

Barnardos New Zealand

Bethlehem Tertiary Institute

Christian Early Childhood Education Association of Aotearoa

Hospital Play Specialists Association of Aotearoa/New Zealand

Montessori Aotearoa New Zealand

National Association of ECE Directors in Universities

NZ Educational Institute Te Riu Roa

NZ Home-based Early Childhood Education Association

NZ Kindergartens Te Putahi Kura Puhou o Aotearoa

Te Rito Maioha Early Childhood New Zealand

Te Wananga o Aotearoa

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

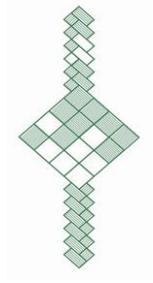
The Early Intervention Association of Aotearoa NZ

The Federation of Rudolf Steiner Waldorf Schools in New Zealand

The Open Polytechnic

World Organisation for Early Childhood Education OMEP Aotearoa NZ

Early Education Federation



News Update – 21 February 2018

EVENTS/MEETINGS/SEMINARS/CONFERENCES

Flexible Learning Association Conference 2018

From Inception to Infinity: Inhabiting the multiple places, spaces and time for learning.

When: 9th to 11th of April

Where: Massey University, Palmerston North

Investigating the different opportunities for learning that are emerging from the changing world of digital technologies. <http://www.flanz2018.org.nz/>

Teacher Refresher Course

Finding A Place Here - Making a new home in Aotearoa New Zealand

When: 18th to 20th of April

Where: Brentwood Hotel, Kilbirnie, Wellington

A course on multi-cultural responsiveness: exploring a deeper understanding of the place of culture and identity in building strong early childhood communities.

www.trcc.org.nz/trcc_2008/doormouse/main/trcc_2008_main.php?pid=4511&expand_id=237

Brainwave Trust Conference 2018

Advancing Effective Child-Centred Practice

Learnings from national and international experts on evidence-based innovations and child-centred practice.

When: March 6th in Auckland and March 8th in Wellington

Where: Guineas Ballroom Ellerslie Event Centre, 80 Ascot Ave, Remuera, Auckland

Amokura Gallery Museum of New Zealand Te Papa Tongarewa, 55 Cable Street, Wellington

To register: www.brainwave.org.nz

GOVERNMENT POLICY and LEGISLATION

Ambitious three-year work programme for education

From: Chris Hipkins – 21 February 2018

Media Release

The Government has today released details of its extensive education portfolio work programme over the next three years that will champion a high quality public education system for all New Zealanders, says Education Minister Chris Hipkins.

“New Zealand has an education system to be proud of, but as the way we work and live continues to rapidly change, so too do the demands on our education system. Over the next three years, we can make significant progress in changing our education system to provide for all New Zealanders,” Mr Hipkins said.

“The education system should bring out the best in everyone, providing all New Zealanders with learning opportunities so they can discover and develop their full potential, engage fully in society, and lead rewarding and fulfilling lives.

“There are, however, still some major constraints holding us back. Too many of the policy settings for the education portfolio, particularly those focused on accountability and compliance, are rooted in a 20th Century mind set.

“A focus on standardisation and measurement over the past few years has worked against an ability to future-proof education. It was backward looking and simply won’t cut it in the future. Schools say there is too much red tape that has stifled creativity and innovation.

“We need to change that. We need a system – from the cradle to the grave – that is inclusive, that can adapt to the needs of the modern world. It needs to engage every learner – in a much more personalised learning experience. We need our people to be resilient, creative and adaptable, able to work collaboratively as well as independently.

The work programme includes the NCEA review, a review of Tomorrow’s Schools, developing a future-focused Education Workforce Strategy, a continuous focus on raising achievement for Māori and Pasifika learners, an action plan for learning support, an early learning strategic plan, a comprehensive review of school property.

It will also include a programme of change for vocational education, a full review of the Performance Based Research Fund and better support for the research aspirations of our tertiary sector.

“Each of these workstreams needs to include explicit consideration of the impact for Māori and Pasifika learners, supporting provision through Māori medium education and students who are disabled or have additional learning support needs.”

Mr Hipkins said achieving successful change “will not happen by dictating what ought to be done”.

“Education is a portfolio where success depends on broad engagement and shared ownership. We will need to work in a way that respects, engages and draws in educators together with parents and whānau, iwi, employers and the wider community.”

