



Briefing Note: Oral Language and Literacy Initiative (OLLI) Evaluation

To:	Hon Jan Tinetti, Associate Minister of Education		
Cc:	Hon Chris Hipkins, Minister of Education		
Date:	17 December 2021	Priority:	Medium
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Purpose of Report

The purpose of this report is to provide you with:

- an overview of the Oral Language and Literacy initiative (OLLI) and a summary of the findings of the three-year evaluation of OLLI.
- high level information about the Ministry's next steps for supporting oral language and literacy in early learning services in response to the evaluation report.

We are also seeking your agreement to the proposed release of this briefing note and accompanying A3 summary of the evaluation findings.

Summary

- In August 2017, the Government announced \$6.02m in funding over four years to implement and evaluate a new approach to oral language and literacy development, Oral Language and Literacy Initiative (OLLI). The funding for this initiative is ongoing.
- OLLI aims to enhance the capability of teacher-led early learning services (ELS), and to deliberately support the active development of oral language and early literacy skills of preschool children in low socio-economic communities.
- OLLI uses a tiered delivery approach that is aligned with the Learning Support Delivery Model (LSDM). It has been delivered by 11 Speech-language therapists (SLTs) working across eight regions.

- The evaluation was conducted and led by Synergia over three years (Jan 2018-December 2020). The evaluation looked at the outcomes of the approach and makes recommendations for the future of OLLi as it continues.
- In summary, the evaluation findings are that OLLi has made a positive difference to the ability of kaiako within ELS to support children's oral language and literacy development including improvements in:
 - Child outcomes: Kaiako reports from observations of children in the ELS together with interviews with kaiako and ELS managers showed positive changes in interactions with kaiako, pro-social behaviour and engagement in storytelling.
 - Kaiako confidence: there have been significant improvements in kaiako confidence in promoting and using strategies to support and develop oral language and early literacy skills for children in their ELS.
 - Kaiako capability: many kaiako report an increased use of the strategies to support oral language and literacy learnt throughout the delivery of OLLi and SLTs have also observed this improvement in kaiako practice.
- One measure did not show improvement in language outcomes for children. This was the Preschool Early Literacy Indicators (PELI) assessment which attempted to measure change in children's early literacy. We consider this measure may not be meaningful in this context due to the unfamiliarity of the children with the individuals conducting the assessment and the short length of time between intervention and assessment.
- SLTs will continue to develop kaiako capability and confidence in ELS to actively support the oral language and literacy development of preschool children using a cross-tier approach. This will increase the number of practitioners working across the LSDM and with the principles of He Pikorua. We will apply the evaluation findings and extend the range and type of ELS. Once the budget for future years is clear, a more detailed project plan will be developed.

Recommended Actions

The Ministry of Education recommends you:

- Agree** that this Briefing Note will be proactively released subject to redactions of current budget sensitive information.

Agree Disagree



Susan Howan
Pouwhakarae | Associate Deputy Secretary
Strategy and Implementation
Te Pae Aronui



Hon Jan Tinetti
Associate Minister of Education

17 December 2021

10 / 01 / 2022

Background

Language development is a critical part of self-regulation skills and for child wellbeing

1. Research and advice to government is clear about the important linkage between oral language, literacy and self-regulation and child and youth wellbeing.
 - a. “The knowledge of the importance of brain development in the first 1000 days indicates this period is critical to optimal child development to realise the child’s full potential as loving, socially-engaged, well-educated and trained adults, contributing to national social and economic life.” (*Every Child Counts, 2011*)
 - b. “As part of the focus on the early years, action to better support self-regulation and the acquisition of oral language amongst children has the potential to transform outcomes into their adult lives. There is an opportunity to prototype and expand well evidenced activities that support self-regulation and oral language so that they inform and complement the changes the Government is making to universal services.” (*DPMC Briefing on the Child Wellbeing Strategy – update August 2020*)
 - c. “There is a strong connection between behaviour regulation and language¹. Studies show that:
 - toddlers with bigger vocabularies develop better self-regulation skills
 - preschool children with better behaviour regulation skills have better early literacy, vocabulary, and math skills
 - children with language delays have poorer behaviour regulation in kindergarten than children with typically developing language.” (*The Hanen Centre, Canada*).
2. The need for an initiative such as OLLi was identified by the Education Review Office (ERO) in 2017:
 - a. “The findings highlight the importance of supporting oral language learning and development from a very early age. Research evidence shows the early years are a critical time in terms of the rapid language development that takes place, particularly the first 2-3 years.” (*ERO, Extending Their Language – Expanding Their World, 2017*).

