectively. This may be from the child's parent or whānau, or a health professional, as appropriate. **(added)**

Removal of old category i

- Regulation has the power of law and in the context of medicine administration it is attempting to restrict the use of medicines
- What does it mean then, if you remove one category of medicine and leave two others? For something like arnica that was old category i, what changes?

Licensing Criteria Resources

Access the latest policies, templates, and guidance updated for the 20 April regulatory changes.

View Latest Policy Updates

1 Medicine Administration and Training Policy

2 Medicine Administration Advisory

3 Authorisations for categories 1,2 medicines

Medicine Administration Advisory

- Old category (i) is gone
- Pre-existing authorisations no longer valid on 20 April
- New requirements on enrolment
- Note page 2 and 3 comments

Child Protection

Child Protection

Child Protection

HS125 A written child protection policy and procedure is implemented that meets the requirements of the Children's Act 2014.

- The policy and procedure contain provisions for:
- the identification and reporting of child abuse and neglect;
- information about how the service will keep children safe from abuse and neglect; and
- how the service will respond to suspected child abuse and neglect.
- The policy and procedure must be reviewed every 3 years to assess how well it has supported or would support the service's response to child abuse and neglect.

Documentation required (written or digital)

1. A written child protection policy that contains:

- provisions for the service's identification and reporting of child abuse and neglect;
- information about the practices the service employs to keep children safe from abuse and neglect; and
- information about how the service will respond to suspected child abuse and neglect.

2. A procedure that sets out how the service will identify and respond to suspected child abuse and/or neglect.

3. Evidence the service has reviewed the policy and procedure every 3 years. As part of the review, the service must evaluate how well the policy and procedure works using at least one example of either:

- how well the policy and procedure has supported the service to respond; or
- how well the policy and procedure would support the service to respond using a hypothetical scenario.

(Comment: added #3.)

Licensing Criteria Resources

Access the latest policies, templates, and guidance updated for the 20 April regulatory changes.

View Latest Policy Updates

4 Child Protection Policy

5 Child Protection Advisory

6 Safety Checking Policy

7 Safety Checking Children's Workers Procedure

8 Safety Checking Toolkit

9 Risk Assessment Procedure EXISTING employees

10 Risk Assessment Procedure NEW employees

Notifications, incidents and investigations

incl child protection – analyse and review

Notifications etc

HS128

1. The Ministry of Education must be notified at the same time as any specified agencies when there is a serious injury, illness, or incident involving a child while at the service.

2. The Ministry of Education must also be notified as soon as possible if the service's child protection policy requires a notification to any agency (such as Oranga Tamariki or New Zealand Police) relating to a child while attending the service.

3. The Ministry of Education must also be notified as soon as possible of the following incidents:

- a child leaves the premises without the knowledge of an adult, regardless of the duration;
- a child is locked inside the premises after operating hours;
- a child is taken from the service by someone not authorised in writing to do so;
- a child is left behind or goes missing during an excursion.

Documentation required (written or digital)

- A copy of the notification sent to any specified agency, and summary of any notification or report of concern sent to Oranga Tamariki or New Zealand Police.
- Where applicable, a copy of the service's investigation into the incident, including recorded outcomes and any supporting documentation

Licensing Criteria Resources

Access the latest policies, templates, and guidance updated for the 20 April regulatory changes.

View Latest Policy Updates

11 Investigation Advisory

12 Notification Advisory

Evacuations, drills, excursions and first aid

Evacuations (emergency planning)

<u>Emergencies</u>

HS104 The premises are located in a building that has a current fire evacuation scheme approved by Fire and Emergency New Zealand.

Documentation required (written or digital)

A current fire evacuation scheme approved by Fire and Emergency New Zealand.

HS105 There is an emergency plan and supplies to ensure the care and safety of children and adults at the service.

Documentation required (written or digital)

An emergency plan that includes at least:

- evacuation procedures specific to the premises and relevant to its location, which apply in different emergency situations and are consistent with the building's fire evacuation scheme;
- designated assembly areas outside the building that keep children safe from further risk;
- a list of safety and emergency supplies and resources sufficient for the age and number of children and adults at the service and details of how these will be maintained and accessed in an emergency;
- details of the roles and responsibilities that will apply during an emergency;
- a communication plan for families and support services; and
- evidence of reviewing the plan annually and implementation of improved practices as required. **(removed 'at least')**

HS106 Adults providing education and care are familiar with relevant emergency drills and carry out each type of drill with children (as appropriate) on an, at least, 4-monthly basis.

Documentation required (written or digital)

- A record of the emergency drills carried out and evidence of how evaluation of the drills has informed the annual review of the service's emergency plan.

Licensing Criteria Resources

Access the latest policies, templates, and guidance updated for the 20 April regulatory changes.

