

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

NZ Playcentre Playcentre Federation

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

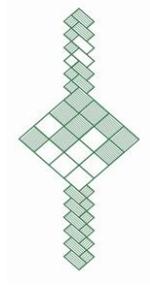
The Early Intervention Association of Aotearoa NZ

The Federation of Rudolf Steiner Waldorf Schools in New Zealand

The Open Polytechnic

World Organisation for Early Childhood Education OMEP

# Early Education Federation



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## News Update – 18 April 2018

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### NOTICES

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#### **ECAC Minutes for March 2018**

March ECAC minutes and presentations are now available on the Ministry website at:

<https://www.education.govt.nz/early-childhood/ministry-priorities/early-childhood-advisory-committee-ecac/ecac-minutes-and-presentations-march-2018/>

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#### **Results from the June 2016 and June 2017 annual census of early learning services now available**

##### **From: MoE Early Learning Bulletin – March 2018**

The results provide statistics on key aspects of the early learning sector and trends over the previous years. Topics include participation, number of services, staffing and language use in early learning.

For further information about the results and key statistics from the data, see our [website](#).

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#### **What's new on Te Whāriki online?**

##### **From: MoE Early Learning Bulletin – March 2018**

CORE Education are continuing to provide professional learning and development to kaiako to support the implementation of Te Whāriki. The curriculum champions have now established 69 networks of pedagogical leaders who are exploring a range of curriculum inquiry areas.

Find out more about the curriculum champions and what new content is now available on Te Whāriki online on [education.govt.nz](http://education.govt.nz).

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#### **Calling all ECE teachers for research project**

Susan Bates is calling for early childhood teachers to participate in a research project aimed at gauging conditions, expectations and experiences of ECE teachers in New Zealand, in the context of their health and well-being.

ECE teachers can find the survey here: <https://www.surveymonkey.com/r/Z2F8RXXR>

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## **Minister of Education to fund Teaching Education Refresher (TER)**

**From:** Education Council NZ website - 21 March 2018

Acting Minister of Education Tracey Martin has announced a further \$700,000 to help more teachers into classrooms, with the extension of the Teacher Education Refresh (TER) Programme.

Approximately 280 additional teachers will now have access to the fully subsidised TER Programme, announced as part of the Government's \$9.5 million teacher supply package last year.

The extra placements for the subsidised courses are available until 30 June 2018. These additional places will continue to help address immediate teacher supply pressures. The funding has been made available within Ministry of Education baselines.

More information on the teacher supply package is available at: <http://www.education.govt.nz/teacher-supply>

**TER Providers for Early Childhood are:**

### **Open Polytechnic of New Zealand**

Sector: Early Childhood, Primary and Secondary

Medium: English

Regional coverage: National

### **Te Rito Maioha - Early Childhood New Zealand**

Sector: Early Childhood Education

Medium: English and Māori

Regional coverage: National

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## **EVENTS/MEETINGS/SEMINARS/CONFERENCES**

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### **Teacher Refresher Course**

#### **Unlocking Teachers' Potential**

**When:** 11th July to 13th July 2018

**Where:** University of Canterbury, **Christchurch**

**Director(s):** Makayla Hewitt, Angus Macfarlane, Tracy Hopewell. Lyndon Greening, Marie Gibson, Sonja Macfarlane.

#### **Culturally Responsive Pedagogy:**

What does this mean? How will my teaching style change?

How does all this link to the key documents? Why do I need to work smarter not harder?

For all teachers and leaders in EC, Primary and Secondary Education Contexts

NOTE: Earlybird Fee applies if fee is paid by 25th May 2018, otherwise Full Fees apply

Registrations for this course close 8th Jun 2018

<http://www.trcc.org.nz>

## **NZIEC 2018 27<sup>th</sup> NZ International Education Conference and Expo**

**When:** 9<sup>th</sup> and 10<sup>th</sup> of August 2018

**Where:** Te Papa Tongarewa, Wellington

The NZIEC brings together practitioners and leaders from NZ and around the world to explore strategies for growth in international education. The conference provides an opportunity to discuss, strategise and connect with expert speakers and delegates.

