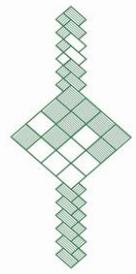


# Early Education Federation



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 Kindergartens  
Te Putahi Kura  
Puhou o Aotearoa

NZ Playcentre  
Playcentre  
Federation

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

Steiner Education  
Aotearoa New  
Zealand

The Open  
Polytechnic

World  
Organisation  
for Early  
Childhood  
Education  
OMEP  
Aotearoa NZ

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## News Update – 1 November 2018

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### EVENTS/MEETINGS/SEMINARS/CONFERENCES

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#### *Latest research from the Children and Families Research Fund*

**When: 9 November 2018**

Findings from research completed under the Children and Families Research Fund will be presented. These projects support policy-relevant research using data from the Growing Up in New Zealand (GUINZ) study:

- **Intentions and outcomes in early childhood choices:** Understanding the determinants and dynamics of households' early intentions and decisions about childcare from birth to age two – Kane Meissel, Senior Lecturer in the School of Learning, Development and Professional Practice, Faculty of Education and Social Work, University of Auckland
- **Infant feeding in New Zealand:** Adherence to the national food and nutrition guidelines – Sarah Gerritsen, Research Fellow, Department of Epidemiology and Biostatistics in the School of Population Health, Faculty of Medical and Health Sciences, University of Auckland

The seminar will be of interest to anyone developing, delivering or funding policies and programmes aimed at child wellbeing.

**When:** 1.30pm, Friday 09 November 2018

**Where:** Aurora Conference Centre, Level 1, 56 The Terrace, WELLINGTON

Cost: free

RSVP: by 31 October 2018 to [research@msd.govt.nz](mailto:research@msd.govt.nz).

The GUINZ study is based at the University of Auckland's Centre for Longitudinal Research – He Ara ki Mua. Crown funding for the study is managed by MSD. The Children and Families Research Fund is also managed by MSD.

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#### *OMEP Aotearoa New Zealand and OMEP Canterbury Chapter*

OMEP Aotearoa New Zealand 30th Annual General Meeting and one-day seminar.

**When:** Friday **9th November** and Saturday **10th November 2018**

**Where:** University of Canterbury College of Education, Dovedale Avenue, CHRISTCHURCH Room, Wheki 451

“The digital world and early childhood education – an opportunity for a better start for bilingualism in Aotearoa New Zealand”

Keynote: Distinguished Professor Niki Davis

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## **8th International Art in Early Childhood Conference**

### **Art as Dialogue**

**When:** 24th–27th January 2019 Early Bird registrations close end of October

**Where:** Victoria University of WELLINGTON

The [conference schedule](#) for the 8th International Art in Early Childhood Conference (Art as Dialogue) is now available on our [website](#).

This will give you a quick overview of the exciting papers and workshops that will be on offer and when the presentations will occur.

We need to promote the conference so we ask you to connect with your networks and encourage people to come to this unique and special conference.

### **This is a conference with a difference**

At the 7th Art in Early Childhood conference in Bhutan in 2017 a few changes to the traditional format of a conference were made. For example, the conference was made more democratic by not having keynote speakers. The 8th International Art in Early Childhood conference Art as Dialogue is continuing with this idea, and has also introduced the concept of Brilliant Bursts (whole conference discussions with three specialist speakers), and ensuring that each paper presentation includes 15 minutes for group dialogue. The number of hands on workshops has increased (some facilitated by ECE artists), and free art play opportunities will be available throughout the four days.

### **Accommodation**

#### **Te Puni Village:**

- Located next to Victoria University – Kelburn Campus
- 15 min walking distance into central city and restaurants
- single rooms with external shared bathrooms \$63 per night
- studios (room with double bed and en-suite facilities) \$90 per night
- All rooms have access to communal areas with fridge, microwave and kettle/toaster

All rooms includes continental breakfast

Visit the Te Puni Village [website](#) and enter our promo code ART2019 after you click 'book now'.

When you enter the promo code ART2019 the booking agent will try to organise the IAEC rooms near to each other.

#### **Grande Mercure Hotel:**

The hotel that is closest to Kelburn campus

Special conference rate is 14.5% off the Best Unrestricted (Flexible) Rate

Book [online](#)

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## **GOVERNMENT POLICY and LEGISLATION**

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### ***It's time for the punitive, stigmatising nature of welfare to change***

**From: CPAG - 19 October 2018**

CPAG's response to the Privacy Commissioner inquiry into MSD investigative practice.