Budget 2017 provided funding for the pilot and its evaluation.

3. Budget 2017 provided \$6.02M over four years (and continues to provide \$1.5m on an ongoing basis) to pilot a new approach to oral language and early literacy development. Called OLLi, the aim of the approach is to enhance capability of teachers in early learning services (ELS) and to support the active development of oral language and early literacy skills of three and four years old children. OLLi was initially trialled in low socio-economic communities in eight regions in discussion with the Directors of Education.
4. Budget was also provided to evaluate the initiative to inform future investment and ensure the programme was being implemented as intended. To ensure the implementation and the evaluation of OLLi were not compromised, the delivery of this

¹ [What Is Behaviour Regulation? And What Does It Have To Do With Language Development? \(hanen.org\)](http://hanen.org)

initiative was kept separate from the delivery of the Ministry's other services by appointing FTE specifically for the pilot.

What is the Oral Language and Literacy initiative?

5. OLLi provides an evidence-informed approach to increase the level of oral and language literacy of children growing up in New Zealand. Through OLLi SLTs enhance the capability of teacher-led early learning services (ELS) to deliberately support the active development of oral language and early literacy skills of preschool children. More information about the implementation is included in Annex one.
6. To implement OLLi, eleven dedicated SLTs were trained in the *ABC and Beyond*® programme by the Hanen Centre, Canada. Thirty four other SLTs were also trained to allow for continuity in the event of SLT turnover.
7. Each SLT aimed to work with 24 ELS over each of the three years. In total, 636 early learning services were involved². Each SLT provided:
 - a universal approach to supporting oral language development for all children by working with all staff to promote whole-service practice (16 hours)
 - a targeted approach by working with two kaiako in each ELS to build their skills in facilitating oral language and literacy development predominantly through training in the *ABC and Beyond* programme (equivalent to seven half-day sessions plus video feedback sessions)
 - specialised, tailored support for a few children per service with higher needs in relation to oral language (max.16 hours).
8. SLT management and supervision was provided by the Ministry's regional offices. A project lead based in National Office and one in a regional office maintained the coherence of the initiative and supervised the evaluation across the regions.

OLLi evaluation methodology

9. This section provides an overview of the evaluation methodology which included a process and impact evaluation. OLLi was evaluated from 2018 for three years. All of the ELS received the intervention after some participated as a control group. Five of the six cohorts were evaluated (three intervention and two control). For more information see Appendices 1 and 2.
10. Synergia designed and conducted both a process evaluation framework and an impact evaluation. Support for the SLTs for the evaluation aspect was provided by the Ministry's Evidence, Data, Knowledge (EDK) team³.

² 636 early learning services were involved and 592 of those completed the full OLLi delivery. Of the 1293 kaiako who took part in OLLi, 1125 completed the programme. The number of evaluated services and kaiako are less due to only 5 of 6 cohorts being evaluated.

³ Dr Mira Peter was supporting this evaluation when she suddenly passed away. We would like to acknowledge Mira's support for this work. We note that the final evaluation report is dedicated to Mira.

11. A range of measuring tools were used to understand the process and impact of OLLi on:
 - kaiako confidence and practice
 - classroom oral language and literacy environment
 - children's oral language and literacy development.
12. As the initiative was delivered across three tiers, the evaluation also sought to measure in this way and overall, as identified in the table below. The approach and design of the evaluation across the tiers and overall, also provides insights as the Ministry grows our capacity to evaluate initiatives across the LSDM.

