

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 Pūhaki Kura Pūhau 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

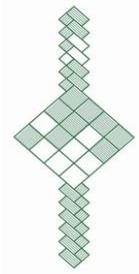
The Early Intervention Association of Aotearoa NZ

The Federation of Rudolf Steiner Waldorf Schools in New Zealand

The Open Polytechnic

World Organisation for Early Childhood Education OMEP

# Early Education Federation



---

## News Update – 2 July 2018

---

### EVENTS/MEETINGS/SEMINARS/CONFERENCES

---

#### **Public History Talk: Researching Kindergarten: the Endeavours of Women for the Play of Children**

**When:** Wednesday **4 July 2018** at lunchtime 12.10pm to 1.00pm

**Where:** Te Ahumairangi (ground floor), National Library Building, corner of Molesworth and Aitken Streets, Thorndon, WELLINGTON.

Helen May and Kerry Bethell will outline the context of their new book Growing a Kindergarten Movement in Aotearoa New Zealand as part of a broader NZ Kindergarten History Project describing in particular, the beginnings of Kindergarten and its links to women's suffrage, and the research and recovery of the several kindergarten biographies featured in the book. The presentation will be illustrated with a selection of the photographic imagery illustrating: kindergarten activities and celebrations, the work of teachers, buildings and architecture, gardens and outdoor play as well as kindergarten politics and protest.

**About the speakers:** Helen May, Emeritus Professor University of Otago and Kerry Bethell, retired senior lecturer, Massey University are historians of early childhood education who have published and presented, nationally and internationally. This is their first joint publication. Helen and Kerry have travelled extensively around kindergarten historical sites and archives, gathering new sources for their research.

These free public history talks are a collaboration between the National Library of New Zealand and Manatū Taonga / Ministry for Culture and Heritage. They are recorded and available online at <https://newzealandhistory.podbean.com>. We look forward to seeing you at the Library.

---

#### **Christian Early Childhood Education Association Aotearoa, 2018 Conference**

**“Being Christian, Being Professional - Kia ū ki te karaititanga, kia mau ki te ngaiotanga”**

**When:** 17-19 August

**Where:** at Willow Park Christian Camp & Conference Centre, 1 Hostel Access Rd, Eastern Beach, AUCKLAND.

---

## **International Society on Early Intervention Conference 2019**

### **Research to Practice in Early Intervention: An International Perspective**

**When:** 25 - 28 June 2019

**Where:** International Convention Centre Sydney, AUSTRALIA

#### **IMPORTANT DATES:**

Call for Papers opens: 1 June 2018

Call for Papers deadline: 1 October 2018

Registration Opens: 12 November 2018

Early Bird deadline: 1 March 2019

The theme of the ISEI 2019 conference, “Research to Practice in Early Intervention: An International Perspective”, is very timely as early intervention programs are increasingly being brought to scale all over the world. The conference program will commence with a welcome reception and registration on the evening of Tuesday 25 June, followed by 3 days of papers, posters, symposia, master lectures, and keynote speakers. We welcome your abstract submissions to all sections of the program.

<https://mailchi.mp/8a73da23dc5f/call-for-papers-opening-soon-266485>

---

## **NZ Centre for Sustainable Cities Seminar**

### **Introducing CYCLES : a longitudinal global study of Children and Youth in Cities and Addressing the youth civic engagement gap in diverse NZ communities**

**When:** Wednesday 11 July

**Where:** Adam Auditorium, [City Gallery](#), 101 Wakefield St, WELLINGTON

**Time:** 12.00 pm – 1.00 pm

**Speakers:** Bronwyn Hayward and Bronwyn Wood

CYCLES is an international longitudinal study of young people’s lifestyles in seven cities of varying sizes, each facing diverse challenges: Christchurch, NZ; Dhaka, Bangladesh; Grahamstown, South Africa; Lambeth (London), UK; New Delhi, India; Sao Paulo, Brazil and Yokohama, Japan.