<https://www.cpag.org.nz/news/its-time-for-the-punitive-stigmatising-nature/>

## **Early Childhood funding rates**

**From: MoE Bulletin - October 2018**

From 1 January 2019 a 1.6% increase to the early childhood education subsidy funding rates is being made to most early learning service types to help manage increased costs of provision and maintain quality and affordability for parents and families.

The new rates have now been published in the [ECE Funding Handbook](#). Funding at the new rates will apply from 1 January 2019 and be paid in the March 2019 funding period.

The cost adjustment for home-based ECE providers has been set aside until the review of home-based ECE is completed. This will be paid to home-based ECE services who meet quality criteria to be determined following the completion of the Review.

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## **Quality Early Childhood Services in Jeopardy**

**From: NZK – 2 October 2018**

“The announcement that four kindergartens in the South Island may close is a direct result of years of under-funding and inadequate policy settings” said NZ Kindergartens chief executive Clare Wells.

“Although early childhood education (ECE) services received 1.6% funding increase in the government’s budget this year, the funding rate is lower than it was in 2008 and remains woefully inadequate.”

This week Kidsfirst Kindergartens – a community-based, not-for profit organisation – announced the proposed closure of four kindergartens. This includes two kindergartens in Christchurch, one in north Kaiapoi and another in Franz Josef – the only early childhood centre in South Westland. It is also looking to disestablish a number of support staff jobs in kindergartens and to charge parent’s fees.

“In 2011 kindergarten funding was cut by 14% when the previous government dropped funding for 100% qualified teachers in ECE services including in kindergartens, only to fund 80%” Clare Wells said. Kidsfirst like other kindergarten associations, continued to employ all qualified and registered teachers being fundamental to our philosophy and knowing from the research, the integral role that qualified and well-supported teachers play in the provision of high quality teaching and learning of young children. “We were optimistic when the government came into office last year committed to reinstating the funding. That hasn’t happened, and now for Kidsfirst Kindergartens it means the possibility of closing services.”

Kindergarten isn’t the only service feeling the pressure. Other ECE services have been forced to make extensive cuts, increase fees and have struggled to preserve 100% qualified teachers. “We do not want closures to become a trend in ECE or the quality of services undermined through a lack of funding or poor policy” said Clare Wells.

“We expect to see funding and support for 100% qualified teaching workforce included in the ECE 10 year strategic plan which is currently in development and the government must deliver on its promise and address under funding as an immediate priority.”

Kindergarten is iconic in New Zealand and has provided an essential service to children and families over 125 years now. “Every child and their family has the right to high quality, accessible and affordable ECE and we need to ensure that is realised in every community” Clare Wells said.

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## ***Bill makes for a stronger public education system***

**From: Hon Chris Hipkins - 18 October 2018**

The passage of the Education Amendment Bill this afternoon draws a line under some of the most divisive policies of the previous Government and puts the emphasis back on quality education, Education Minister Chris Hipkins said.

“The Bill scraps National’s ideologically driven National Standards and charter schools. The agenda of deregulation and privatisation, coupled with an obsession with measurement and compliance was undermining our education system and leading to worse outcomes for young New Zealanders.

“Our Government is focused on rebuilding a high quality public education system for all students. We’re focused on improving education through policies based on robust research and evidence, not bumper sticker slogans and blind ideology.

“Teachers and principals fought against National Standards because they failed to measure progress across the curriculum and increased teacher workload. During the time National Standards were in place, the performance of New Zealand students in the areas of reading, writing and maths actually went backwards in international studies.

“Charter schools were a deregulated, privatised form of schooling that we simply don’t need in New Zealand. They didn’t have to employ qualified and registered teachers, didn’t have to teach to the New Zealand Curriculum and could operate as profit-making businesses. That’s why the Bill ends the charter school model and supports the transition of the existing schools into the state system.

“The Bill restores guaranteed staff and student representation on the governing councils of our tertiary institutions, something the previous National Government stripped away in yet another one of their attacks on democratic participation.

“The Bill also adds further protections to the fees-free tertiary education policy by introducing an offence for those who make a false representation about their eligibility for this policy, and changes the timeframe for school boards to develop their strategic plans to three years from four.

“This Bill implements policy commitments Labour, New Zealand First, and the Green Party all campaigned on during the election campaign. We’re working together as a strong and cohesive team to put the emphasis back on a quality public education system that provides all New Zealanders with the lifelong learning opportunities they deserve,” Chris Hipkins said.