The theme for NZIEC 2018 is *Inspiring Global Learners*. Education NZ is now calling for speakers to present at NZIEC. Registration opens in April 2018. <http://www.nziec.co.nz>

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## **REPORTS/RESEARCH/ARTICLES/RESOURCES**

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### ***Getting It Right: Building Blocks - Building the foundations for implementing the Children's Convention in Aotearoa***

#### **Report from the Children's Convention Monitoring Group**

**From:** Childwellbeing Network – 11 April 2018

Last Friday marked 25 years since New Zealand ratified the United Nations Convention on the Rights of the Child. Today the Children's Convention Monitoring Group has released *Getting It Right: Building Blocks - Building the foundations for implementing the Children's Convention in Aotearoa*. The report is about what needs to happen for children's rights to be made real.

Read the report: <http://www.occ.org.nz/publications/reports/getting-it-right-building-blocks> or <http://bit.ly/gir-bb>

And here are the links to social media if you want to support and share the messages.

<https://twitter.com/OCCNZ>

<https://www.facebook.com/childrenscommnz/>

If you create your own posts, please tag the Office of the Children's Commissioner as well as the NZ Human Rights Commission, YouthLaw NZ, Save the Children NZ and UNICEF NZ.

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### ***Ministry accused of 'putting commercial interests first'***

**An early childhood advocacy group says the Ministry of Education is "putting commercial interests first" by delaying a report on complaints against early childhood services.**

**From:** Simon Collins, NZ Herald – 9 April 2018

An early childhood advocacy group says the Ministry of Education is "putting commercial interests first" by delaying a report on complaints against early childhood services.

Child Forum chief executive Dr Sarah Alexander says the ministry's annual report on complaints in early childhood education (ECE), last published in December 2016 with 2015 data, was overdue.

"A fortnight ago the ministry stated it would release the information that week which should have been released over a year ago, but it is yet to do so," she said.

"It continues to put commercial interests first and deny parents their right to know and be informed of any serious incident or problem that has occurred at their child's service or one they may consider enrolling at."

But ministry deputy secretary Katrina Casey said the report on complaints in 2016 would be published this week with "additional information for the first time on how complaints have been actioned".

“We absolutely refute Ms Alexander’s claim that we put commercial interests first,” she said.

“We take our role in early childhood learning seriously and every day our staff do the very best they can in the interests of each child. Where we need to we make improvements.”

Child Forum campaigned for information on complaints to be made public for years before the ministry published the first of what were promised to be annual summaries of complaints in June 2014, with data for 2013.

The ministry’s second report, with 2014 data, appeared in October 2015, and the third, with 2015 data, came out in December 2016.

The reports recorded 246 complaints in 2013, 360 in 2014 and 342 in 2015.

The numbers of complaints in various categories are reported, but the reports do not name any early childhood services or provide details of any individual complaints.

“The highly summarised complaint information released by the ministry for the 2013, 2014, and 2015 years, masked details and did little to give parents and the early childhood sector confidence that it welcomed and was responsive to complaints and was transparent in its handling and reporting,” Alexander said.

“The reports need to include details of each complaint, the actions the ministry took in response, and the names of services at which complaints of a serious nature were upheld.”

However, Casey said this week’s report on 2016 complaints “will provide parents with transparency around the number and nature of the complaints we have received”.

“Each year we receive a number of complaints – every one of these is treated seriously,” she said.

“Where a service falls short of the standards required of them we immediately impose conditions for improvement and where necessary will shut a service down.”

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## ***Evolve Education childcare chain launches cut-out guns for kids***

***From: Simon Collins, NZ Herald – 27 March 2018***

One of New Zealand’s biggest childcare chains is launching cutout guns and targets to teach gun safety rules to preschoolers.

Evolve Education, which runs 130 childcare centres plus the Porse and Au Pair Link home-based companies, says the gun safety kit has been developed particularly for about 40 rural preschool centres in areas where hunting is common.

"This is very much around communities where little boys will go hunting with dad in the hunting season and it's part of life," said chief operating officer Fay Amaral.

But Dr Sarah Alexander of the early childhood advisory group Child Forum said she was shocked by the kit, which will be available to download free online internationally.

"For the first time in New Zealand we'll have a large early childhood organisation that has declared itself to be pro-gun," she said.

"It could be a potential publicity stunt for Evolve to get its name in the media, but it could backfire from families who are not pro-gun."

Evolve had a "hot debut" on the NZX sharemarket in December 2014 with shares trading 8c above their list price of \$1. But it has performed below expectations and its share price has slumped to 54c, almost halving its market value from \$191 million to \$97m.