View Latest Policy Updates

13 Fire and Emergency Evacuation Policy

14 Emergency Communication Plan

15 Emergency Response Procedure

First aid

PF123

1. There is a first aid kit that is:
   - sufficient for the number of children at the service;
   - easily recognisable and readily accessible to adults; and
   - inaccessible to children.
2. There is a system for reviewing the first aid kit so that it stays well-stocked, with any used or expired items promptly replenished or replaced.

Licensing Criteria Resources

Access the latest policies, templates, and guidance updated for the 20 April regulatory changes.

View Latest Policy Updates

16 First Aid Kit Procedure

17 First Aid Kits Poster

18 Poisonous Plants in NZ

Excursions

HS113 Whenever children leave the premises on an excursion:

- a risk assessment and management process is undertaken, and adult:child ratios are determined accordingly. Ratios are not less than the required adult:child ratio;
- first aid requirements in criterion HS119 are met in relation to those children and any children remaining at the premises;
- parents have given prior written approval to their child's participation and of the proposed ratio, location and method of travel for: (**replaced 'participation'**)
  - regular excursions at the time of enrolment; and
  - special excursions prior to the excursion taking place;
- communication systems are in place so that people know where the children are, and adults can communicate with others as necessary; and
- the Person Responsible approves all excursions (regular and special) before they take place.
- **Documentation required (written or digital)**
- A record of excursions that includes:
- the names of all adults and children involved; **(added 'all')**
- the time and date of the excursion;
- adult:child ratios;
- the location and method of travel;
- completed risk assessment and management process;
- evidence of parental permission and approval of adult:child ratios, location and method of travel for regular and special excursions; (**added)** and
- the signature of the Person Responsible giving approval for the excursion to take place.

Licensing Criteria Resources

Access the latest policies, templates, and guidance updated for the 20 April regulatory changes.

View Latest Policy Updates

19 Outings and Excursion Policy

20 Outings and Excursion Risk Assessment Form

21 Excursion First Aid Kit Checklist

22 Regular Excursion Permission Form

23 Special Excursion Permission Form

Other critical updates

Parent access to information

GMA102 Parents and whānau are provided with information on how to access the following, in either written or digital format:

1. the Education (Early Childhood Services) Regulations 2008;
2. the Licensing Criteria for Early Childhood Education and Care Centres 2008;
3. information about any changes to the service's licence status;
4. the most recent Education Review Office report regarding the service;
5. the full names and qualifications of each person counting towards regulated qualification requirements;
6. information concerning their child;
7. any fees charged by the service;
8. how they can be involved in the service;
9. the service's operational documents;
10. any planned reviews and consultation;
11. the amount and details of the expenditure of any Ministry of Education funding received by the service; and
12. the service's procedure for parents and whānau to follow if they wish to make a complaint about the service. The procedure should include details on who to contact and the contact information for the local Ministry of Education office.

ECC recommendations

1. provide a link (e.g. on your centre's website, in your enrolment package or centre-specific locations) or information on the centre noticeboard where the Regulations 2008 can be found
2. See 1.
3. Noticeboard in centre
4. See 1.
5. Noticeboard in centre
6. Child's portfolio
7. Fees policy
8. See 1.
9. See 1.
10. As needed via centre communication channels with parents
11. See 1.
12. See 1.

Immunisation records

- Regulation requiring ECEs to maintain immunisation records was revoked on 8 Jan 2026
- MoE subsequently changed the sample Enrolment Agreement form in Appendix 2 of the ECE Funding Handbook, removing the ‘Health’ section and references to immunisation records.
- ECC has developed an Immunisation Advisory for members to guide services on options on managing immunisation information.
- ECC has reflected these changes in the ECC Enrolment form but reserved the option for centres to ask parents enrolling after 20 April 2026 for immunisation information.
- The Changes to the Enrolment terms and conditions template lists the options centres have with regard to immunisation information, depending on whether they inform existing parents of changes or whether they are enrolling new children.

Licensing Criteria Resources

Access the latest policies, templates, and guidance updated for the 20 April regulatory changes.

View Latest Policy Updates

24 Immunisation Advisory

25 Changes to the Enrolment terms and conditions

Enrolment Agreement

The sample Enrolment Agreement form in Appendix 2 of the ECE Funding Handbook has been amended, leaving a reduced number of sections marked with the ♦ symbol. The sections with the diamond symbol remain mandatory and wording cannot be changed in these sections, except to add relevant details services may have.

ECC's Enrolment Agreement template reflects this change – there is also a 'tracked changes' document available on the member portal for comparison.

The Changes to the Enrolment terms and conditions lists the changes and will assist centres to inform existing parents of what has changed in their current agreement. The changes form can be attached to existing agreements.