Evaluation level	Impact measured	Measuring tools (and numbers)
Overall (process)	The inputs and capacity of OLLi, reach and access, implementation across the three tiers, and initiative roll out and coordination.	<ul style="list-style-type: none"> • SLT reflections • number of kaiako workshops held date and attendance • fidelity monitoring reports and • videos of kaiako storybook reading and feedback.
Overall	influence of OLLi on children's oral language and literacy development	<ul style="list-style-type: none"> • Preschool Early Literacy Indicators (PELI) (1392) • kaiako observations of children's oral language and literacy development (377) • kaiako surveys (1390) • kaiako interviews (63) • interviews with other stakeholders (88)
Overall	implementation and benefits such as increased kaiako confidence and practice shifts	<ul style="list-style-type: none"> • fidelity monitoring reports, • administrative data, • kaiako surveys (1390) • kaiako interviews (63) • interviews with other stakeholders (88)
Tier one (Universal)	ELS approaches to prioritising oral language and literacy	<ul style="list-style-type: none"> • ELS internal evaluations • 428 classroom assessments (pre and post)
Tier two (Targeted)	<i>ABC and Beyond</i> © workshops (two kaiako from each ELS).	<ul style="list-style-type: none"> • kaiako surveys (1390) • kaiako interviews (63) • interviews with other stakeholders (88) • kaiako observations of children (377 in final year only).
Tier three (Individual)	Individualised support for a few children with particular and additional oral language needs.	This aspect was not consistently implemented as kaiako found it harder to identify specific children that needed this support.

Limitations of the implementation and evaluation of OLLi.

13. There are limitations to the initial implementation of OLLi and therefore caveats to the evaluation findings. Firstly, it only occurred in teacher-led services in English medium settings for example, education and care services and kindergartens. In addition, teacher release time was not funded, so participation was limited to services who could release two of their teachers for training. To address these limitations, implementation in a broader range of settings, spread across all 10 regions and the development of an appropriate option to support oral language and early literacy in Māori medium settings will be needed in future.
14. Another significant factor to consider is the impact COVID-19 had on the implementation of OLLi. This included increased uncertainty and anxiety, lockdown (*ABC and Beyond* was not able to be delivered as an online course), ELS having other priorities such as connecting with children and families and less capacity to engage with OLLi.
15. When considering the credibility of PELI and its weight in the evaluation, it is important to note the short time available for the influence of OLLi to transfer from kaiako to children (6 months). Kaiako, SLTs and Ministry staff all advise the timeframe for OLLi delivery was very ambitious to be expecting measurable change in language for children given the longer timeframe of language acquisition. The assessment was also delivered by unfamiliar people from an external agency (Colmar Brunton) who did not have any rapport with the preschool aged children they were assessing. The people gathering this outcome data also did not have experience in children's oral language and literacy development, potentially impacting on the quality of this data.

The OLLi evaluation shows value in supporting oral language and literacy

16. In summary, the evaluation identified positive outcomes for kaiako and children across most data sources and show value in this investment. More detail of the evaluation findings can be found in Annex 1 – OLLi impact evaluation key insights and a detailed report is available.
17. OLLi improved kaiako practice (15% reported increase in use of strategies) and confidence (16% increase in reported level of confidence) to support children's oral language and literacy development compared to control groups. Specifically, this included increases in practice and confidence with:
 - verbally describing actions
 - asking open-ended questions
 - using abstract vocabulary and concepts
 - engaging in conversation with children
18. Improvements in children's oral language and literacy development were identified from kaiako observation tools, as well as kaiako and ELS manager interviews. Kaiako reported that OLLi improved children's communication, engagement in storytelling, pro-social behaviour, and interactions with kaiako and whānau. These changes will support children's readiness for school.
19. The Preschool Early Literacy Indicators (PELI) assessment which measured pre-literacy and oral language skills was the only measure that did not demonstrate a positive change. The likely reasons for this are discussed in para 16 above.

Critical success factors

20. OLLi SLTs developed a new way of working with ELS and this was a key success factor for OLLi. SLTs want to continue working in this new way with ELS and note the following benefits:
- Stronger relationships between SLTs and early learning kaiako. This supports a greater understanding of the ELS environment and enables SLTs to become a more effective resource. For example, SLTs supported centre planning, communications with parents and whānau, and gave advice for supporting children that extended beyond what was anticipated through OLLi.
 - Increased capability of OLLi SLTs. As a group these SLTs are positive about the skills and knowledge they have gained through working across the tiers and are exploring other opportunities to use and share these skills.
 - ELS valued the relationships built with OLLi SLTs and want this to continue. SLTs were viewed as an expert resource that visited frequently and could understand their centre context, environment, ways of working, and children.
 - ELS perceive OLLi facilitates strong and/or consistent relationships and indicate a preference for this way of working.
21. Factors that supported the success of the implementation of OLLi were:
- ELS receiving OLLi at no direct financial cost to them (aside from release time for training).
 - ELS commitment to professional development, and centre growth and development
 - support from ELS senior leadership and using their structures and processes for sharing insights within the service and beyond e.g. with families
 - ELS capacity to release kaiako to take part in OLLi e.g. can afford the backfill, have access to available reliever staff
 - size of the ELS and staff turnover i.e., when trained kaiako left the ELS this could limit the influence of OLLi.
 - OLLi supporting long-term delivery of professional development as well as the immediate application of this learning with kaiako and ELS.