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## ***Education workers optimistic about Pay Equity Amendment Bill***

**From: NZEI - 16 October 2018**

As the Equal Pay Amendment Bill has its first reading, a 12-year struggle for pay equity will also draw to a close for Education Support Workers, who will be receiving their first payslips with pay increases of up to 30% today.

Other low-paid workers in the education sector are hopeful that they will not face such a lengthy and difficult process as Education Support Workers, with the Bill set to speed up pay equity negotiations for thousands of workers who are underpaid because they do jobs traditionally considered “women’s work”.

The Bill will make it easier for workers to make a pay equity claim, using a simpler and more accessible process within the existing bargaining framework.

NZEI Te Riu Roa is negotiating a pay equity settlement for teacher aides with the Ministry of Education and has claims being developed for other school support staff and early childhood teachers and support staff.

NZEI President Lynda Stuart said workers in female-dominated industries were no longer willing to put up with being paid less than those working in comparable male-dominated occupations with similar skills and responsibilities.

“All political parties have acknowledged this injustice and we congratulate the Labour-led Government on taking genuine action to make it easier to negotiate a pay equity claim,” she said.

“We urge the National Party to support this Bill and be on the right side of history. Justice delayed is justice denied, and it’s time all workers got a fair go.”

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## LEARNING SUPPORT

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### *Disability and Learning Support Action Plan*

**From: MoE Bulletin - October 2018**

Consultation on the draft Disability and Learning Support Action Plan closes on 31 October 2018. This is your opportunity to have a say on proposed actions to drive progress towards an inclusive education system, where the achievement, progress and participation of children and young people with additional learning needs, including disabilities, is valued and supported.

You can still get involved. You can join a discussion at meetings in our Auckland, Wellington and Canterbury regional offices – see each region’s update for further details.

You can also provide feedback through the online survey. Visit the EdConvo website for details of the draft Action Plan and survey. [Education Conversation website](#)

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### *Learning Support Satisfaction Survey*

**From: MoE Bulletin - October 2018**

The MoE will be releasing the new Learning Support Satisfaction Survey in Term 4 2018. This replaces the Regional Closure (Service) and Annual National Client Satisfaction Surveys, which are being phased out as they are no longer fit for purpose.

This new survey will be sent each month to caregivers and educators of children who have received an eligible Learning Support service for 12 months or have a job completed date for an eligible service type for the previous month. Only caregivers and educators with a valid email address will receive the survey.

Ongoing Resourcing Scheme (ORS) recipients with a valid email address will receive the survey 12 months after the service start date ... [read more on our website](#).

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### *Guide for groups sharing Learning Support information*

**From: MoE Bulletin - October 2018**

A new guide for sharing Learning Support information is available on the MoE website.

The guide is for early learning services and schools that are sharing information about children with additional learning needs with the Ministry of Education and other agencies.

It includes practical tips for sharing information safely and appropriately, protocol templates and a consent checklist.

For further queries contact [information.sharing@education.govt.nz](mailto:information.sharing@education.govt.nz).

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## ***Perhaps now is the time to include our gifted”: praise for Learning Support Plan***

Professionals are pleased to see gifted education included in the Draft Disability and Learning Support Action Plan.

**From: Education Central - 26 September 2018**

Specialist educators in gifted education have been waiting a long time for the government’s promise of giftedness being identified and provided for as a special educational need.

Massey University’s Associate Professor Tracy Riley is among those welcoming the Draft Disability and Learning Support Action Plan released on Friday by Associate Education Minister Tracey Martin. The Draft Plan includes gifted students in its proposed overhaul.

“In my 22 year career as an academic in this field, the debate around whether we should include gifted in special education or not has never been resolved. Perhaps now is the time to include our gifted,” says Riley, who is serving as Secretary of the World Council for Gifted and Talented Children.

“This plan proposes a step change that will place New Zealand amongst a small number of countries, like Scotland, that acknowledge the special needs of gifted students, as part of a fully inclusive education system,”

In 2005, the National Administration Guidelines mandated all schools in New Zealand to respond to giftedness as a special need, yet research and ERO reviews consistently showed that schools were failing to do so.

Research in New Zealand, last funded by the Ministry in 2004, showed a strong preference for working with gifted students in their regular classrooms, yet, their learning progress has likely been stifled by low expectations, set by assessment systems like National Standards and lack of opportunity to work with like-minded peers, due to funding cuts for specialist programmes.

Dr. Nadine Ballam, co-chair of The Professional Association for Gifted Education, and a Senior Lecturer at the University of Waikato, believes collecting data on gifted students will make a difference.