Its gun safety kit, which will be available online at gunsafeforkids.com, includes:

- Shooting targets for children to cut out, colour in and shoot at
- Colourful drawings of guns for children to cut out and stick on cardboard-box "gun safe"

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## GOVERNMENT POLICY and LEGISLATION

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### *Building blocks needed for children's rights*

**From:** Office for the Commissioner for Children – 11 April 2018

#### Media Release

A new report has outlined the next steps the New Zealand Government needs to take to make good on our promises to children.

“The Prime Minister has said that she wants Aotearoa New Zealand to be the best place in the world to be a child” said Children’s Commissioner Andrew Becroft.

“This is a vision we can all get behind, and we need to put the systems in place to make that happen.”

“Twenty-five years ago the Government of New Zealand promised to do better for all children when they signed the UN Convention on the Rights of the Child (Children’s Convention). Now we need to make sure New Zealand has put the foundations in place in our legislative and policy systems to facilitate that progress.”

“The Children’s Convention recognises children as people, with the same rights as everyone else, and also that they need extra support from adults – that means their families, whānau, communities and government decision-makers.

“Recent initiatives such as the Child Poverty Reduction Bill and the proposed Child Well-being Strategy are positive steps towards improving the lives of children in New Zealand. We need to ensure these are not one-off actions.

“The Children’s Convention Monitoring Group has released a report “Getting It Right: Building Blocks”. The report highlights where New Zealand is making progress on upholding children’s rights, and where action is still needed.

The basic building blocks which need attention include:

supporting children’s participation in decisions that affect them;

taking children and their views into account when new policies are developed, for example by using the Child Impact Assessment tool more widely;

making sure that children’s privacy and best interests are considered when collecting information about them; and

using the Children’s Convention to develop a plan for children and their wellbeing.

“If we don’t get these fundamental building blocks in place, there is little chance of the Convention ever being comprehensively put into effect in New Zealand.

“Twenty-five years after we have ratified it, let’s take the steps we need to fully embed the Children’s Convention in our laws and policies as well as in a national strategy for all children.”

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### *CPAG welcomes new report on Children's Rights*

**From:** CPAG - 11 April 2018

#### Media Release

Child Poverty Action Group welcomes the new report from the Children’s Convention Monitoring Group (CCMG), and its timely release following the 25th anniversary of New Zealand signing the United Nations Convention on the Rights of the Child (UNCROC).

The new report, entitled Getting It Right: Building Blocks, looks at how new and current legislation, including the Government’s proposed Child Poverty Reduction Bill, could be improved to ensure that all children’s rights are protected and that they are able to thrive.

“Missing from the draft legislation for the Child Poverty Reduction Bill currently in the House is any mention of our commitment to the Convention on the Rights of the Child,” says Frank Hogan, CPAG’s law and children’s rights spokesperson.

“It is important that any approach to reducing child poverty and improving child wellbeing is underpinned by strong support for children’s rights.

“Adequate food, shelter and safety and their families’ access to an adequate income are the absolute minimum right of every child.”

CPAG supports the recommendation by the CCMG to ensure that any data collected on children’s wellbeing is “disaggregated, by age, gender identity, disability, geographic location, ethnic origin, nationality and socioeconomic background,” as well as the recommendation to include children in the process of setting policy and designing services.

“We have too many children facing poverty and homelessness and it is important that various determinants of hardship be understood in terms of who is most affected and how we can support ALL children to be adequately housed, to ensure that all their needs are met, and that they are supported into the best possible outcomes,” says Hogan.

“Children’s voices in the matter are crucial to building genuinely child-centred policies and services, that are able to provide for children and their families appropriately.”

CPAG recently submitted on the draft Child Poverty Reduction Bill, saying that sustaining a reduction in poverty and improved child wellbeing will require the introduction of many new child-centred policies that are implemented Government-wide and interact across all sectors.

CPAG says that such policies will be critical to upholding and maintaining the right of all children, without discrimination, to have good childhoods: to be cared for by their parents and whānau, with adequate support where needed; to be free from violence, to have a good standard of living, timely access to quality healthcare and a quality education, and to have recreational opportunities and to play and be with friends.

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## ***Early childhood sector: Govt looks to turn tide away from privatised education***

***From: John Gerritsen, RNZ - 6 April 2018***

The government has warned the early childhood sector it could step in to limit the detrimental effects of competition and it wants to turn the tide away from privatised education.