Embedding OLLi applies the Learning Support Delivery Model in practice

22. Overall, OLLi successfully addresses an important gap to support early learning kaiako to develop children's oral language and literacy skills by providing universal and targeted support to ELS.
23. OLLi makes an important contribution to delivering learning support across the Learning Support Delivery Model (LSDM). Working across the tiers is a new way of working for ELS and SLTs. While initially it required extra time to shift to this new approach, the evaluation shows value of this investment. Working across the tiers concurrently was valuable for ELS and gave the SLTs flexibility to work at the right pace for each ELS.
- *"I think if we had the opportunity to help other [learning support professionals] understand what we've done, what the centres should be doing and all that, that could be a way to facilitate sustainability." - SLT comment.*
24. The shift towards an ELS-based approach rather than individual child caseload was positively received by SLTs and ELS. Working in this way also enables SLTs and ELS to provide a strengths-based approach to increase the oral language and literacy development at an ELS and child level:

- “[SLT] was very involved and felt part of our team. She would attend our strategic meetings and come when we needed support. She would attend parent whānau evenings and help us share OLLi strategies... If you look at what made OLLi a success, I would definitely say the SLT was one of the big ones.”- Kaiako comment (Synergia, OLLi Impact Evaluation Report 2021)
 - “[SLT] was very aware of the varying contexts of the centres [in our region] and supported us to do what we thought was best for our centre”- ELS Manager comment (Synergia, OLLi Impact Evaluation Report 2021)
25. Building kaiako capability with OLLi strategies, skills, and insights helped to embed language and literacy support in ongoing ways (post-intervention). For example, changes to the ELS environment (such as increased use of print in posters and dedicated small reading spaces) helps maintain the priority on oral language and literacy development. If sustained, this way of working reportedly contributes to children’s oral language and literacy development, which in turn will support increased self-regulation and may reduce the need for more intensive learning supports later in their educational journey. This is reflected in the feedback in interviews⁴:
- “Children are using bigger words. The words are more vibrant, they are stringing together sentences! Words will come out of the blue.” - Kaiako
 - “I am more thoughtful with my interactions with children- I actively look for ways to extend oral language and literacy with the children now.”- Kaiako
 - “We rearranged our centre to provide more space for reading. At first there was just a corner for small group reading but it is so popular that we need to create another space! So now there is one space with a kaiako and one space where [the children] can read on their own” - Kaiako

Opportunities for continuous improvement and future work beyond OLLi

26. Considerations for future work highlighted in the evaluation report would address several limitations of the initial trial and include:
- minimising financial barriers for ELS, for example by funding teacher release. ELS who were unable to support teacher release could not participate in OLLi. This would need to be addressed to improve equity.
 - sustaining the leadership and SLT mentoring support from the Ministry
 - ensuring that regular engagement between SLTs and kaiako enables kaiako to apply and refine their skills and maintains universal and targeted support
 - setting up strategies to ensure ELS leadership engage in the process
 - enabling SLTs to adapt and respond to the different contexts and needs of specific ELS. There was a strong focus on fidelity for the initial implementation of OLLi for evaluation purposes.



⁴ OLLi Impact Evaluation Report 2021, Synergia

27. Future evaluation designs across the tiered approach can be informed by what has been learnt from the evaluation of OLLi. An important focus would be on the change in kaiako confidence and practice and awareness in relation to the need for longer time frames needed to measure change in child outcomes and the need to consider the context and delivery of any assessment that may be part of that process.
28. Continued work to build on the progress made through a tiered approach to supporting oral language, with practitioners moving away from individualised caseloads towards providing ELS and community wide support.