“The Ministry has not collected data on gifted students, making it difficult for teachers to monitor and track their progress, and impossible for researchers to state with any certainty how many of our students in New Zealand classrooms are gifted.”

giftEDnz co-chair and doctoral student researcher, Justine Hughes, is pleased that the Ministry intends to grow teacher capability to identify and provide for giftedness.

Hughes, who is actively creating an online community of practice using social media, is hopeful the Ministry’s plans will include advanced opportunities for in-depth teacher learning.

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## ***All kids to be screened for dyslexia, giftedness and other learning needs***

All children will be screened for dyslexia, giftedness and other special learning needs and recorded in a national database, under a new Government plan.

**From: Education Central – 21 September 2018**

By Simon Collins

The draft Disability and Learning Support Action Plan, released by Associate Education Minister Tracey Martin, proposes “a central data collection process” for all children with learning needs – about one in five, or 160,000, school children..... ***continues here:***

<https://educationcentral.co.nz/all-kids-to-be-screened-for-dyslexia-giftedness-and-other-learning-needs/>

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## TEACHER SHORTAGE

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### *Teacher Supply Package information release*

**From: MoE Website – 18 September 2018**

<http://www.education.govt.nz/ministry-of-education/information-releases/teacher-supply-package-information-release/>

Proactive release of Education Reports in relation to Teacher Supply.

Initiatives are being expanded to help schools recruit the additional teachers needed for next year, after new analysis provides a clearer picture of demand.

The latest estimates are that up to an extra 650 primary teachers and 200 or so secondary teachers will be needed for 2019 – adding to the country’s pool of around 70,000 teachers.

The Government has made available an extra \$10.5 million funding this week, on top of the \$29.5 million already allocated since late last year to increase teacher supply.

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### *ECE teacher recruitment crisis a casualty of 10-year funding freeze*

**From: NZEI - 29 October 2018**

The acute shortage of early childhood education teachers is a direct result of 10 years of Government underfunding in the sector says NZEI Te Riu Roa.

Reports today that 30 per cent of ECE centres have unfilled vacancies for qualified teachers show the severe impact of the previous Government’s reduction in funding for centres with 100% qualified staff, and a 10-year virtual freeze on per-child funding.

NZEI ECE spokesperson Virginia Oakly said ECE services had cut their budgets to the bone in a desperate attempt to stretch their funding. Many had restructured, hired more unqualified staff, and increased child-to-teacher ratios and group sizes, which went against international best practice on providing quality ECE to children.

“During the election campaign, the parties in this current Government all talked about the importance of qualified teachers and quality ECE. We’re hopeful they will move soon to restore funding for services with 100% qualified teachers and significantly increase overall funding.

“The 1.6 per cent funding increase in this year’s Budget was the first increase in a long time but doesn’t do enough for services that are barely staying solvent,” she said.

“Despite the massive shortage of teachers, it’s actually rare for job applicants to be able to negotiate a higher pay rate because the money simply isn’t there,” said Ms Oakly.

“Unionised services such as kindergarten associations and those under the ECECA are generally perceived to have superior terms and conditions to profit-driven and non-unionised services that negotiate individual agreements.

“However, the entire sector is woefully underfunded and it’s no surprise that fewer people are training to become ECE teachers – the undervaluing of this profession is appalling,” said Ms Oakly.

NZEI has apay equity claim underway, covering both qualified and unqualified ECE teachers, and the Govt has an opportunity to make a real difference by ensuring funding for settlements in the sector, and by fast-tracking their 10-year strategic plan for the sector.

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## **Early childhood teacher shortage means teachers can get ‘whatever they want’**

Early childhood centres are facing their worst-ever teacher shortage, creating a market where qualified teachers can get "whatever they want".

**From: Simon Collins, NZ Herald – 29 October 2018**

Early childhood centres are facing their worst-ever teacher shortage, creating a market where qualified teachers can get “whatever they want”.

A survey by the Early Childhood Council has found that 30 per cent of childcare centres have unfilled vacancies for qualified teachers this month, with the average time required to get a suitable applicant up from 70 working days at this time last year to 97 days.

One Auckland centre, The Learning Corner in Ellerslie, has been advertising continuously all this year and has had only one suitable applicant, who turned the job down in the end after being offered a pay rise to stay where she was.

She has been in the sector for 19 years and said: “This is probably the worst I’ve seen it.”

The dynamics in early childhood are different from schools, which are also facing a record teacher shortage, because most early childhood teachers are not unionised and negotiate their own pay individually.