The comments were made in documents related to development of an Early Learning Strategic Plan, which said the government wanted to invest in the public education system.

"This involves turning the tide away from a privatised, profit-focused education system. In the context of early learning, this includes working to ensure that community-based early childhood education services have well-maintained facilities and are able to expand to meet growing demand," the plan's terms of reference said.

In a related Cabinet paper, the Education Minister, Chris Hipkins, said the private sector had grown from owning 28 percent of all early childhood services in 2002 to 46 percent in 2016.

"I therefore consider it timely to assess whether current policy settings remain fit-for-purpose. The Early Learning Strategic Plan will explore whether the government should play a more active role in the early learning market to match the supply and demand of early learning provision, and limit any potentially detrimental effects of competition," he said.

RNZ understands some in the sector regarded the government's comments as divisive and hostile to privately-owned early childhood centres.

However, teachers have told RNZ that profit-making undermined quality in the early childhood sector, and some business owners said government funding was so low that it was no longer possible to make a profit and provide quality education and care.

In his Cabinet paper, Mr Hipkins, said the strategic plan was a key priority.

"I am not confident all children are receiving quality early learning. Evidence suggests the quality of provision is variable," he said.

Mr Hipkins said a strategic plan would create a stepped approach to developing and strengthening early childhood education.

The union for several thousand early childhood teachers, the Educational Institute, said the plan was long overdue.

New Zealand Kindergartens also welcomed the terms of reference, saying it was time to get early childhood education "back on track."

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## **Early Learning Strategic Plan terms of reference announced**

**From: Chris Hipkins – 5 April 2018**

### **Media Release**

Education Minister Chris Hipkins today released the terms of reference for the Early Learning Strategic Plan, which aims to give all children genuine opportunities for high quality early learning.

"Quality early learning provides children with a strong foundation for their future learning that can influence the rest of their lives. It's also hugely important to working parents, Chris Hipkins says.

"There is a strong case for having a strategic plan to set out a systematic and stepped approach to continuing to develop and strengthen the early learning sector, to meet the needs of children and their families and whānau.

"To inform the development of the 10 Year Strategic Plan, I have established an independent Ministerial Advisory Group (MAG), with five members from diverse backgrounds and with relevant expertise, and a Reference Group made up of sector representatives and academic experts.

"The two groups will develop the strategic plan alongside the Ministry of Education and public consultation on the draft strategy is expected to begin in September 2018. Key themes will be raising quality, improving equity and the role of choice.

"The development process will take into account the Government's stated objectives for early learning, including revisiting decisions by the previous Government that have undermined the shift towards a more qualified workforce. Over time, this Government's aim is to achieve 100% qualified teachers in all centre-based teacher-led early learning services and to improve group size and teacher: child ratios for infants and toddlers.

"I'm also releasing the terms of reference for the Government's review of home-based ECE. This review will take place alongside the development of the Early Learning Strategic Plan, with both being closely aligned.

"Home-based ECE is the most rapidly growing ECE service type. The number of home-based providers has grown by 158% since the early 2000s. We know benefits of early childhood education are conditional on quality. That's why the review will make sure the right policy settings are in place to support high-quality ECE for all children at home-based services," Chris Hipkins says.

The Ministry of Education will develop a discussion document on home-based ECE, with public consultation expected to start in July 2018.

The Early Learning Strategic Plan Terms of Reference can be found [here](#) and Review of Home-based Care Terms of Reference can be found [here](#).

Contact: Ranjani Ponnuchetty 027 575 0542 [ranjani.ponnuchetty@parliament.govt.nz](mailto:ranjani.ponnuchetty@parliament.govt.nz)

### **Ministerial Advisory Group members**

- Professor Carmen Dalli (Chair), School of Education, Victoria University of Wellington
- Professor Meihana Durie, Māori Studies unit, Te Pūtahi-ā-Toi (School of Māori Art, Knowledge and Education), Massey University.
- Dr Alex Gunn, Associate Dean, Teacher Education, University of Otago
- Professor Stuart McNaughton, Chief Science Advisor, Ministry of Education
- Professor of Education and Director of the Woolf Fisher Research Centre at the University of Auckland
- Dr Tanya Wendt Samu, Senior Lecturer, Pasifika education University of Auckland

## Reference Group members

The Reference Group membership will be drawn from existing early learning representative groups: the Early Childhood Advisory Committee (ECAC) and the ECE Policy Research Forum.