The government’s work programme for 2018 will focus on refining, articulating and getting shared ownership of a vision for the education system, reviewing some key aspects of the system and refreshing the strategies for the education portfolio.

Education summit

“A whole-of-portfolio Education Summit process will be the key vehicle to refine and enable shared ownership of this vision, and will inform the development of strategies in support.

“To realise this, I want to work with the education system and all its participants in a more collaborative way to set the direction of travel and agree shared priorities for education – from early learning, schooling and tertiary through to lifelong learning,” Mr Hipkins said.

The Education Summit, most likely to be held in May, will be the keystone of a national conversation about what New Zealanders want their education system to look like, Mr Hipkins said.

“I want children, young people and adult learners, their parents, whānau, communities, Māori and Pasifika, teachers, researchers and education leaders at all levels, disability organisations and employers and industry to participate in the events we will be organising, both at the Summit and afterwards.”

See MoE website: <http://www.education.govt.nz/ministry-of-education/information-releases/education-portfolio-work-programme/>

And: To ensure information of public interest is available, the document considered by Cabinet to take its decision on the Education Portfolio Work Programme has been proactively released:

[Education Portfolio Work Programme: Purpose, Objectives and Overview](#) [PDF, 6.6 MB]

Educators welcome reforms but need close consultation

From: NZEI - 21 February 2018

Media Release

Educators will need to be consulted heavily if the overhaul of education announced by Education Minister Chris Hipkins today is to be successful.

NZEI Te Riu Roa President Lynda Stuart said NZEI welcomed the reforms.

“We are generally pleased with the direction this Government is taking in education. We encourage the Minister to take the time needed to undertake the reform properly. Careful and planned implementation is needed and would set this Government apart from the previous National Government.

“There are huge and pressing issues that need resolving in education. Today’s announcement gives us some hope for these being addressed.”

The issues include: teacher shortages and the ability to attract and retain teachers, sufficient release time for teachers to teach and lead, ECE funding and a need to fix the ECE sector issues more generally, principal burn-out and stress, and more support for children with additional learning and behavioural needs.

“We want a world-leading curriculum and an education sector that fosters children’s love of learning and allows teachers to the freedom to teach and engage children in the learning that motivates them.

“However, the reforms will only be successful if teachers are meaningfully consulted in the development of the new programmes.”

Teachers were the experts in education and were able to bring to the table best practice and real world experience of children’s learning.

Over the past nine years under the National Government education has languished to the point that it is now in crisis.

A new agenda welcomed

From: NZ Kindergartens – 21 February 2018

Media Release

“We welcome the government’s agenda for education” said Clare Wells, Chief Executive NZ Kindergartens. “We need to be ambitious for every child. Refocusing our energies to ensure everyone has access to high quality education regardless of their age, sets us on a new path.”

“Children don’t start learning when they get to school – they continue their learning, deepening and extending their knowledge, understanding and experience of their world. Our education system and policy settings must reflect that” Clare Wells said.

“We look forward to working across the sector and community to create a vision for education, and our kindergarten communities will be keen to be part of designing a strategic plan for early childhood education (ECE) to realise that vision for our youngest learners” said Clare Wells.

“It’s time we had a coherent, future-focused workforce strategy across the system and across the teaching profession and an action plan for learning support to improve access to services for children and young people” said Clare Wells. “Children in ECE go on to school. We have to do better to identify and support those children needing additional help earlier to enhance their learning success.”

“We look forward to ECE being integral to the development, planning and implementation of the government’s agenda for education from the outset, rather than being an ‘add on’ which has often been our experience in the past. “Focusing on schools then on ECE or retro-fitting policy designed for school-age children to fit ECE, simply doesn’t work.”

“We know the critical factors that make a positive difference for children’s learning in their first few years and the impact that has on their learning success through their schooling years” Clare Wells said. “We’ll bring that knowledge and expertise to the table.”

Ensuring the best for children in ECE

From: NZK – 13 February 2018

Media Release

“The release of the latest Childcare Survey is timely” said Clare Wells, Chief Executive NZ Kindergartens. The survey shows just under 300,000 children have formal childcare arrangements, attending services each day. Half of those children attend because of parents’ work commitments.

“The survey shows 64% of children aged four or younger attend an early childhood education (ECE) service – that’s around 200,000 children” Clare Wells said.

