

Barnardos New Zealand

Bethlehem Tertiary Institute

Christian Early Childhood Education Association of Aotearoa

National Association of ECE Directors in Universities

The Open Polytechnic

Te Wananga o Aotearoa

NZ Educational Institute Te Riu Roa

NZ Home-based Early Childhood Education Association

NZ Hospital Play Specialists Association

NZ Kindergartens Te Putahi Kura Puhou o Aotearoa

NZ Playcentre Federation

NZ Rudolf Steiner Federation

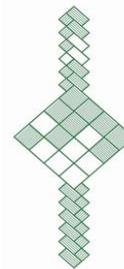
Te Rito Maioha Early Childhood New Zealand

The Early Childhood Service of Te Aho o Te Kura Pounamu: The Correspondence School

The Early Intervention Association of Aotearoa NZ

World Organisation for Early Childhood Education OMEP Aotearoa NZ

Early Education Federation



News Update – 13 August 2016

GOVERNMENT POLICY and LEGISLATION

Experimental teacher education yet another Band-Aid

From: Child Poverty Action Group - Media Release – 12 August 2016

<http://www.cpag.org.nz/news/media-release-experimental-teacher-education/>

Child Poverty Action Group (CPAG) says that the Teach First NZ (TFNZ) scheme is poorly conceived and targeted if the aim is to reduce educational inequalities among the most disadvantaged children in New Zealand. The TFNZ scheme effectively puts unqualified teachers with no experience in the classrooms of students with the most challenging of educational, family and local community needs.

Teach First NZ's latest campaign promotes its scheme as a way for potential applicants to "make a difference" by building their CVs and developing leadership skills among children suffering economic hardship. It is marketed as a charitable solution to educational inequalities where everyone 'wins'. In reality, it is a business leadership coaching programme, aimed at encouraging graduates who might not otherwise have considered education as a career, into teaching for a few years.

According to Professor John O'Neill, CPAG Education Spokesperson, the TFNZ programme is, "A very expensive way of experimenting with the life chances of New Zealand's most vulnerable children. Those who partner, fund, participate in and champion the TFNZ scheme no doubt have the best of motivations, but the scheme is no long-term fix for the one in four children who live in poverty and the one in five children who do not achieve the successes they might do at school with more generous government support as a matter of children's rights.

"The Government stands to gain very little from the incentive, and there is no evidence to suggest that TFNZ is producing better results than other institutes."

At the end of their 'training' TFNZ graduates are granted a full scholarship towards a Postgraduate Diploma in Teaching. The programme is paid for by a combination of Government subsidies and venture philanthropy.

"It is not Government's job to rely on charities to put Band-Aids on the problem of finding great teachers to teach in the most challenging classrooms and schools. Government's job is to find enough money to have our best qualified, most experienced and most committed teachers supporting those children whose educational needs are greatest," says Professor O'Neill.

As well as providing adequate funding for low decile schools to ensure that all children have access to the highest quality teaching and learning, Government could be strengthening family incomes to ensure that children's material needs are adequately met in the home.

Evidence shows that a lack of income contributes directly to poor educational outcomes. Instead of supporting experimental teaching programmes that put children's learning at risk for ideological reasons, Government should be Fixing Working for Families so that it is more robust and supportive for low-income families.

Minister of Education Media Release: <https://www.beehive.govt.nz/release/high-quality-teacher-training-programme-extended>

Incredible Years Programme improving student behaviour

From: Minister of Education – Media Release – 11 August 2016

“The Education Minister Hekia Parata has praised a programme that’s reducing challenging behaviour in ECEs and primary schools.

Speaking at the Positive Behaviour for Learning (PB4L) School-Wide Conference in Wellington, Ms Parata released the results of an evaluation of the Incredible Years Teacher Programme.

“More than 12,000 teachers, who work with children aged 3-8 years old, have completed the Incredible Years Programme since it was introduced in 2011.

The evaluation by the New Zealand Council for Education Research surveyed around 1,000 of those teachers.