Innovations in a tiered approach to oral language and literacy support

29. In the cohort since the evaluation there have been several innovations informed by experience in OLLi practice. These include:
 - using Te Kōrerorero ([Talking together | Te Whāriki Online \(tki.org.nz\)](https://www.tki.org.nz/)) as a companion resource that promotes effective teaching practices so kaiako can strengthen how they support the oral language development of all mokopuna, to inform tier one (universal) and tier two (targeted) support.
 - online delivery of tier one information and facilitation of discussion at the ELS-wide level, particularly important within the restrictions of COVID-19
 - work to collaborate and share skills with the other practitioners e.g. SLTs and Early Intervention teachers working within the ELS.
 - inviting new entrant teachers to participate, including attendance at *ABC and Beyond* © workshops, as they are also seeing the potential for a tiered approach to improve capability in supporting children with oral language and literacy skills.

Next Steps

30. 9(2)(f)(iv) 
31. Meanwhile, funding to maintain OLLi support is ongoing for the eight regions. The SLTs who have been part of OLLi will continue to work to support ELS and 0-6 learning communities. They can also provide additional ideas, strategies and resources for children who need more specific support.
32. From 2022 there will also be a focus on collaborating and skill sharing with other SLTs and practitioners working in ELS. This will extend the knowledge and practice of working across the tiers of the LSDM. Ongoing support using OLLi methodology needs to address the two regions and services that haven't received this yet such as free ELS, in-home and parent led ELS. 9(2)(f)(iv) 
33. We also need to develop an appropriate equivalent for Māori medium settings. Work is underway on capability building around oral language as part of the Tamaariki initiative

in partnership with Te Kōhanga Reo National Trust. Specific considerations for tiered approaches are needed across the full range of Māori medium contexts.

34. Further development of online resources and strategies for parents/whānau to support oral language and literacy at home. This will leverage the Te Kōrerorero work underway.

Proactive release of Briefing Note and OLLi impact evaluation A3.

35. It is intended that this briefing note and accompanying A3 summary of the evaluation findings is proactively released as per your expectation that information be released as soon as possible. Information relating to the current proposed budget bid will be withheld in line with Section 9(2) of the Official Information Act 1982.

Annexes and Appendices

Annex 1: Final OLLi Summary of Evaluation Insights A3.

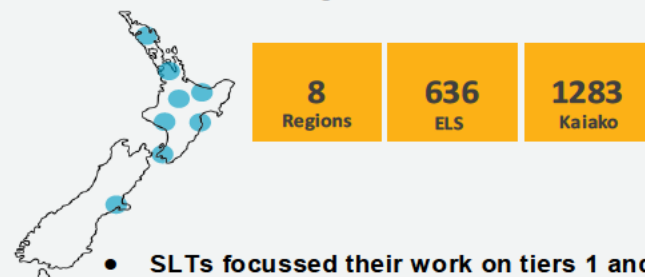
Appendix 1: Process evaluation overview (from Synergia)

Appendix 2: Overview of the evaluation design

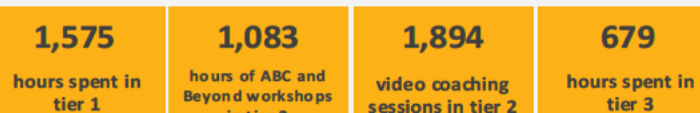
OLLi

- OLLi supports the capability of early learning services (ELS) and kaiako to develop children's oral language and literacy skills through a tiered Response to Intervention (RTI) approach, which is aligned with the Learning Support Delivery Model (LSDM).
- OLLi targets three and four year olds attending ELS in low socioeconomic communities to mitigate disadvantage and improve future educational outcomes.
- OLLi was supported by an evaluation; the first of its type for this tiered approach.

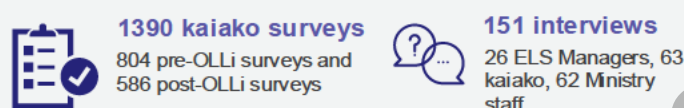
- Delivery was led by speech-language therapists (SLTs) in eight regions. OLLi was delivered to six cohorts of ELS involving:



SLTs focussed their work on tiers 1 and 2.
Across the five evaluation cohorts, there were:



OLli was evaluated from 2018 for three years. Five of the six cohorts were evaluated (three intervention and two control). The evaluation used a pre-post intervention randomised control trial design involving:

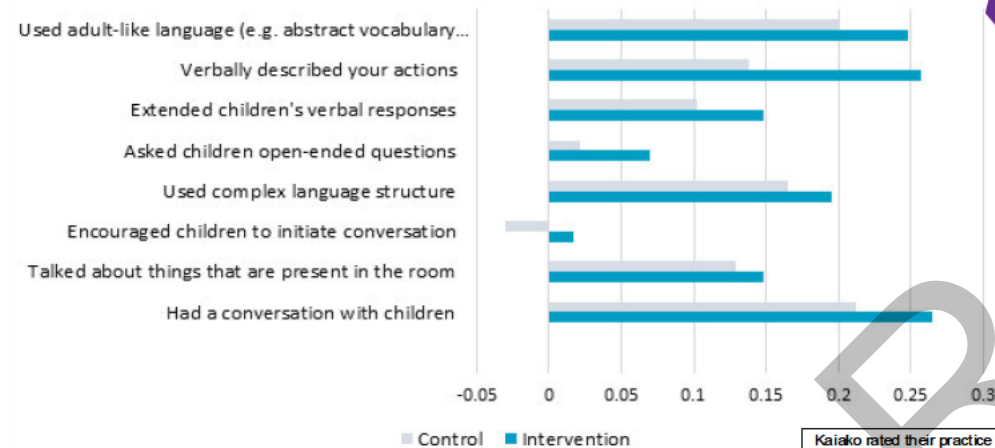


Other data sources:

- Classroom environment assessments
- Observations of kaiako
- Kaiako observations of children
- Preschool Early Literacy Indicators (PELI) assessments of children's oral language and literacy
- Fidelity monitoring reports.

Kaiako change in practice –

Average increases across control and OLLi intervention groups, over six months



16%

Increase in kaiako confidence because of OLLi

15%

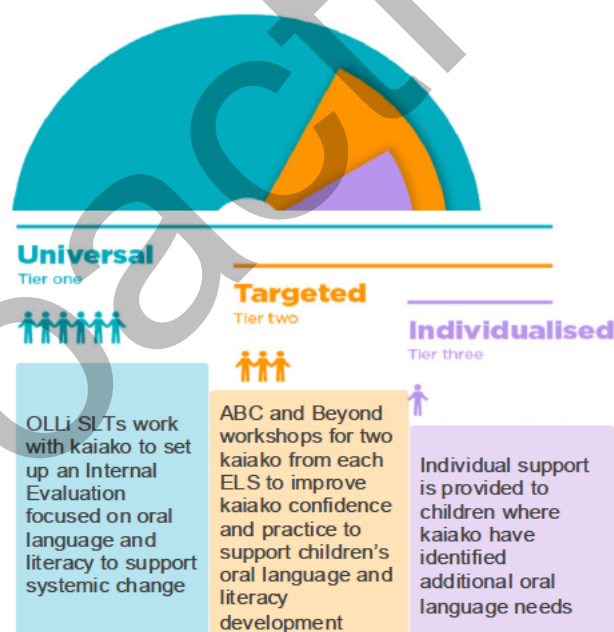
increase in kaiako practice because of OLLi

Kaiako identified the impact of OLLi on children's readiness for school

- Kaiako observed increases in children's use of oral language, interest in reading and pro-social behaviour.
- At six months, an assessment of children's early literacy indicators (PELI) did not identify the impact of OLLI.

“More language is being used. Children are more confident to express ideas. Those who used to be quite shy are talking a lot now. Children are able to build more relationships and have more friends. - Kaiako comment

OLLI's tiered RTI approach and alignment with the LSDM was highly valued



- Working across the tiers is new for ELS and SLTs. Initially, it required extra time to learn and shift to this new approach.
- The shift to working with the whole ELS rather than an individual child caseload was highly valued.
- The tiered approach was effective for ELS, and gave the SLTs flexibility to work at the right pace for each ELS.

Our SLT was very involved and felt part of our team. She would attend our strategic meetings and come when we needed support. She would attend parent whānau evenings and help us share OLLi strategies... If you look at what made OLLi a success, I would definitely say the SLT was one of the big ones. - Kaiako comment

Sustaining OLLi and the changes in SLT practice

Sharing OLLI strategies and skills across ELS networks (e.g. kahui ako and associations) helped kaiako continue to embed OLLI at the ELS.

Changes to the ELS environment (such as increased use of print in posters and dedicated small reading spaces) supported kaiako and the ELS to prioritise oral language and literacy development.