The following members of the Early Childhood Advisory Committee and ECE Research Policy Forum have been invited to join the Reference Group:

Thelma Chapman	Christian Early Childhood Education Association of Aotearoa
Hellen Puhipuhi	Pasifika Advisory Group
Cathy Wilson	Montessori Aotearoa of NZ (MANZ)
Charmaine Thomson	NZEI Te Riu Roa
Sandie Burn	NZEI Te Riu Roa
Marianne Kayes	Hospital Play Specialists
Karen Affleck	The Federation of Rudolf Steiner Waldorf Schools in New Zealand
Kathy Wolfe	Te Rito Maioha Early Childhood New Zealand
Susan Bailey	Playcentre Federation of New Zealand
Kararaina Cribb	Te Kōhanga Reo National Trust
Peter Reynolds	Early Childhood Council
Karen Shields	Early Childhood Leadership Group
Susan Foster-Cohen	Early Intervention Association of Aotearoa New Zealand (EIAANZ)
Clare Wells	NZ Kindergartens Inc
Susan Phua	New Zealand Home-based Early Childhood Education Association
Keith Newton	Barnardos New Zealand
Raewyn Overton-Stuart	Home Early Learning Organisation (HELO)
Helen McConnell	Te Aho o Te Kura Pounamu
Hikitia Ropata	Education Council
Professor Margaret Carr	University of Waikato
Professor Helen May	University of Otago
Dr Anne Meade	Consultant
Dr Linda Mitchell	University of Waikato
Dr Lesley Rameka	University of Waikato
Professor Claire McLachlan	University of Waikato

## ***Future of Early Learning in New Zealand***

***From: MoE Early Learning Bulletin – 5 April 2018***

### **10 Year Strategic Plan for Early Learning**

The Minister of Education has today announced his intention to establish a Ministerial Advisory Group and a Reference Group to provide advice on the development of a new strategic plan which will set the high level direction and vision for early learning for the next ten years.

The Ministerial Advisory Group will be chaired by Professor Carmen Dalli of Victoria University. The other members are Professor Meihana Durie; Dr Alex Gunn; Professor Stuart McNaughton; and Dr Tanya Wendt Samu. The Reference Group membership will be drawn from existing early learning representative groups; the Early Childhood Advisory Committee and the ECE Policy Research Forum.

The draft plan will be jointly developed by the Ministerial Advisory Group, the Reference Group, and the Ministry of Education. Their work will draw on the findings of the Education Summits and the national conversation on education, as well as other work being undertaken in the education portfolio.

### **Home-based Review**

The Minister of Education has also announced the review of Home-based Early Childhood Education today. This review will look at a range of areas which are known to support quality early learning outcomes, so that parents can be assured their children are receiving quality education and care in home-based services. The Home-based review will be closely aligned with the Early Learning Strategic Plan.

### **Upcoming Consultation Process**

A draft Early Learning Strategic Plan will be released for public consultation, involving regional hui across the country with parents, families and whānau, teachers and other members of the early learning sector, in September 2018. The Ministry will develop a discussion document based on the Home-based review with input from peak bodies and key stakeholders, for public consultation in July 2018.

We'll keep you updated in this bulletin and on our website.

In the meantime, we want to hear your views on education, and make sure there's strong input from the early learning sector into the national education conversation. You can contribute to the Education Conversation | Kōrero Mātauranga on Facebook, Twitter or through an online survey. Find out more on our [website](#).

### **Further information**

Read the Minister of Education's press release on the beehive website.

More information about the Early Learning Strategic Plan, including the Terms of Reference, can be found on our website.

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## ***Time to get it right for early childhood education***

***From: NZK - 6 April 2018***

### **Media Release**

"It's our time get early childhood education (ECE) back on track, focusing on what's best for every child and their whānau engaged in an ECE service" said Clare Wells, Chief Executive NZ Kindergartens. "The government's focus on ensuring the provision of high quality early childhood education is to be applauded."

"It is heartening to see the government backing research on the importance of the first few years in a child's life" Clare Wells said. "Clearly, the government wants to make sure where children are in ECE services independent of their caregivers and parents, they benefit from high quality teaching and learning."

The Minister of Education has announced an advisory group will be set up to develop a 10 year strategic plan for ECE focusing on raising quality, improving equity and parental choice. The group will be supported by a reference group and will present a draft plan for consultation in September.