“With significant numbers of our young children attending an ECE service, we owe it to them and to their parents and whānau to ensure it’s the best it can be” said Clare wells. “Parents said socialising and education were key reasons for their children to be in ECE so we must make sure those aspirations are well met” Clare Wells said. “The top priority for government and of every ECE service must be high quality teaching and learning in engaging learning environments.”

“The focus for the past few years has been on increasing the participation of children in ECE and now is the time focus on the quality of services” said Clare Wells. “The quality of ECE has been the subject of many government commissioned reviews and reports over the past few years resulting in a series of recommendations – many of which have yet to be taken up” Clare Wells said.

“We know the critical factors that make a positive difference for children’s learning in their first few years and the impact that has on their learning success through their schooling years” Clare Wells said.

“For too long the ECE sector has been subjected to a series of ad hoc policy changes, many of which have undermined quality and now is the time to turn that around” Clare Wells said. “The survey is a timely reminder to focus on the quality of services – to confirm the factors that need to be in place to ensure quality and implement a plan to achieve it” said Clare Wells. “We look forward to working with the government to make that happen.”

School-entry for over fives – feedback sought

From: Chris Hipkins – 8 February 2018

Media Release

Parents, whānau, teachers and education experts are invited to have their say on options for grouped (cohort) entry into schools for children aged five and over, Education Minister Chris Hipkins said today.

“This government supports schools having the option of coordinating new starters in a group, or cohort, for their convenience and the benefit of their students – but we agree with the overwhelming advice of education experts that the age at which children start school should be five or over,” Mr Hipkins said.

“Therefore, we do not support the changes made last year by the previous government that allowed children to start school before they turn five, and we are proposing to remove that option.

“There was no evidence to support it and many submitters expressed concern at the time, but were ignored.

“The evidence is overwhelming that young kids are better off playing and learning outside a structured school environment, and even at age five, New Zealand already allows children to start school earlier than many other countries,

“The Ministry of Education is today starting consultation on two options, which will guide a change to the Education Act later this year so that schools wanting to offer grouped entry can only do so for children after they turn five.”

The options are:

- Grouped (cohort) entry once per term, at the start of the term;
- Grouped (cohort) entry twice per term, at the start of the term and at the term mid-point.

The Ministry of Education is also interested in hearing whether submitters think that schools should have the ability to choose between either of these options if they choose to introduce grouped entry. Schools will also be able to continue with continuous entry if they chose to.

Mr Hipkins said so far just under 50 schools have adopted a grouped entry policy that allows them to start new entrants before their fifth birthday.

These schools would still be able to continue with this policy until the legislation is changed, when they would need to consult with their communities to decide whether to adopt the new model of cohort entry or whether to return to continuous entry.

The Ministry of Education will run the consultation from today until Monday 19 March. Anyone interested in taking part can make a submission, details are available at:

www.education.govt.nz/consultation-on-options-for-cohort-entry

And you can read the Cabinet Paper here:

<http://www.education.govt.nz/assets/Documents/Ministry/Information-releases/Cabinet-Paper-Consultation-on-options-for-cohort-entry-for-children-aged-five-and-over.pdf>

NZEI welcomes review of cohort entry

From: NZEI - 8 February, 2018

Media Release

Starting school at four years old was never in a child's best interest, says NZEI Te Riu Roa.

Educators are applauding a government announcement today that they were revisiting grouped (cohort) entry to school.

The previous government's changes would have meant that children could start school at four years old.

NZEI Te Riu Roa Immediate Past President and Principal of Khandallah School Louise Green said that it was not in a child's best interest to start school before they were five years old and that the pre-school education years were vital for a child's learning and development.

"NZEI has never supported the introduction of cohort entry, as there is no evidence this would improve the school transition experience for children."

Submissions and consultation will run until March 19.

A stronger voice for teachers one step closer

From: Chris Hipkins – 2 February 2018

Media Release

The new Government's Bill to raise the status of the teaching profession and restore teachers' trust and confidence in it, passed its first reading in Parliament last night, Education Minister Chris Hipkins says.

The Education (Teaching Council of Aotearoa) Amendment Bill will give teachers back the right to elect representatives to their own professional body.

The House voted 63 for: 46 Labour, 9 NZ First, 8 Greens; and 56 against: 56 National. Act did not vote.

The Bill increases the number of council members from nine to 13 – with seven registered teachers and principals to be directly elected by their peers and six members appointed by the Minister of Education, and includes 'teaching' in the name of the organisation.

