



## News Update – 5 July 2019

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## EVENTS/MEETINGS/SEMINARS/CONFERENCES

### OMEP Auckland Chapter - Events

#### Mike Bedford, "Quality-based contracting for early care and education"

**When:** 7.00 pm, Thursday 11<sup>th</sup> July 2019

**Where:** MARC Early Learning Centre, Mount Albert, AUCKLAND

#### Pasifika Workshop "Restore, recycle, re-use"

**When:** Thursday 22<sup>nd</sup> August

**Where:** TBC, AUCKLAND

#### Evening with Ruth Beaglehole

**When:** 6.30 pm, Thursday 5<sup>th</sup> September

**Where:** TBC, AUCKLAND

#### OMEP Auckland AGM.

**When:** Monday 16<sup>th</sup> September

**Where:** TBC, AUCKLAND

#### Margaret Blackwell recipient, Charlotte Robertson, will present on international provision for children with a parent in prison.

**When:** October – date to be confirmed

**Where:** TBC, AUCKLAND

### OMEP Wellington Chapter- JULY Monthly Meeting

**When:** Monday 15<sup>th</sup> July 2019

**Time:** 6.00pm – 7.30pm

**Where:** Te Rito Maioha - Early Childhood NZ, 191A Thorndon Quay, WELLINGTON

#### Insights and learning from Reggio Emilia Italy.

Amanda Higgins has recently returned from a week-long study tour in Reggio Emilia. She will share her insights and unexpected learnings from her week. There will also be an opportunity for you to have some hands-on exploration of light and shadow, where she has taken ideas from her atelier experience in Italy to share with you.

## **Teacher Refresher Course**

### **Engaging Learners Through Drama**

**When:** 2<sup>nd</sup> to 4<sup>th</sup> October 2019

**Where:** Kelburn Normal School, Kelburn, WELLINGTON

This course, for New Entrant - Year 8 and ECE teachers, will explore creative ways to engage children in a rich variety of language learning using drama. Download flyer from 'Resources' tab.

Drama draws on children's experience, their culture, their whānau, and their love of exploration and play. It is a text rich learning area that brings together multiple literacies and modern learning practices. Research shows drama boosts literacy including writing.

At this course there will be opportunities to learn about:

- developing strategies to improve children's listening, speaking and social learning;
- using drama processes to support literacy learning;
- fostering whakamana and capability to learn;
- stimulating children's creativity and love of story;
- challenging children to ask questions and think critically about the world around them;
- the experience of drama as an active way of learning;
- extending children's natural artistry and imaginative play.

<https://trcc.org.nz/courses/>

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## **The Asia-Pacific Region 2019 Regional Conference**

**When:** 5 – 7 September 2019

**Where:** Kyoto, JAPAN

<https://www.omepjpn.org/aprconference2019>

Registrations close 31 July, 2019

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## **NOTICES**

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### **Have a Heart pledge**

**From:** NZEI Te Riu Roa

In the lead-up to Election 2017, we asked MPs and candidates to commit to early childhood education by signing a pledge to:

- Restore funding to ECE that has been cut over the past six years
- Reduce teacher to child ratios and group sizes
- Restore the goal of 100 percent trained teachers in ECE

Prime Minister Jacinda Ardern, Minister of Education Chris Hipkins, and Minister of Finance Grant Robertson were among those who signed the pledge.

3,114 people have now signed a petition asking that the government honours this election promise. You can go here: <https://bit.ly/2RRYBMD> to sign the petition to recommend they act now, and to share across your networks.

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## **Exciting opportunity for someone with a passion for and experience in kaupapa Māori research, education and development**

**From:** NZCER

*Ko te manu e kai ana i te miro, nōna te ngahere*

*Ko te manu e kai ana i te mātauranga, nōna te ao!*

He tūranga e wātea ana i te Rangahau Mātauranga o Aotearoa. Mēnā e ngākaunui ana koe ki ngā mahi rangahau, tēnā, tirohia ngā kōrero e whai ake nei.

If you have a passion for and experience in kaupapa Māori research, education and development then we have an exciting opportunity for you.

We are looking for a Kairangahau Māori or Kairangahau Matua Māori to join Te Wāhanga, our Māori research team, within NZCER— a leading educational research organisation that strives to inspire education in Aotearoa New Zealand.

In these roles you will either lead or be part of research teams which deliver high-quality education research and evaluation. We work across a wide range of areas ranging from te reo Māori revitalisation, Māori medium education, and Māori education and development to curriculum development, student wellbeing, and policy evaluation. This role would suit someone who adheres to kaupapa Māori research principles and is guided by tikanga in their work.

NZCER is a vibrant, independent educational research organisation based in Wellington. We have multiple education research, evaluation, and advisory projects on the go at any time. Our revenue comes from a mix of contestable research contracts, direct funding from the Crown and sales from our products and services. We also provide and support a suite of educational assessments, tools, and services, and have a publishing arm, NZCER Press.

We welcome applications from people with:

- a Master's degree in a relevant area
- experience with kaupapa Māori research approaches and research methodologies;
- Māori research or evaluation experience;
- a knowledge and understanding of Māori education (including Māori medium education) and language revitalisation in Aotearoa New Zealand;
- critical thinking, statistical, and analytic skills;
- excellent communication skills in English and Māori;
- a passion for making a difference for every Māori learner.

Our people have expertise in both research and practice, and we are strongly connected to the education sector in Aotearoa New Zealand. We use the principles of the Treaty of Waitangi as the founding document of Aotearoa to help us uphold mana Māori in our work, relationships, and ways of working.