They found that 90 percent of ECE teachers and 75 percent of primary teachers reported less disruptive behaviour in their class following this course. That’s really significant for those children, as well as for their teachers”, says Ms Parata.

The Incredible Years Teacher Programme focuses on strengthening classroom management strategies, promoting children’s positive social behaviour, reducing classroom aggression and increasing co-operation.

“Creating positive environments where children can learn enhances their achievement. This evaluation showed that for those children identified with the most challenging behaviour, by the end of 2014, 55 percent of them were achieving at a medium or high level compared to 35 percent at the start of the year.

85 percent of ECE teachers and 70 percent of primary teachers also reported that students were more focused on their learning following the course”, says Ms Parata.

The Incredible Years Teacher Programme is part of the PB4L initiative, which has been shown to have a positive impact on school environments and student behaviour. Nearly 700 schools are participating in PB4L School-Wide.

A total of \$105.2 million has been invested in PB4L since 2010”

Also see: <http://www.stuff.co.nz/national/education/83065134/childrens-behaviour-improves-thanks-to-teacher-programme>

Te Whāriki update

From: Ministry of Education website – 17 July 2016

“The Advisory Group on Early Learning (AGEL) has recommended that the Ministry of Education initiate an update of Te Whāriki, the Early Childhood Curriculum. This recommendation was part of the group’s wider advice about ways to strengthen curriculum implementation and early learning continuity.

We are leading an update of Te Whāriki in response to this recommendation.

Te Whāriki is considered to be world-leading in its overarching bicultural structure. As such, the structure, principles, strands and goals of Te Whāriki will not change. The update will focus on strengthening implementation.

The scope of the recommendation includes:

- updating the sections relating to the contexts for early learning
- updating advice on curriculum implementation (potentially in a complementary digital resource)
- reviewing the current learning outcomes to determine whether these need to be adapted or condensed to better support curriculum understanding and implementation
- creating links between Te Whāriki and the New Zealand Curriculum and Te Marautanga o Aotearoa
- providing advice on supporting resources that can be developed outside of this timeframe.

The update will be written by a small team of early learning specialists (academics and/or practitioners) drawn from a range of settings, including Maori medium. To support the writing group we will source advice from a wider pool of specialists, as required. We also intend to test the updated resource with user groups prior to launch.

The team will meet in August and we will keep you updated on progress via our website and this Bulletin.”

Education Funding System Review

From: NZEI – 10 August 2016

The PPTA and NZEI Te Riu Roa are holding joint whole-of-sector paid union meetings around the country during to discuss the funding proposals and decide on next steps.

NZEI says:

“THE "GLOBAL BUDGET" IS BULK FUNDING UNDER A NEW NAME.

The Government's proposing a "global budget" for education that removes the split between funding for staff and funding for operations. Schools will be forced to trade off the costs of teaching staff against other costs, which means:

- fewer teachers and bigger class sizes
- no consistent student:teacher ratios for year levels
- increased casualisation of teaching jobs
- even more downwards pressure on support staff pay
- passing the buck for issues like class size onto schools
- increased inequality — bigger and richer schools can raise funds to hire teachers, while smaller and rural schools will struggle

They're calling it a global budget, but it's just bulk funding under a different name. Teachers and parents rejected this years ago, and we still don't want it today.

We want the Government to know that we're not interested. The PPTA and NZEI Te Riu Roa are holding joint paid union meetings all over the country to decide how we'll fight this.”

You can read what the Ministry of Education says here:

<http://www.education.govt.nz/news/ministry-disappointed-by-union-claims/>

Fix Working for Families Campaign

From: Child Poverty Action Group – website

“Working for Families is a scheme of tax credits paid to eligible families with dependent children aged 18 or younger, to help with the family's day-to-day living costs. However, the operation of the scheme fails to take account of the best interests of ALL children it is supposed to be supporting. In particular, the In-Work Tax Credit (IWTC) is available only to low-income families whose parents meet particular criteria: a minimum number of hours in paid work (30 per two-parent household, 20 for a sole) and they are not receiving any of the main social welfare benefits.