The study investigates the experiences, aspirations and barriers to sustainable lifestyles faced by 12 to 24 year olds living in these diverse urban contexts. Bronwyn Hayward will report on some of the initial findings of the first round of ‘day in my life’ focus group interviews and photo diaries with young residents and locally relevant insights into what young people value about their urban lives, their hopes and fears, and the opportunities they have for sustainable outcomes.

The second speaker Bronwyn Wood will examine the case for a 'civic engagement gap' identified within diverse youth in communities in the United States, and its relevance for New Zealand youth.

Drawing on research with school-aged young people from a wide range communities in New Zealand, she explores how this plays out and what young people tell her could support greater involvement as young citizens in their communities.

---

---

## GOVERNMENT POLICY and LEGISLATION

---

### *Te Rito Maioha welcomes per student funding increase – Media Release*

**From:** TRM/ECNZ - 29 June 2018

Te Rito Maioha Early Childhood New Zealand Chief Executive, Kathy Wolfe has welcomed the 1.6% student subsidy rate increase, announced by the Minister of Education, Chris Hipkins yesterday.

‘As a Private Training Establishment that provides New Zealand with one out of four newly qualified early childhood teachers every year, the Minister’s announcement is a welcome boost,’ says Ms Wolfe.

‘The increase goes a small way to reversing the lack of investment experienced by the tertiary education sector over the past decade.

‘More must be done, however, to make a career in early childhood education more attractive, if we are to have enough qualified early childhood teachers in New Zealand.

‘At the moment, New Zealand is at least 360 qualified early childhood teachers short a year, thanks to a 4% attrition rate. That 360 figure does not take into account growth in demand for early childhood teachers, particularly in areas like Auckland.’

Ms Wolfe says moving to pay parity with primary and secondary school teachers would make early childhood teaching a lot more attractive.

‘After all, to become fully qualified, early childhood teachers must jump through the same hoops as their school sector peers. They must complete a three-year Bachelor’s level qualification and undergo the same registration process before the Education Council registers them as teachers.

‘They also have comparable student loans to repay.’

---

### *Safeguarding our children*

**New Zealand is strengthening the independent oversight of children’s issues and the Oranga Tamariki system**

**From:** Childwellbeing Network May 2018

The MSD is seeking feedback about the role and functions of the Children’s Commissioner, including how New Zealand ensures government agencies use their powers appropriately in relation to children; that children’s rights are upheld, their wellbeing is paramount and they are treated with dignity and respect.

**The closing date is Monday 2 July 2018.**

[Read the Cabinet paper on options to strengthen independent oversight \(children’s issues and Oranga Tamariki system\) \(PDF 882.95KB\)](#)

[Download the consultation document \(PDF 5.19MB\)](#)

[Download the Q and A's \(Word 71.04KB\)](#)

[Download the optional template for response \(Word 85.71KB\)](#)

The documents can also be found here: <http://www.msd.govt.nz/about-msd-and-our-work/work-programmes/policy-development/oversight-for-children/index.html>

## ***CPAG welcomes Working for Families increases on July 1***

**From:** Child Poverty Action Group - 29 June 2018

<http://www.cpag.org.nz/news/cpag-welcomes-working-for-families-increases/>

---

## ***CPAG urges immediate action on sanctions where there are children***

**From:** Child Poverty Action Group - 15 June 2018

<http://www.cpag.org.nz/news/cpag-urges-immediate-action-on-sanctions/>

---

## ***CPAG looks forward to enhanced mental health and addiction services***

**From:** Child Poverty Action Group - 1 June 2018

Press release on the submission to the Mental Health and Addictions inquiry. The submission can be accessed via links in the text.

<http://www.cpag.org.nz/news/cpag-looks-forward-to-enhanced-mental-health/>

---

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

---

## ***Look & Learn***

**By Catherine Woulfe.**

**From:** Listener article 18 June 2018: “Look & Learn” by Catherine Woulfe.

With so little rigorous research or monitoring it's possible to know how many of the country's early education centres are falling short in what they provide for children and babies. Experts say the ‘lax’ regulations must change.