"We congratulate Professor Carmen Dalli as the chair of the Minister's advisory group and the other group members who bring a wide range of expertise to the task" Clare Wells said.

The terms of reference for the work identify five themes underpinning the government's approach: learners at the centre, barrier-free access, quality teaching, quality inclusive public education, and a focus on 21<sup>st</sup> century learning. "We endorse these themes and see them as a measure against which the plan can be measured as its developed" Clare Wells said.

This is an opportunity to develop a coherent approach across education and social sector agencies. "We must ensure the plan contributes to the government's broader goals to boost support for children and families and to reduce child poverty" Clare Wells said. "It also provides the opportunity to 'join up' our thinking and policy around curriculum and children's well-being and learning".

The development of the strategic plan is one of a number of pieces of work being undertaken by the Ministry of Education to ensure a strong future for education. "One in five children in the education system today, attends an ECE service" said Clare Wells. "We expect the Ministry's work streams will inform and be informed by each other. It will be vital the work is closely aligned to ensure a coherent vision across the education system."

Fifteen years ago, the sector developed a strategic plan to achieve our vision for ECE in New Zealand – Ngā Huaraki Arataki. The previous government stopped the implementation of that plan and since then, policy changes and reduced funding have undermined the quality of many ECE services.

“The process gives us an opportunity to revisit regulation and funding settings” said Clare Wells. “We need to make sure these settings support the needs, expectations and aspirations of children and whānau and our goal of high quality ECE rather than be driven by the needs of service providers.”

The Minister has set out the government’s aims to improve qualifications and ratios. “The importance of qualified and registered teachers and good teacher:child ratios, particularly for very young children is well documented” Clare Wells said. “Both these are crucial elements in high quality ECE services and we are pleased to see them back on the government’s agenda.”

“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.”

“I’m optimistic that we can get this right for children and families, and look forward to working with the government to achieve that.”

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## **Early learning gets ready for shake-up**

**Details of the Early Learning Strategic Plan have been announced today by Education Minister Chris Hipkins and welcomed by the early childhood education (ECE) sector.**

**From: Education Central – 5 April 2018**

Raising quality, improving equity and the role of choice will be the key areas of focus for the 10-year Early Learning Strategic Plan, which is now underway.

Education Minister Chris Hipkins today released the terms of reference for the plan and announced the appointment of members to the independent Ministerial Advisory Group (MAG) and a Reference Group made up of sector representatives and academic experts. The advisory group is chaired by Professor Carmen Dalli and includes Professor Meihana Durie, Dr Alex Gunn, Professor Stuart McNaughton and Dr Tanya Wendt Samu.

The advisory group and the reference group will develop the strategic plan alongside the Ministry of Education. Public consultation on the draft strategy is expected to begin in September 2018.

Hipkins says there is a strong case for having a strategic plan to set out a systematic and stepped approach to continuing to develop and strengthen the early learning sector, to meet the needs of children and their families and whānau.

“Quality early learning provides children with a strong foundation for their future learning that can influence the rest of their lives. It’s also hugely important to working parents,” says Hipkins.

“The development process will take into account the Government’s stated objectives for early learning, including revisiting decisions by the previous Government that have undermined the shift towards a more qualified workforce. Over time, this Government’s aim is to achieve 100% qualified teachers in all centre-based teacher-led early learning services and to improve group size and teacher: child ratios for infants and toddlers.”

The early childhood education (ECE) sector has welcomed the plan. Chief Executive NZ Kindergartens Clare Wells says it’s time to get New Zealand’s ECE back on track.

“The government’s focus on ensuring the provision of high quality early childhood education is to be applauded.”

NZEI Te Riu Roa National Executive member and kindergarten teacher Virginia Oakly said the plan is long overdue.

“Our members have been really active in this for some time, and have raised issues about ECE quality including child-to-teacher ratios, under-funding and the need for 100 percent qualified staff, and also not having enough teachers coming into, and staying in, the sector.”

Hipkins also announced a renewed focus on home-based ECE. The Ministry of Education will develop a discussion document on home-based ECE, with public consultation expected to start in July 2018. The terms of reference for the Government’s review of home-based ECE have also been released.

The Early Learning Strategic Plan Terms of Reference can be found [here](#) and Review of Home-based Care Terms of Reference can be found [here](#).