Brown said her qualified teachers earned between \$24 and \$28 an hour, and she was being forced to pay more.

“There are so many new centres popping up left, right and centre,” she said.

“There is so much opportunity for early childhood teachers to move and to bargain with them and they can get what they like.”

She has asked a teacher to come back from maternity leave to help out.

“She’s come back here with a 3-month-old baby and we are doing everything we can to try and keep her. At the end of the day it’s a teacher’s market and it’s a big ask for her to drive here every day from Papakura,” she said.

Early Childhood Council chief executive Peter Reynolds said the teacher shortage in preschools had developed suddenly, after a period when newly trained teachers could not get jobs after the former National Government axed extra funding for centres with 100 per cent qualified staff in 2011.

“Really this started for us 12 months ago. It has very quickly become a chronic issue,” he said.

Early childhood teacher trainees have plunged even more steeply than primary and secondary trainees, with new domestic trainees more than halving from 3585 in 2010 to 1500 last year.

School teacher trainees have recovered slightly in the past year, but early childhood trainees have continued to slide.

However the shortage has been driven more by a growing number of childcare centres competing for the remaining teachers. Early childhood enrolments grew by only 1.4 per cent in the three years to last year, but the number of services grew by 7 per cent and qualified teachers increased by 11.7 per cent.

Most of the growth has been in Auckland, where enrolments are up 8.1 per cent, the number of services is up 16.1 per cent and qualified teachers are up 12.5 per cent.

Herbert Sima, who owns The Learning Corner and five other Auckland centres, said the shortage in Auckland had tightened since Immigration NZ awarded extra points for work permits for jobs in the regions.

Reynolds said centre owners were facing a financial squeeze, being forced to pay teachers more but receiving only a 1.6 per cent funding increase in this year's Budget.

"There is a lot of cannibalisation going on in the market. All that is doing is moving the effects of the teacher shortage around," he said.

The Ministry of Education is supporting a bid by the Early Childhood Council and other sector groups to add preschool teachers to Immigration NZ's essential skills priority list, along with primary and secondary teachers.

However Dr Sarah Alexander of the Child Forum advocacy group said she would oppose adding preschool teachers to the priority list because the real answer was to pay teachers more.

The minimum pay rate for a degree-qualified teacher required to qualify for state funding based on the numbers of qualified teachers has increased only 1.5 per cent since 2015, from \$21.33 to \$21.65 an hour.

Reynolds said there would be pressure to lift the minimum again when primary teachers agree on a pay increase, which will flow on to kindergarten teachers. But any increase in the minimum wage would require extra state funding.

Ministry of Education deputy secretary Ellen MacGregor-Reid said early childhood teachers were eligible for free refresher courses now being offered to school teachers, and may also be recruited from overseas as part of an overseas recruitment drive.

"We are developing a comprehensive education workforce strategy that will cover the early learning sector."

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### ***Early childhood must not remain the poor cousin***

The early childhood education (ECE) sector is "astounded" that the Government has not included them in the plans to help resolve the teacher shortage situation, saying they are facing a worse situation than schools.

#### ***From: Education Central – 16 October 2018***

The early childhood education sector is also acutely feeling the effects of the teacher shortage with sector groups calling for urgent Government action.

"Teacher shortages aren't limited to schools" said NZ Kindergartens chief executive Clare Wells. "There is also an urgent need to address the recruitment and retention of qualified teachers in early childhood education (ECE)."

Wells says while the Ministry of Education's plans to recruit more teachers into schools is a welcome 'quick fix' there is no such offer to ECE.

"We're lagging behind again. We need the government to put a stake in the ground now and implement a coherent workforce policy, ensure top quality teacher education programmes are available, and ensure ECE services have the resources and support they need to attract and retain qualified teachers."

Te Rito Maioha Early Childhood New Zealand chief executive, Kathy Wolfe agrees, saying the early childhood situation is just as bad as the primary and secondary school one.

"It astounds us that the government has not included early childhood teachers in its recruitment drive for primary and secondary school teachers," says Wolfe.

"Early childhood must not remain the poor cousin. Research shows time and time again that the early years are crucial to a person's educational and social development. We are amazed that the government is not paying much attention to early childhood education benefits."

Wolfe says that Te Rito Maioha supports the proposal to put early childhood teachers on the skills shortage list, describing it as a “pragmatic short-term solution”. However she says the government must address the issues that are causing the shortage: a lack of parity between early childhood teachers and their primary and secondary counterparts; government funding that does not support there being 80-100% of qualified early childhood teachers in centres; and less than satisfactory working conditions for many teachers due to inadequate funding of the early childhood sector for the past 10 years.