"I am delighted for teachers that Parliament has moved another step closer to giving the profession back the right to determine how they are led, in a similar way to doctors, lawyers, nurses and countless other professions. It is long overdue," Mr Hipkins said.

"While this was a good day for teaching it is sad that National couldn't bring itself to support the notion that teachers deserve a greater say in how the profession is led and should not be shut out.

"It's no wonder we have inherited low morale among teachers and the profession is struggling to attract new blood. I am determined to change that."

"I invite teachers, principals and other members of the profession to write to the Education and Workforce select committee over the next few weeks to show their support and to recommend any refinements."

Giving teachers a stronger voice

From: Chris Hipkins – 30 January 2018

Media Release

The new Government's programme to raise the status of the teaching profession and restore trust and confidence will take another step forward today when Parliament votes to give teachers back the right to elect representatives to their own professional body, Education Minister Chris Hipkins says.

"We believe that teachers have as much right to determine how their profession is led as doctors, lawyers, nurses and countless other professions that elect their own professional representatives," Mr Hipkins said.

"We've also heard from teachers that they want the word 'teaching' reflected in the name of the organisation. Today's Bill does just that, renaming the existing Education Council as the Teaching Council, a title that better reflects their work.

"The Bill an important first step in raising the status of teaching after some tough years for the profession.

"We hear a lot about low morale among teachers and principals and difficulties in attracting new people into the profession, which is a real concern given the importance of quality teaching to the education of our young people.

"With this Bill the Government intends to give teaching professionals more ownership of and trust and confidence in their peak body. We want to work in partnership to build the profession and empower teachers to be great ambassadors.

"The council has an important role and teachers and principals should be much more involved, balanced with the substantial public and Government interest in the Council's work."

The Education (Teaching Council of Aotearoa) Amendment Bill increases the number of council members from nine to 13 – with seven registered teachers and principals to be directly elected by their peers and six members appointed by the Minister of Education.

The seven elected members would represent the three parts of the system – one each from the ECE, primary and secondary teacher sectors; a primary, a secondary and an ECE principal or leader; and a representative of initial and ongoing teacher education.

The Education Minister would retain the power to appoint six members of the Council, with one of these members being appointed after consultation with parents and community interest groups. This would enable the Minister to ensure there is sufficient governance and specialist expertise in areas including finance and the principles of the Treaty of Waitangi.

The chair would be appointed by the Minister from either the elected or appointed members.

Mr Hipkins said work was continuing on related initiatives including the establishment of an Education Advisory Service and College of Education Leadership, and the Government will work with the sector to develop a comprehensive education workforce strategy.

<http://www.education.govt.nz/assets/Documents/Ministry/Information-releases/Education-Teaching-Council-of-Aotearoa-Amendment-Bill-Cabinet-Paper.pdf>

Teachers welcome changes to council

From: NZEI - 30 January 2018

Media Release

Teachers welcome the Government's decision to reinstate their right to vote for their own representatives on their professional body, education union NZEI Te Riu Roa says.

The Government's Bill proposes to change the name of the Education Council to the Teaching Council and include seven directly-elected representatives on the Council, a move that NZEI Te Riu Roa National Secretary Paul Goulter says will give teachers a voice in decisions about their own profession as doctors and lawyers already have.

"This Bill gives mana to the profession and will give teachers more ownership of their own professional and regulatory body," Paul Goulter says. "We have long advocated for a council with a strong teacher voice. This Bill is a positive step towards our vision of a strong and independent council that can encourage public debate about education based on best evidence about what makes for quality teaching and learning."

The Teaching Council would include seven registered teachers and principals to be directly elected by teachers, and six members appointed by the Minister of Education.

The Bill reverses the National Government's scrapping of direct elections of teachers by teachers to the Council in 2013 which was part of the previous Government's failed approach of low-trust, standardisation and narrow accountability in teaching and learning.

Government needs to look at early childhood sector funding too

From: Te Rito Maioha – 26th January 2018

Media Release

Changes to employment legislation are only half the story for the early childhood sector, says Te Rito Maioha Early Childhood Education (ECNZ) Chief Executive, Kathy Wolfe.

"While we're really pleased that this government is committed to fair pay, that's only half the story for our sector," says Ms Wolfe.

"Per child funding rates in early childhood education (ECE) have not increased since 2010. As a result, most early childhood education and care centres cannot afford to pay for 100% qualified teaching staff – while balancing centre services – even though they would like to."

Research shows that this situation is not ideal for young tamariki just starting their learning journey.