This means children of low-income families are \$72.50 per week (as at 1 April 2016) worse off than children in families who meet the work-based criteria. Considering these tax credits are designed to assist with the living costs of children, none will experience the pinch of high-living costs more than those who are ineligible for this significant payment.

Child Poverty Action Group believes it is critical that Government respond to the increasing costs of basic needs and high inequality by raising household income. The principle of equal treatment for all low-income children should be restored by adding the IWTC to the first child Family Tax Credit (FTC), and the payment adjusted accordingly for larger families. All children in low-income families deserve and need this important source of income support. Follow [this link](#) to download a pdf that explores Working for Families in more depth.”

You can participate in this campaign by:

Liking and sharing the Facebook page [Fix Working For Families - FWFE](#), and by contributing to the discussion, sharing your own feelings and experiences.

Proposed changes to MSD Childcare Coordinator positions

From: Te Rito Maioha/ECNZ Member Update – 12 August, 2016

“ECE centres were advised on 3 August by the Ministry of Social Development that they are undergoing a full consultation process on proposed changes that effect the MSD childcare coordinator roles. MSD are taking feedback from the effected employees and feedback from childcare providers into account before making a decision.

MSD state that they will be in touch in September to inform of the outcome. If a decision is made to make changes to the current process, these changes would likely take effect in late November.”

From: Child Forum – 11 August 2016

Go to this news article and feel free to add your comments as to how this change may affect your service or family

EVENTS/MEETINGS/SEMINARS/CONFERENCES

Mana Ririki Kaupapa Māori Parenting Conference Rotorua 2016

When: 16 & 17 August 2016

Where: Novotel, ROTORUA

Speakers:

Dr Annette Squetinkin-Anquoe, Member of the Sanpoil and Lakes Band of Colville Confederated tribes of Seattle, Washington, USA.

Kuia Naida Glavish, Ngati Whatua, Naida explains Te Ao Māori, Te Taha Wairua o te Maatuatanga/The Spirituality of Parenting.

Dr Will Edwards, Ngaruahine, Dr Edwards will talk about the Mana Ririki Māori Fathering research he is involved in. Professor Denise Wilson, Tainui, Professor Wilson (AUT) reveals the reframing of Family Violence.

Dr Leonie Pihama, Te Atiawa, Kaiwhakarapopoto. With her impressive academic capacity for detail, Dr Pihama will summarise the two-day conference.

The 2016 Kaupapa Māori Parenting Conference is to explore how cultural strategies for parenting have expanded in number and ingenuity to empower whānau, families to raise their tamariki children in violence free, loving and nurturing ways as our tipuna, ancestors did.

The conference is for those who work in all aspects of health, education at all levels, academics, staff and managers of organisations who work in and with their communities.

The theme is the nature of Parenting and Kaupapa Māori parenting and how ideas, strategies and interventions are being implemented at the community level. There will be a variety of parenting strategies including using pūrākau, creation stories, oriori, lullabies, waiata, songs and music, kopuratanga, visual arts and tikanga, traditional practices and beliefs.

For more information: <http://www.ririki.org.nz/kaupapa-maori-parenting-conference>

Promoting policy and service development for integrated ECE services

When: Thursday 18 August, 2016

Time: 10.30-3.00 pm

Where: MSB 4.02, (Management Building) Gate 10, Hillcrest Rd, University of Waikato, **HAMILTON**

Speakers: June McLoughlin from Doveton College, Melbourne; Jeanette Clarkin-Phillips from the Early Years Research Centre, University of Waikato.

"You are warmly invited to attend a forum at the University of Waikato with government agencies, service providers and organisations, policy analysts, unionists and researchers who are interested in progressing a policy agenda to support integrated early childhood services. This is a follow on from the forum we held on 18 February this year on the affordances of integrated ECE services, where speakers from Canada, Australia and New Zealand discussed models of early childhood education as a "hub", in which early childhood education is provided alongside integrated access to inter-disciplinary teams and services. The 40 participants attending were keen to continue discussions. The aim of this second forum is to develop specific proposals to progress policy and service delivery for integrated ECE services.