NZEI Te Riu Roa president Lynda Stuart says the causes of the early childhood teacher shortage were similar to those in primary, but in ECE the issues are significantly worse.

“Early childhood cannot continue to be the poor cousin, and young children deserve better,” says Stuart.

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## ***Government must do more about the crisis in early childhood teacher numbers***

***From: Te Rito Maioha – 15 October 2018***

Te Rito Maioha Early Childhood New Zealand says the government must also do more to increase early childhood teacher numbers.

‘It astounds us that the government has not included early childhood teachers in its recruitment drive for primary and secondary school teachers,’ says Te Rito Maioha Chief Executive, Kathy Wolfe.

‘The early childhood situation is just as bad as the primary and secondary school one. This year, 800 new early childhood teachers were needed to replace those leaving the profession, and 1300 more teachers were needed to meet growth in demand for early childhood education places.

‘Early childhood must not remain the poor cousin. Research shows time and time again that the early years are crucial to a person’s educational and social development. We are amazed that the government is not paying much attention to early childhood education benefits.

‘New Zealand’s youngest children deserve a lot better. We need passionate, qualified early childhood teachers to teach our world-recognised early childhood curriculum, Te Whāriki and to work in our quality early childhood services.

‘These services want to do the very best for the children for which they are responsible. To do that, they need enough qualified, experienced and passionate teachers.’

Ms Wolfe says that Te Rito Maioha supports the proposal to put early childhood teachers on the skills shortage list.

‘This is a pragmatic short-term solution, which will help alleviate current teacher supply issues and growing teacher stress.

‘However, the government must do more to address the fundamental issues that are causing the shortage.

‘These issues include there being no pay parity between early childhood teachers and their primary and secondary counterparts; government funding that does not support there being 80-100% of qualified early childhood teachers in centres; and less than satisfactory working conditions for many teachers due to inadequate funding of the early childhood sector for the past 10 years.

‘The government must address these issues to make a career in early childhood attractive and reduce the churn of teachers. If the government does not do something fundamental to reverse the past 10 years’ decline, New Zealand will never have enough qualified early childhood teachers and our children and society will pay the price.’

## **Urgent Need to Address ECE Teacher Supply**

**From: Scoop - 15 October 2018**

“Teacher shortages aren’t limited to schools” said NZ Kindergartens chief executive Clare Wells. “There is also an urgent need to address the recruitment and retention of qualified teachers in early childhood education (ECE).”

“We are seeing the result of government changes over the past decade and shifting targets and timeframes to achieve a fully qualified ECE teaching workforce” said Clare Wells. Sixteen years ago, the Labour government set in place targets for 100% qualified teachers in teacher-led, centre-based services. In 2010, the National government slashed the target to 80% along with the funding. “Years of uncertainty for people looking to take up a teaching career, and for employers and training providers, is taking its toll. We have to turn that around.”

“Kindergartens and many education and care services have managed to hang on to 100% qualified teachers but that’s getting harder to do” said Clare Wells. “Attracting people into the teaching profession is one thing, supporting them to stay there is another - and we have to do both” Clare Wells said.

What will make a difference:

- determining that all staff in teaching roles are qualified teachers;
- reinstating and improving funding levels to maintain 100% qualified teachers in services where this is currently the case;
- designing policy and implementing funding to help those working in ECE services to become qualified teachers;
- providing appropriate funding to ensure newly graduated teachers have access to the support they need as beginning teachers;
- increasing pay and improving employment conditions for all qualified ECE teachers and ensuring they are covered by a national collective agreement;
- extending the support offered to teachers in the schools sector to all teachers, to attract and retain staff especially in isolated and rural communities.

“Clearly the initiatives to attract more school teachers is a welcome ‘quick fix’ but there is no such offer to ECE” Clare Wells said. “We’re lagging behind again. We need the government to put a stake in the ground now and implement a coherent workforce policy, ensure top quality teacher education programmes are available, and ensure ECE services have the resources and support they need to attract and retain qualified teachers.” <http://www.scoop.co.nz/stories/ED1810/S00028.htm>

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## **Early Childhood Teacher Shortage Severe**

**From: Scoop - 15 October 2018**

The union representing early childhood teachers has added its voice to ECE employers’ call to Government to do more to reverse a teacher shortage in early childhood services.

The recent recruitment drives for primary and secondary school teachers announced by Minister Hipkins exclude ECE, despite a severe shortage across the sector.