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## ***Children's Commissioner submission on the Child poverty Reduction Bill***

**From: Office for the Commissioner for Children – 5 April 2018**

Submission on the Child Poverty Reduction Bill from the Office of the Children's Commissioner is available on OCC website, ***and is attached***.

<http://www.occ.org.nz/publications/submissions/moving-from-child-poverty-to-child-well-being/>

<https://twitter.com/OCCNZ/status/981321885831987201>

<https://www.facebook.com/childrenscommnz/posts/1635866309829341>

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## ***Children's sector unites to support a reduction in Child Poverty***

**From: CPAG - 4 April 2018**

### **Media Release**

Child Poverty Action Group (CPAG) says that the Government’s Child Poverty Reduction Bill and changes to the Vulnerable Children’s Act (2014) are important new steps toward improving the lives of many of Aotearoa’s children. CPAG has submitted on the Bill and proposed changes today, with recommendations for strengthening them even further.

Of chief concern is the way in which poverty is measured, the relevance of data and the timeliness of reporting.

“The depth of child poverty cannot be understood by the measures in this Bill alone,” says Associate Professor Susan St John, CPAG economics spokesperson.

“A range of qualitative studies should also be undertaken to supplement these measures, including the demands experienced by charities, food banks and budget services to give a more rounded and timely picture of levels of child and family hardship.

“Government should also consult widely with families, ranging in size and income, to better understand their costs and what is needed to ensure that all the bills are paid, and their whole family’s needs are adequately met. We should be looking to provide more than just subsistence living for those in need.”

As severe poverty isn’t set to be defined until 2025, the 40% (After housing costs) measure should be a primary measure. CPAG argues that there should be no families with children under this very low line. Currently there are 140,000 children at this lowest end of the income poverty spectrum.

More resourcing should be allocated to annual reporting and ensuring that survey samples accurately reflect the population demographics, and to ensure that it is collected and reported on in a timely fashion. Current reporting uses data that is often more than two years out of date.

CPAG also recommends intermediary reporting at the end of 2018 to gauge the impacts of family income changes that take effect from July 1.

Children’s rights to an adequate standard of living, to be free from violence and discrimination, and to be able to participate fully socially should underpin a successful Child Wellbeing Strategy.

CPAG’s full submission is available online [here](#).

In addition, CPAG has been working alongside Action for Children and Youth Aotearoa (ACYA) to lead the development of an overarching submission from a wide range of groups with expertise on children (the children's sector). The submission has now been endorsed by 41 organisations and individuals, demonstrating strong unity within the children's sector on what systemic changes are needed to support all Aotearoa-New Zealand's children to flourish. The document outlines some high level recommendations around data and reporting, and principles that should be the foundation of a successful child well-being strategy.

Professor Innes Asher, CPAG health spokesperson says that working together is critical to achieving a New Zealand where all children can flourish.

"Groups working for and with children are deeply concerned about child poverty in New Zealand and its consequences, which many of us see in our daily work," says Professor Asher.

"In this overarching submission from the children's sector we have successfully worked together, and speak with one voice on this critical issue. We demonstrate the kind of unanimity needed in our political systems in order to lift all affected children out of hardship and poverty."

***Submission is attached***

The full list of individuals and organisations who have supported the joint sector submission is below, and the submission is available online here.

ActionStation has also developed an online guide offering the public the chance to be a part of a crowdsourced submission on the draft law.

Action for Children and Youth Aotearoa (ACYA)

Auckland City Mission

Barnardos

Child Poverty Action Group

Child Matters

CCS Disability Action

Department of Public Health, University of Otago, Wellington

Department of Paediatrics and Child Health, University of Otago, Wellington

Disabled Persons Assembly NZ

Dr Emily Keddell

Dr Ian Hassall

Dr John Garrett

He Whanau Manaaki A Tararua Free Kindergarten Association

IHC New Zealand

KidsCan

Medical Students for Global Awareness

Moana Research

New Zealand College of Public Health Medicine

New Zealand Council of Christian Social Services (NZCCSS)