In the morning, June McLoughlin from Doveton College, Melbourne will outline the policy and implementation challenges and achievements in her integrated service to date. Jeanette Clarkin-Phillips from the Early Years Research Centre, University of Waikato, will present findings from our just completed survey of education and care centres and kindergartens in New Zealand about the nature and degree of integration. The idea for this survey was proposed at the first forum. A panel of early childhood organisation representatives will discuss ideas and initiatives for developing integrated services.

The afternoon discussion forum and plenary session will provide opportunity to develop concrete ideas about how a planned approach within communities, working with councils and government, might be taken to develop integrated ECE services."

See attached flyer or for more information: <http://bit.ly/29Is2Ny>

CPAG Summit "Investing in children"

When: 2 September 2016, 9.30am - 4.30 pm Followed by networking and refreshments

Where: The University of Auckland Business School, Lecture Theatre OGGB5, Level 0, Owen G Glenn Building, 12 Grafton Road, **AUCKLAND**

[Register here](#) - Waged \$50 and unwaged \$25

This Summit builds on Summit 2015: ['Welfare fit for families in a changing world'](#).

For more than two decades, the primary focus of governments in New Zealand has been workfare, not welfare. Welfare itself has become ever more targeted, especially under the social investment approach:

"A social investment approach using actuarial valuations and evidence of what works will identify the best way of targeting early interventions, to ensure that vulnerable children receive the care and support they need, when they need it."

The Treasury writes: "Social Investment is an approach which seeks to improve the lives of New Zealanders by applying rigorous and evidence-based investment practices to social services." The 4 key indicators of higher risk for children aged 0 to 14 years identified by Treasury are: having a CYF finding of abuse or neglect, being mostly supported by benefits since birth, having a parent with a prison or community sentence, and having a mother with no formal qualifications. What Treasury avoid saying is that poverty is the principal indicator for higher risk for children.

Some presenters at the 2016 Summit will speak to their own experiences of the Government's social investment approach, while others will suggest alternative investment approaches that would genuinely put children at the centre.

Better Policy - Child's Play

When: Tuesday 6 September 2016

Where: Old Government Building Lecture Theatre 3, WELLINGTON

Speakers: **Holly Walker and Kathleen Logan**, Office of the Children's Commissioner

Holly Walker is Principal Advisor in the Advocacy Team at the OCC, where she works on child-centred policy advice, co-ordinates the Office's work on the UN Convention on the Rights of the Child, and co-authors the annual State of Care report on Child, Youth and Family. She is a previous Member of Parliament, policy analyst, press secretary, treaty negotiator and Rhodes Scholar.

Dr Kathleen Logan is Senior Advisor at OCC, working on structures to advocate for child wellbeing, including online tools and resources such as www.occ.org.nz/Listening2Kids and [/Giving2Kids](http://www.occ.org.nz/Giving2Kids). Kathleen was Senior Strategy Analyst at MBIE and Manager of Policy and Evaluation at the Royal Society of New Zealand following a career as a scientist in NZ and the UK.

"Child-centred thinking" is a hot topic in the public sector, as agencies prepare to work together in the new child-centred operating model that will replace CYF and reform the care and protection and youth justice systems. But what exactly does "child-centred" mean, and how does it apply to the wider policy process? This talk will provide a taster in child-centred thinking and practical tools for considering children in policy, both when children are the target, and when they could be impacted by policies targeted at others. We will cover what it means to be child-centred, questions to ask in the policy process, when and how to engage directly with children, examples of successful impact assessments and consultations, and children's rights under the UN Convention on the Rights of the Child. It will be relevant to all policy-makers.