800 new early childhood teachers were needed to replace those leaving the profession, and 1300 more teachers were needed to meet growth in demand for early childhood education places.

NZEI President Lynda Stuart said that the causes of the early childhood teacher shortage were similar to those in primary, but in ECE the issues are significantly worse.

“Salaries for ECE teachers are low because they are bulk funded and because historically it’s a female dominated profession. The National Government put an 8 year freeze on ECE funding and scrapped the

100% qualified teacher funding band. These effects are still being felt in the sector, with services struggling to fund pay increases.”

Earlier this month NZEI revealed a number of workers in the sector being paid below the legal minimums. ‘Early childhood cannot continue to be the poor cousin, and young children deserve better.’”

The Ministry of Education needed to do more to proactively plan for the education sector as a whole, and both address the immediate needs and the underlying causes of the shortages.

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## **Government teacher drive ignores teacher shortage in ECC**

**Govt teacher drive ignores teacher shortages in early childhood**

**From: Scoop - 15 October 2018**

The Early Childhood Council (ECC) wants to know: why this government is ignoring the early childhood sector teacher shortages?

The comments come after the government reportedly doubled its target to 900 for recruiting overseas teachers to fill a shortfall of school teachers next year, and allocated an additional \$10.5 million funding for a package of measures.

The ECC Chief Executive Officer, Peter Reynolds, says the weekend announcement of yet more support for school teacher shortages, ignores completely the early childhood education (ECE) sector teacher shortages.

Mr Reynolds says there is a significant shortage of qualified ECE teachers in the sector currently, and according to information from our membership, many childcare and education centres are carrying teaching vacancies for over 70 days, and some for longer.

Our information suggests up to a quarter of our members have teaching vacancies. If you extrapolate that out across the sector, those shortages of qualified ECE teachers are significant, and won't go away in a hurry.

“We heard at the start of the year that this government thought it was staggering that numbers of people training to be ECE teachers had declined significantly, but they haven't done anything at all to look at addressing shortages in ECE in the short term. ECE matters and should be recognised for the significant contribution it makes to children's education,” Mr Reynolds says.

“ECE centres are trying various ways to attract suitably qualified teaching candidates, but are finding there are just not the candidates available or that bureaucracy significantly slows down the ability to hire some teachers quickly.

“The Minister of Education set us a challenge at our ECC conference in May this year – to come up ideas to alleviate the teacher shortage pressure in ECE. So we have done that.

“We gathered information from our membership surveys, asked for member experiences of the teacher shortages and ideas for fixing the teacher shortages in the short term, and then held a series of workshops and webinars discuss the ideas and to refine them.

“From there we put a formal paper submission of ideas and recommendations to government for consideration in August,” Mr Reynolds says.

Ideas to alleviate ECE teacher shortages include:

- Requesting the Ministry of Education look at the viability of changing some policies that put tight restrictions on funding based on numbers of qualified teachers at a service. This includes enabling services who are actively recruiting and carrying vacancies to cover this by increasing the ECE discretionary hours

from 40 to 160 hours, and reducing the 80% plus qualified teacher funding band to 70%, but not changing the funding level.

- Asking for the Teaching Council to look at some of its overly strict measures around the International English Language Testing System (IELTS), registration/certification stand down processes, and small changes around certification and practicing certificates, which would for example help with issues small and rural services face in ensuring there is a registered and qualified and certified teacher always there to open and close a centre.

- Seek to have ECE teachers, with immediate effect, put back onto the Skills Shortage List; and look at whether ECE teachers can be exempt from the Visa points policy.

Our member early childhood and education centres told us the teacher shortages are stressful and difficult and some don't know what to do as they can't fill vacancies. ECE is governed by complex rules and regulations and funding is tied to the ratio of qualified and registered and certified teachers a service employs.

We hear often some of the bureaucracy is actually making it harder, both financially in a tight labour market, and also be able to hire suitable teachers.

One of our ECC members told us: "this past year has been the hardest for us in finding teachers... I am now three qualified teachers short and we are paying unqualified and qualified relievers via agencies to fill the gaps, and have done so for 10 months. We are advertising regularly... We are desperate and have no idea what we are meant to do."

The ECC hopes the government will consider the recommendations we have made, particularly where bureaucracy is making things even harder and more stressful for centres and teachers working to deliver education to our youngest citizens, while carrying significant vacancies. We hope government will hear how impacted the ECE sector is, Mr Reynolds says.

The Early Childhood Council is a not-for-profit membership body that represents the interests of around 1,200 community-owned and privately-owned early childhood centres across New Zealand.