New Zealand Council of Trade Unions Te Kauae Kaimahi

New Zealand Nurses Organisation

Ngā Tangata Microfinance

NZEI Te Riu Roa

[OMEPA Auckland Chapter](#)  
[OMEPA Aotearoa New Zealand](#)  
[OMEPA Otago Chapter](#)  
[One Double Five Whare Awhina Trust](#)  
[Paediatric Society of New Zealand](#)  
[Parent Help](#)  
[Peace Movement Aotearoa](#)  
[Public Health Association of New Zealand](#)  
[Royal New Zealand Plunket Trust](#)  
[Save the Children New Zealand](#)  
[Social Service Providers Aotearoa](#)  
[Stand Children's Services Tu Maia Whanau](#)  
[Te Awakairangi Health Network](#)  
[True Colours Children's Health Trust](#)  
[UNICEF New Zealand](#)  
[University of Otago Children's Issues Centre](#)  
[Variety -The Children's Charity](#)  
[Wesley Community Action](#)  
[Whakaora Ngangahau Aotearoa - Occupational Therapy New Zealand](#)  
[Women's International League for Peace and Freedom Aotearoa Section \(WILPF\)](#)  
[Youth Law Aotearoa](#)

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## ***School of Population Health, University of Auckland submission on the Child Poverty Reduction Bill***

***From:*** Sarah Gerritson, School of Population Health, University of Auckland – 9 April 2018

Submission on the Child Poverty Reduction Bill from academics at School of Population Health, University of Auckland ***is attached.***

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## ***Proposed Education Bill could be disastrous for disadvantaged children***

***From:*** CPAG - 25 March 2018

### **Media Release**

Child Poverty Action Group (CPAG) says that if passed, the Education (Social Investment Funding and Abolition of Decile System) Amendment Bill could put schools serving income poor and materially deprived communities at risk of losing funding they desperately need, and their students at increased risk of bias and stigma.

Erica Stanford, the National MP championing the member's Bill which was drawn from the ballot this week, said that "by scrapping the decile system, we will remove a blunt instrument and replace it with a fairer school funding system that better reflects the needs of children and young people."

Education researcher and former MP Dr Liz Gordon stated in her blog on Friday that the proposed changes would replace a simple system with a "complex one fraught with issues of privacy", and would be very unlikely to reduce stigmatisation of schools, as proclaimed by Stanford.

Deciles take into consideration the neighbourhood demographics and socio-economic characteristics, but they are, "not a reflection of school quality," says Gordon.

Parents will continue to rely on ERO reports to determine the 'quality' of a school; there is a risk that without the contextual information that deciles provide, schools may fail to achieve roll numbers they need to thrive.

Professor John O'Neill, CPAG education spokesperson, says that the Bill is less about achieving equitable educational outcomes for all, and more about replacing equity funding for the many with risk funding for the few.

"The fact is that the indicators of family and community disadvantage used in the decile system are closely correlated with poor educational outcomes," says O'Neill.

"The Bill's sponsor appears to be confusing the social stigma and bias that have become attached to low decile schools over the last twenty years, with the significant additional funding needed to help these schools address the multiple educational challenges they face."

Targeted at-risk funding (TARF), that aligns with the principles of the former Government's Social Investment strategy provides an amount of funding for children based on their meeting a specific set of life experience-related criteria. This defines them as being potentially vulnerable or 'at risk' of poor outcomes. More targeted funding would be allocated when a child meets multiple risk factors. Income poverty and material hardship are strong predictors of poor outcomes for children, but poverty and material hardship are not included in the 'social investment' risk factors. Many of the children who meet the life experience criteria may not actually have poor educational outcomes.

"The Bill is based on a fundamentally flawed view of what disadvantaged children need to succeed in education," says Professor O'Neill. "The previous government wanted to fund all children at exactly the same base rate unless they had special educational needs or their families were at risk. This approach ignores the reality that children cannot leave their everyday household and community life experiences outside the classroom door."

Dr Gordon says social investment is "about individual funding, and in particular providing a voucher that expresses the dollar value of each person according to their educational needs." The expectation that money would follow a child through their education, would create substantial extra administration when an 'at-risk' child moved schools, and may delay funding when it is needed.

There is a huge risk of exposing children to judgement and stigma despite any attempts to make the profiles of the children private, as the schools will likely know which children are more at risk.

CPAG is concerned that without substantial additional guaranteed funding that recognises the ongoing challenges of teaching and learning in communities where many or all children are from low-income, high-hardship households, schools could stand to lose most of the equity funding allocated under the current decile rating system.

"The only way this proposal could possibly work would be to set the base funding rate for all children at such a high level that any additional funding is then simply icing on the cake," says Professor O'Neill.

"At present, given the disgraceful numbers of children living in poverty and hardship, many low decile schools must feel like they are getting crumbs, not cake."

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