"As a result, we're keen to work with the new government to restore per child funding rates," says Ms Wolfe. "This will enable centres to start to address the pay parity issue for ECE qualified teachers that sees these teachers paid less than their primary school teacher peers."

Ms Wolfe says the pay parity issue sits alongside an historic pay equity issue, which also needs addressing.

"We look forward to the government funding ECE so 100% qualified teachers can be reached and maintained in teacher-led services. Funding also needs to be provided to support ongoing professional practice, and recognise the skills and knowledge needed to work with and nurture our youngest learners."

Muddled numbers provide an opportunity for Government to lead visionary change

From : Child Poverty Action Group – 18 Jan 2018

Media Release

Child Poverty Action Group (CPAG) says that Treasury's error in overestimating the numbers of children lifted out of poverty by both National and Labour's families packages provides an opportunity for the Government to take bold action.

Pre-election, both National and Labour promised to reduce the number of children living under the 50% before housing costs (BHC) line by 100,000 - but this will be more costly than originally anticipated by either Government, and a new approach is urgently needed.

Moreover, after a long period of neglect the Families Package will not reduce any child poverty at all for six months because implementation is delayed until July 1.

"Some families, especially smaller families, don't get nearly enough out of this package to lift them out of poverty," says Associate Professor Susan St John, CPAG economics spokesperson.

Using the Family Tax Credit (FTC) as the tool to reduce the worst of child poverty is not the most cost-effective approach. It has already been substantially increased, and increasing it further to make an impact on the worst poverty figures will be expensive as it will be received well up the income scale. To counter the cost of increasing the FTC, National planned to increase the abatement rate from 20% to 25%, and lower the income threshold for the maximum payment. This policy would have disastrous consequences for low-income families in paid work.

More money needs to be channelled to the families currently falling below the very low 40% poverty line. There is a way to do this without creating impossible cost pressures.

CPAG urges the Government to pay the full Working for Families (WFF) package to ALL low-income families with effect from 1 April. This means paying the In-Work Tax Credit (worth at least \$72.50 per week) to all families who currently receive any of the FTC. It will go only to children in the lowest-income families. This is a simple change requiring minimal administration from Inland Revenue, and the \$500 million required could be transferred from the proposed restart of payments into the New Zealand Superannuation Fund.

"This is the most cost-effective spending that can be done to impact on families living below the 40% AHC poverty line, and together with the July 1 package would give credibility to the Government's desire to substantially reduce child poverty," says St John.

Child poverty should be a key focus for Inquiry into Mental Health and Addictions

From: Child Poverty Action Group 21 Jan 2018

Media Release

It is heartening that the Government has announced a national Inquiry into Mental Health and Addictions. Child Poverty Action Group (CPAG) says it is vital that this Inquiry addresses child poverty as a preventable cause of mental health problems.

Evidence shows that poverty in childhood presents a greater likelihood of mental health problems throughout an individual's life.

In 2017, CPAG and the New Zealand Psychological Society co-published the report "Child poverty and mental health: A literature review". This review found a strong relationship between poverty experienced in childhood and a greater likelihood of mental health problems through a person's life span. Problems associated with child poverty, such as poor nutrition and inadequate housing put children at higher risk of having mental health problems.

"Growing up in an environment that is characterised by constant unmet need, stress and hardship as well as the stigmas associated with poverty can have adverse effects on a child's ability to learn and develop mentally, resulting in delayed cognitive abilities, low-self esteem, and mental ill health, with effects lasting to adulthood," says Professor Innes Asher, CPAG health spokesperson.

"Prolonged time off school with devastating, poverty-related illnesses can be detrimental to children's long-term mental health outcomes."

New Zealand's youth suicide rate (among 15-24 year olds) is the highest in the OECD, and in deprived communities the youth suicide rate is twice that of more affluent communities. Children in poverty are also more likely to experience depression and anxiety, and to self-harm.

New Zealand data shows that approximately two in five children living in poverty come from households where at least one adult was in full-time paid employment or was self-employed. This indicates that addressing child poverty requires adjusting all forms of family financial assistance: to families in paid work as well as families in receipt of welfare benefits.

The evidence strongly suggests that the incidence of mental health problems throughout the lifespan could be reduced through addressing the causes of child poverty and associated factors. Any mental health strategy for children should sit alongside a comprehensive programme to alleviate poverty.