**Attached**

---

## ***Early Intervention – more than a funding injection needed***

**A \$21.5 million funding boost for early intervention services can't come soon enough for the early childhood education (ECE) sector, but is the current system in need of a shake-up too?**

**Jude Baebach** looks at what ECE centres need to see real change.

**From:** Education Review 14 June 2018

<http://educationreview.co.nz/early-intervention-more-than-a-funding-injection-needed/>

---

## ***Early Childhood Education in New Zealand: A hazard to child and teacher health?***

**Mike Bedford with Susan Bates, Wyatt Page and Stuart McLaren** held a seminar at the University of Otago, Wellington on the 8<sup>th</sup> of June on standards in NZ ECE. You can go on line and watch and listen here: <https://www.youtube.com/watch?v=GD1cNeaoJAM&feature=youtu.be>

---

## ***Kiwi kids at six years old: Thriving and happy, but with a few concerns***

**Latest findings from a major Government-backed study which tracks 7000 children to find out what is it like to grow up in New Zealand.** By Isaac Davison

**From:** Education Central 14 June 2018

A typical Kiwi child on their first day of school gets a ride with their parents and lives no further than 5km away. They are in a state school and have around 25 classmates. They will be ready for school, having spent some time in preschool, and take less than a month to adjust to their new routine. They get free milk every morning.

There is a relatively high chance they will have at least one developmental problem. And there is also a strong chance they will change schools within a year, or get a change of teacher.

These are some of the latest findings from a major Government-backed study which tracks 7000 children to find out what is it like to grow up in New Zealand.

The latest report was compiled from interviews with mothers when the children were six years old, and focuses on their transition to primary school.

In broad terms, the new Growing Up in NZ report paints a positive picture. Nine out of 10 parents were satisfied that schools were meeting their children's needs. Three-quarters of children were ready for school on the day they started, and were often excited at the prospect.

"Overall most children are thriving and doing well," said the study's director Susan Morton, an associate professor at the University of Auckland.

"And I think that's important because so often we focus in on the negative things that happen for a portion of our children and forget that in general things are working quite well.

"In this case, the transition to school for these children and their first year of school is largely reported as being successful."

There are a few causes for concern. Nearly every child got a check-up before they began school and some of the problems identified – especially weight problems – were not always followed up by the time they turned six.

A relatively high number of families moved within their child's first year of school, making it harder to give them a stable education. It was also common for teachers to change.

Parent's satisfaction with schooling was uneven. Mothers from non-European backgrounds were less likely to feel that schools met their cultural needs.

And poorer families or families with Maori, Pacific or Asian backgrounds were over-represented in some of the most negative aspects of the study.

While the results were largely positive, there remained thousands of children growing up in poverty according to Government figures.

---

## ***Is the high performance culture of teaching killing the profession?***

**By Sarah-Kay Coulter**

**From:** Education Central - 22 May 2018

Sarah-Kay Coulter suggests all the legislation and documentation cluttering New Zealand education may be why many teachers have lost sight of the reasons they got into teaching in the first place.

<https://educationcentral.co.nz/opinion-sarah-kay-coulter-is-the-high-performance-culture-of-teaching-killing-the-profession/>

## ***Calls for MoE to crack down on significant bullying in the early education sector***

**From:** NZ Herald – 4 June 2018

Bullying in the early childhood education sector is pushing good teachers out and the Government is being urged to act urgently.

A third of early childhood teachers and supervisors had been bullied over a 12-month period, according to a new report from ChildForum.

The number of bullying incidents reported by teachers has risen by 25 per cent since the last survey three years ago.

ChildForum's chief executive Dr Sarah Alexander said bullying in the early childhood sector was a major worry and should not be accepted or tolerated.

Bullying was used as a way to manage and get rid of teachers and was sometimes directed from teachers and caregivers as well, the report found.