3rd Aotearoa New Zealand Childhood Studies Colloquium

When: 30 September and 1st October, 2016

Where: Wilf Malcolm Institute of Educational Research (WMIER), Faculty of Education, University of Waikato, HAMILTON

Keynote Speakers:

Dr Lesley Rameka, University of Waikato

Dr Polly Atatoa-Carr, University of Waikato

Prof Karen Malone, University of Western Sydney, Australia

Call for papers

Submit your abstract to: skarndt@waikato.ac.nz by 15 August 2016

Further information and registration details are available on the [attached flyer](#), and on this webpage: <https://www.ivvy.com/event/A1ZAMK/>

SYMPOSIUM: Toward a Sugary Drink Free Aotearoa

When: 11 October 2016

Where: Wellington School of Medicine, Nordmeyer Theatre, 23A Mein Street, Newtown, WELLINGTON
Registrations open Friday 5th August on FIZZ Website: www.fizz.org.nz

Keynote speakers include: Kelly Brownell, Silvia Tafite, David Gillespie, Michael Littlewood and more.

This symposium will look at the science as to why high sugar and sugary drink intake is detrimental to health. It will also showcase a number of initiatives that have been developed to restrict sugar and promote health.

A focus of this symposium will be a discussion of new initiatives, including the utility of a sugary drink tax to aid the journey to a Sugary Drink Free Aotearoa.

See attached flyer. To register click [here](#)

Under Three's Are VIPs: An Infant and Toddler Conference

From: Daisies Early Education and Care Centre

Join the Daisies Teaching Team – Dr. Anne Meade, Brigitte Alamani, Lucy Hayes, Nicole Beedell – for a day full of inspiring early childhood professional learning and development dedicated to the education and care of children under the age of three. [See flyer attached](#)

Guest speaker: Raewyne Bary from Massey Childcare Centre

When: Saturday, 5th November 2016, 9am – 3.30pm

Where: Te Rito Maioha, Early Childhood New Zealand – Wellington Teaching Base, 191 Thorndon Quay, Thorndon, **WELLINGTON**

Cost: \$150 + GST per person

REPORTS/RESEARCH/ARTICLES

Healthier under-fives through healthier food and active play environments in ECE settings across Auckland

From: Hilary Tolley, PhD, Research Fellow and Project Manager, Overweight Prevention using Systems Science for Under Fives (OPUSS-U5), Epidemiology & Biostatistics, School of Population Health, University of Auckland – 11 August 2016

Hilary Tolley and Professor Boyd Swinburn from the in the School of Public Health, in association with Healthy Auckland Together, are about to run a small pilot study to explore ways to improve eating patterns and active play for young children. They are looking for people in Auckland in positions of leadership or senior management within established ECE networks, organisations related to early childhood health and wellbeing, and ECE-associated government / academic departments, who could give about 10 hours over the next 2-3 months to take part in a collaborative group process (called group model building) that has worked well in Australia to bring about positive change in food/activity environments.

Participation will involve taking an online survey and attending three model-building workshops. The model developed by the group will be publicly presented at the end of the study – [See flyer attached](#) for more information or Email Hilary Tolley: OPUSS-U5@auckland.ac.nz

Early Childhood Inclusion in Aotearoa New Zealand

From: Susan H. Foster-Cohen, PhD; Anne K. van Bysterveldt, PhD - 21 July 2016

This article was written in response to an invitation from Professor Michael Guralnick, the editor of the journal *Infants and Young Children*, to summarise early childhood inclusion in NZ.

Introduction:

“Early childhood education is encouraged for all 3- to 5-year-old children in New Zealand (known in the Maori language as Aotearoa) and is supported by a well-constructed bicultural curriculum (TeWhariki) and reasonably generous government funding. However, a number of factors mitigate against inclusion of children with developmental delays and disabilities. These include a lack of training for early childhood teachers; no requirement for Early Childhood Centers to have policies of inclusion; funding and support arrangements based on age rather than developmental stage; a lack of sufficient specialist and paraprofessional support; and a strong sociocultural approach to early childhood education that is often at odds with the need for active support of child development. These barriers to inclusion are surprising, given the quality of the curriculum, the government-supported levels of oversight and quality assessment, and the strong rights-driven research tradition across the nation’s universities. The most pressing need is for significant changes to the preservice and in-service teacher education programs to ensure that the responsibility for inclusion is shouldered by the whole profession and the potential of Te Whariki can be realized.

[A copy of the article is attached.](#)