CPAG is calling on the Government to:

- Substantially reduce the number of children in poverty, especially including those in the most severe poverty and to monitor child poverty according to a set of agreed measures;
- Reduce the cost barrier to health services for adolescents by extending free GP visits and prescriptions to all children under 18. Data shows that there is much greater unmet need due to cost in children over the age of 12;
- Bolster mental health services, provide a timely response to need including having age-appropriate healthcare in schools that include mental health services;
- Ensure that all children's nutritional needs are met;
- Ensure security of tenure for families living in private rentals, and regulate rent increases in order to reduce housing poverty and transience-related stress on children;
- Remove all benefit sanctions that affect children's income situations.

These changes would need to run in parallel with a complete reform of welfare policy and processes, including addressing the harmful culture of Work and Income's mistreatment of clientele.

Child Poverty Bill a watershed for children

From: ACYA - 30 January 2017

Media release

Action for Children and Youth Aotearoa (ACYA) welcomes today's Child Poverty reduction Bill, calling it a watershed moment for children and young people in Aoteroa New Zealand.

"This Bill lays the foundation for well planned, effective child poverty reduction," says ACYA Chair Andrea Jamison. "Significantly it requires government's to develop a dedicated strategy to enhance and promote the wellbeing of all children.

"If passed, the Bill would legislate for an unprecedented level of priority for child wellbeing across the House and throughout government."

ACYA is hopeful that there is sufficient common ground for cross party agreement as efforts to reduce child poverty and enhance child wellbeing need to be long-term, and sustained to be effective.

“This Bill, and the debate that has preceded it, reflect widespread collective support for initiatives that promote the rights and wellbeing of all children,” says Andrea.

“We have never been in a better position to create a society in which all children can thrive.”

REPORTS/RESEARCH/ARTICLES/RESOURCES

Opinion: Kathy Wolfe Providing our tamariki with a strong beginning

From: Education Central – 20 February 2018

Much media attention has been devoted to concerns about the quality of some early childhood education (ECE) services, and this year’s begun with the spotlight on the inadequate supply of teachers – including ECE teachers.

Much media attention has been devoted to concerns about the quality of some early childhood education (ECE) services, and this year’s begun with the spotlight on the inadequate supply of teachers – including ECE teachers.

Perspectives from the wider education sector have been shared in Education Central, variously calling on the government to implement quick fix solutions to the teacher shortage through immigration or to take the time to develop strategic options for stabilising future supply and ensuring children’s positive learning outcomes.

Te Rito Maioha maintains that having a qualified ECE teaching workforce, appropriately funded to keep its practice up-to-date, is a basic but vital step towards improving educational achievement in New Zealand.

For many years, New Zealand’s education system has been among the best in the world, and we must strive to maintain that standing. One of the cornerstones of a high-quality and effective education system is a qualified workforce.

As a provider of undergraduate and postgraduate ECE teacher education, Te Rito Maioha equips people with the skills, knowledge and experience needed working with and nurturing our youngest learners, while delivering the world-class ECE curriculum, Te Whāriki.

While we agree changes to Immigration New Zealand’s Skills Shortage List might bring some immediate relief, we don’t consider this would serve our youngest learners well unless we ensure these overseas teachers invest in upskilling themselves in our ECE curriculum.

New Zealand qualified ECE teachers have first-hand knowledge of Te Whāriki, which they have gained over years of dedicated study and practical experiences in ECE services. This deep knowledge and experience is critical to effective ECE teaching in New Zealand.

In order to give our youngest tamariki the strongest beginning to their educational journey, we must find the right balance between maintaining high teaching professional standards and ensuring we have adequate numbers of qualified ECE teachers to meet demand.

We consider that greater investment is required to both attract more people into the ECE teaching profession, and to retain them once qualified. ECE teachers, who have put in the time and effort required to become qualified and registered, should be properly paid. And ECE services must have the money to support their teachers’ ongoing professional learning and development (PLD).

The new Minister of Education has clearly signalled his plans for improvements for the ECE sector, and has hinted that May’s Budget announcements will bring good news for ECE services.

In the interim, Te Rito Maioha will continue to build the ECE teaching profession’s capability through its initial teacher education and PLD programmes; we will work with the Ministry of Education to develop a national workforce and development strategy; and we will keep lobbying for the pay and conditions that qualified ECE teachers so thoroughly deserve.

After all, a teacher is a teacher is a teacher.

Kathy Wolfe is the Chief Executive of Te Rito Maioha Early Childhood New Zealand