"The early childhood education sector is losing good teachers because of bullying and keeping it hidden is not helping the sector to be the best it could be for children.

"It can mean that teachers find it difficult to speak up when problems exist in other areas such as when they have too many children to care for or if more resources for children are needed," Alexander said.

She urged the Ministry of Education to develop an anti-bullying policy and provide training around how to identify, prevent and deal with it.

"It must provide a clear message to service providers that they must act on complaints of bullying while ensuring the safety of the complainant. "

It was particularly worrying in the early education sector because it was an environment young children were also exposed to and raised concern about what messages they were getting, she said.

Alexander also expressed concern about what messages young children may be getting.

"We do not want children to be seeing and learning that bullying behaviour is acceptable and that it is okay to have control over another person in this way."

The report is one of a series being released by the national network for early childhood services and independent research organisation based on a survey of 900 workers carried out in 2017.

An earlier report by ChildForum found childcare work was high risk with staff suffering back injuries from handling children, hearing loss from the loud noise and others experiencing mental health problems, while some had multiple complaints.

---

## ***Social, Emotional and Behavioural Difficulties in NZ Children: NZ Health Survey report released***

**From:** New Zealand Health Survey Team - 8 June 2018

This week we have released the report [Social, Emotional and Behavioural Difficulties in New Zealand Children: New Zealand Health Survey](#).

The report explores the prevalence of social, emotional and behavioural difficulties in children aged 3–14 years, by age group, sex, ethnicity and neighbourhood deprivation. Findings are based on the Strengths and Difficulties Questionnaire (SDQ) which was part of the child developmental health and wellbeing module in 2012/13, 2014/15 and 2015/16. The report indicates that an estimated 8 percent of children aged 3–14 years could benefit from referral for more detailed assessments by a health professional in response to difficulties picked up by the SDQ.

A summary report is published alongside the technical report highlighting the key findings.

### **Microdata**

Researchers may now access the 2016/17 Health Survey microdata via Statistics New Zealand. Please go to [Confidentialised Unit Record Files](#) on the Statistics NZ website to view the eligibility criteria, the protocol for applying for access and the application form to access microdata.

See [Access to survey microdata](#) for more information.

---

## **Ministry of Education News**

---

### ***Equity index funding remaining for 2019 and 2020***

**From:** He Pānui Kōhungahunga - the Early Learning Bulletin May 2018 Issue

The Minister of Education recently announced an expansion to the work on replacing deciles to look more broadly at how education resources might better support equity in schools, ngā kōhanga reo and early childhood education services, especially for learners from socio-economically disadvantaged backgrounds.

The Government will revisit replacing the equity index (EQI) for early childhood education services once this work on equity, and work on aspects of the Education Work Programme, such as the Early Learning Strategic Plan, has been completed.

This means that equity index funding will not be replaced in 2019 or 2020. The Government has asked the Ministry to proceed with recalculating the equity index in services using the results of the 2018 census. New ratings will take effect in 2020.

More information on the [funding system review, including the Cabinet paper setting this new direction](#).

---

### ***ERO's national evaluation report: Responding to Language Diversity in Auckland***

**From:** He Pānui Kōhungahunga - the Early Learning Bulletin May 2018 Issue

The Education Review Office (ERO) has released their latest national evaluation report 'Responding to Language Diversity in Auckland'.

The report examines how Auckland-based early learning services and schools are responding to the demands of increasing cultural and language diversity.

Seventy-four early learning services and 38 schools took part in the evaluation.

The full report is available on [ERO's website](#).

---

### ***MoE Resources***

#### **New health resources explain importance of active play**

**From:** He Pānui Kōhungahunga - the Early Learning Bulletin June 2018 Issue

'It's all about play!' – the Ministry of Health has launched a package of free active play resources to get young tamariki to sit less, move more and sleep well.

These resources support key messages outlined in Sit Less, Move More, Sleep Well: Active Play Guidelines for Under-Fives, which was released in 2017.

Read more in the [Education Gazette](#).

\*\*\*\*\*