Families who enrol after 20 April 2026 receive the fully revised enrolment agreement.

Licensing Criteria Resources

Access the latest policies, templates, and guidance updated for the 20 April regulatory changes.

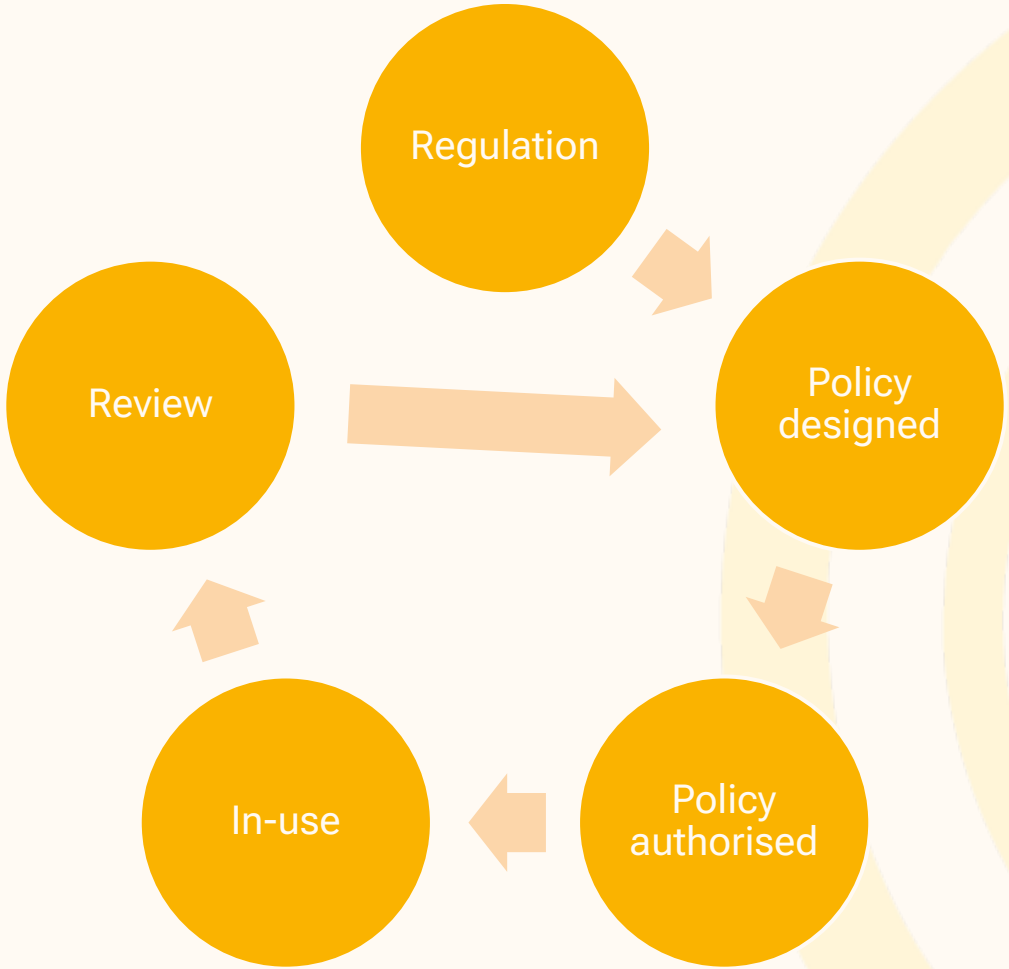
View Latest Policy Updates

26 Enrolment Agreement

27 Track Changes version of Enrolment Agreement

(25) Changes to the Enrolment terms and conditions

Review cycle



Licensing Criteria Resources

Access the latest policies, templates, and guidance updated for the 20 April regulatory changes.

View Latest Policy Updates

28 Review Schedule Guidance

Early Childhood Council

ECC Conference 2026

The Power of Choice

Tākina Convention Centre
Te Whanganui-a-Tara / Wellington

31 JUL - 01 AUG

Navigating challenges, building bright futures

We invite ECE centre owners, managers, and teachers to find their power, embrace challenges as opportunities, and make intentional choices that lead to lasting growth.

Through inspiring keynotes, practical workshops, and opportunities to connect, you'll gain the tools and confidence to turn aspiration into real sustainable success.

Ngā mihi nui, ka kite anō

Early Childhood Council

Thank you for attending this ECC workshop

Feedback

Make sure to leave your feedback at the end of the session and collect your certificate of completion!

More events

More workshops and webinars for teachers, managers and owners can be found here:

ecc.org.nz/events/

Conference 2026

The ECC Conference returns to Te Whanganui-a-Tara / Wellington on 31 July – 1 August

More details coming soon