As well as ensuring the childcare centre voice is heard by education policy decision makers, the ECC provides our members with professional development opportunities, tools and support.

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## CHILD POVERTY REDUCTION

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### ***Tax Working Group - Importance of Working for Families recognised, but problems not addressed***

**From: CPAG – 31 October 2018**

<https://www.cpag.org.nz/news/tax-working-group-importance-of-working-for/>

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### ***Child and Youth Wellbeing Strategy***

**From: Maree Brown, Child Wellbeing Unit in DPMC – 26 October 2018**

The Prime Minister, Rt Hon Jacinda Ardern, in her role as the Minister for Child Poverty Reduction, and the Minister for Children, Hon Tracey Martin, are jointly leading the development of the Government's first Child and Youth Wellbeing Strategy.

The Child Wellbeing Unit in DPMC is supporting Ministers in this work. From now until 5 December, they would like to hear people's views. You can read what the Prime Minister says here:

The DPMC website outlines the ways people can have a say – via an online survey, sending a postcard to the PM or making a formal submission: [click here](#).

## ***Government's landmark Child Poverty Reduction Bill wins National's backing***

**From: RT HON JACINDA ARDERN – Media Release – 4 October 2018**

The Government's Child Poverty Reduction Bill has been reported back to the House with unanimous support from the Social Service and Community Select Committee, and will now be supported by the National Party, Prime Minister and Child Poverty Reduction Minister Jacinda Ardern announced today.

The Committee received 632 submissions on the Bill, with the bulk of the feedback overwhelmingly positive. Submissions reflected the game-changing nature of this legislation, describing it as 'historic', 'landmark' and 'with the potential to transform the lives and wellbeing of our children'.

Submitters have helped to strengthen the Bill in a number of areas, including:

Making clear the Child Wellbeing Strategy is intended to assist New Zealand in meeting its international obligations relating to children, including the United Nations Convention on the Rights of the Child and the Convention on the Rights of Persons with Disabilities

Explicitly requiring child poverty reporting to report on particular population groups of interest, including Māori.

"I want to thank all the individuals and groups for their passionate and thoughtful contributions on the Bill. They have been extremely valuable in helping to strengthen this legislation," Jacinda Ardern said.

"These are important enhancements to the Bill. The Committee's findings show the overall framework of the Bill is sound, and the fundamental approach is the right one. Public consultation has made the Bill even stronger."

Ms Ardern says some changes were made in response to matters raised by the National Party that have ensured the Bill will now proceed with the bi-partisan support of both major parties. National's changes were:

Reporting annually on one or more 'child poverty related indicators' related to the broader causes and consequences of child poverty.

Having regard to principles of early intervention and evidence-informed policy when developing the Strategy.

Setting out how the Government intends to evaluate the effectiveness of policies included in the Strategy.

"It's important to the long-term welfare of our children that this Bill is enduring and survives changes of Government. I thank the National Party for their amendments and their support of our Bill," Jacinda Ardern said.

"While this Bill has been considered, the Government's been busy on several other fronts improving the lives of our families and children. These include the Families Package which has seen 384,000 families' incomes boosted, extending free doctors' visits and prescriptions to under-14-year-olds, the winter energy payment to help out with heating bills and raising the minimum wage.

"This Government is committed to genuine change to tackle poverty and achieving our goal of making New Zealand the best place in the world to be a child," Jacinda Ardern said.

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## ***Cross party support for Child Poverty Reduction Bill welcomed by children's advocacy community***

**From: CPAG – 4 October 2018**

<https://www.cpag.org.nz/news/cross-party-support-for-child-poverty-reduction/>

## ***Child Poverty Reduction Bill report presented to Parliament***

**From Childwellbeingnetwork – 4 October 2018**

The Social Services and Community Committee have reported back on the Child Poverty Reduction Bill. Follow this link below to read the report. The Committee has presented its report to the New Zealand House of Representatives on the Child Poverty Reduction Bill.

[Read the report](#)

[Read the Evidence and Advice that the committee received](#)

Or there is more information available in this news release:

<http://www.scoop.co.nz/stories/PA1810/S00036/child-poverty-reduction-bill-wins-nationals-backing.htm>

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## ***Green Party welfare campaign welcomed by CPAG***

**From: CPAG – 1 October 2018**

CPAG's response to the Green Party welfare campaign launched yesterday below.

<https://www.cpag.org.nz/news/green-party-campaign-for-welfare-reform-welcomed/>

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