ELS with an emphasis on literacy supported the sharing and sustainability of OLLi strategies and changes to the ELS.

Through OLLi, SLTs have gained deeper skills and knowledge that align with the LSDM. SLTs are now confident working with the whole ELS and are continuing to adopt a community approach to learning support.

“ You can see the difference from when they started and where they are now... If I look at my other SLTs, [the SLT involved in OLLi] has a lot more skills and I feel that returning to their previous SLT role would be boring for [them], but also a waste of [their] skills especially in tier 1. - Service Manager comment

Planning for the future of OLLi

- Minimise financial barriers for ELS, for example, support teacher release with funding.
- Provide training for SLTs and other Learning Support colleagues to work across tiers effectively.
- Sustain the leadership support from the Ministry, such as SLT mentoring.
- Evaluate over a longer timeframe with a specific cohort to further assess the impacts of OLLi on children's oral language and literacy development.
- 9(2)(f)(iv)

Evaluation aim:
To conduct a formative process evaluation of the Oral Language and Literacy Initiative (OLLI) piloted by 11 speech language therapists (SLTs) alongside the outcome evaluation.

- Process evaluation objectives:**
- To evaluate the inputs and capacity of OLLi, such as regional support, planned capacity etc.
 - To evaluate the reach and access of OLLi.
 - Evaluate the implementation of OLLi, including the three tiers and initiative management.
 - Identify areas of strength and areas for improvement.
 - Provide insight into adaptations that need to be made to increase the effectiveness across all three tiers in the New Zealand educational context.
 - Identify key considerations for ongoing implementation.
 - Explore the feasibility of the outcome and impact evaluation.

- Key evaluation questions: Inputs**
- To what extent is the capacity for the initiative and capability of resources sufficient now, and in the future? E.g. regional support, SLT capacity.
 - How well can the RTI model support children’s oral language and literacy development?
 - How well does the Hanen ABC and Beyond © programme work in the New Zealand context? This includes Te Whāriki (early learning curriculum and principles of ‘authentic assessment’) and the cultural context.

- Key evaluation questions: Reach and access**
- What are the barriers and enablers to participating in the initiative for early learning services?
 - How well is the identification of children working for tiers 2 and 3?
 - How well could the current initiative enable access for all children in New Zealand, including Māori and Pacific children?

- Key evaluation questions: Outcome and impact evaluation**
- Are the measures and approach appropriate for the different groups in this initiative for the longer term impact evaluation, and will they provide reliable evidence?
 - Is six months adequate to expect change in outcomes with children?
 - How could data collected in the IDI support the robust understanding of the long term impact of OLLi?

- Key evaluation questions: Design and implementation**
- To what extent have the communications and engagements supported delivery?
 - Has the initiative been implemented according to plan, and if not, what has been adapted and why?
 - What is the degree of implementation across SLTs?
 - How well has the RTI model and activities that make up OLLi been delivered by the SLTs to early learning services?
 - How well have the ABC and Beyond © programme components been delivered by the SLTs to kaiako in the selected early learning services as prescribed by the ABC and Beyond © Programme Leader’s Guide?
 - Has the content, amount and quality of the delivery of the ABC and Beyond © programme been consistent across SLTs to teachers?

- Key evaluation questions: Capability and development**
- Which activities have supported early learning services to embed a systemic culture that better supports children’s oral language and literacy development? How has the support provided by the SLTs contributed to these activities?
 - How well have the ABC and Beyond © programme strategies helped SLTs to provide specialised support to teachers to develop their knowledge and skills in identifying and supporting children with oral language delay?
 - How well has the ABC and Beyond © programme helped kaiako to offer better support to children around their oral language and literacy development?
 - How does the initiative support the sustainability and sharing of kaiako skills and knowledge?

Phase	Formative process evaluation	Testing feasibility of the outcome evaluation	Monitoring process fidelity and contamination
Methods	Administrative data Confluence page and meeting minutes Kaiako survey Key stakeholder interviews Site visits to early learning services across regions	Outcome tools use and data completion (administrative data) integrated with qualitative feedback from process evaluation IDI data discussion	Administrative data Confluence page and meeting minutes Kaiako survey Key stakeholder interviews Site visits to early learning services across regions

Appendix 2: Overview of the evaluation design