Open the links to view the job descriptions: [Kairangahau Māori JD](#) or [Kairangahau Matua Māori JD](#)

Or if you'd like to discuss the positions in more detail, please contact Sheridan McKinley, General Manager Māori, on 04 802-1621.

The appointment level will depend on the appointee's experience and qualifications.

To apply for either of these permanent, full time positions, please forward a covering letter and detailed curriculum vitae. Your application should be addressed to Marie Sim, HR Advisor: [hr@nzcer.org.nz](mailto:hr@nzcer.org.nz)

Closing date for applications is **15 July 2019**.

## GOVERNMENT POLICY and LEGISLATION

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### *Kindergarten teacher negotiations to continue next week*

**From:** NZEI - Te Riu Roa/Scoop - 5 July 2019

NZEI Te Riu Roa's kindergarten teacher members have concluded two days of negotiations with the Ministry of Education and kindergarten employers, and negotiations will continue next week.

Early childhood representative on NZEI's National Executive, Virginia Oakly, says the negotiating team has comprehensively raised the issues members identified as most important.

"We've had a good opportunity to raise the issues our members have said they want addressed, including retaining pay parity, improving workload and wellbeing, and retaining experienced teachers. I look forward to continuing our negotiations next week," she says.

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### *ECE centres fear widening pay disparity with kindergartens*

**From:** RNZ 5 July 2019

Early childhood services are worried their teachers will be left behind if kindergartens win the same big pay increases as school teachers. The Educational Institute is negotiating with the Education Ministry to maintain kindergarten teachers' pay parity with school teachers. Peter Reynolds from the Early Childhood Council told RNZ education correspondent John Gerritsen the government must ensure teachers in other early childhood services also get pay rises.

They say their teachers are often paid \$20,000 to \$30,000 less than kindergarten teachers with the same qualifications and experience, and the government needs to increase their subsidies so they can pay their teachers more.

Kindergarten teachers won pay parity with school teachers in 2004 and negotiate their collective agreement with the Education Ministry, which funds most of the resulting pay rises through its subsidies to kindergarten associations. Other early childhood services do not have that arrangement.

Their union, the Educational Institute, said maintaining pay parity with school teachers would give kindergarten teachers a 5 percent pay rise followed by two further increases of 3 percent each and a top pay rate of \$90,000 by 2021.

Taranaki's Ruru House owner Anna Ryder said those increases would create a huge disparity.

"If the pay parity comes in then that's great, I totally am all for that coming in, teachers deserve it, but there is quite a big gap then," she said.

Ms Ryder said her Education Ministry funding was based on assurances that she would pay her qualified teachers at least \$46,000.

"If we need to attest to pay \$46,000 and the top rate is around \$90,000, then that's a huge difference," she said.

Early Childhood Council chief executive Peter Reynolds said early childhood centre owners were anxious about the kindergarten pay talks.

"If kindergarten teacher pay rates go up significantly, we've got a major problem," he said.

Mr Reynolds said the government increased early childhood subsidies by 1.8 percent in the Budget, but that was well short of the pay rises that kindergarten teachers might win.

"People are just ripping their hair out, saying 'what will we do and how are we going to survive'.

"An increasing number of centres, instead of sitting at around about 80 percent of their teaching staff are qualified teachers, they're dropping down to the next level down which is around 50 percent. They're doing that because

that's all they can afford to keep their doors open."

Mr Reynolds said teachers expected to be paid the same for the same job and the government should pass on kindergarten teachers' pay rises to all teachers in the early childhood sector.

It was not yet clear if the Education Ministry would seek to remove kindergarten teachers' pay parity, but one of the Educational Institute's negotiators Virginia Oakly, said it had suggested ending the arrangement in previous negotiations.

"In the last round of negotiations we were told we could have pay parity or we could have some of the other issues that we raised," she said.

"It became a real sticking point."

Ms Oakly would not comment on the current negotiations, which began this week, but said maintaining parity was incredibly important.

"Regardless of which sector you working in, a teacher's doing the same job, they're teaching they're assessing, they're working with children and we should be valued for that," she said.

At Newtown Kindergarten in Wellington, teacher Ann-Marie Day said she and her colleagues were determined to keep their parity with school teachers.

"For us it's very important because it's about having that recognition and not just for the teachers, it's recognition of the children and their right to have education," she said.

Fellow teacher Catherine Vaughan said kindergarten teachers deserved the top pay rate of \$90,000 that school teachers recently won in their collective agreement negotiations.

"Our job's become more complex over the years and there's a bigger role with pastoral care, bigger workload. There's always something happening, there's always work to do, it's ongoing it's complex, there's lots of paperwork, there's lots of time with the children."

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## ***Kindergarten teachers next in line to negotiate Government's collective agreements***

***From: Stuff News – 4 July 2019***

Kindergarten teachers are the next in line to start negotiations with the Government over pay and work conditions.

Members of the New Zealand Educational Institute (NZEI) Te Riu Roa began talks with the Ministry of Education over the collective agreement on Wednesday after the contract expired on May 31.

NZEI spokeswoman Virginia Oakly said in a statement pay parity with primary teachers was the key priority for kindergarten teachers – something they've previously achieved.

"Now that primary teachers have secured parity with their secondary colleagues, we'll be looking to secure the same deal for kindergarten teachers through a unified pay scale," she said.

Kindergarten teachers' key concerns mirrored those of their primary secondary colleagues with the union identifying workload, release time, and retention of experienced teachers as major issues in the sector.

Union members have claimed expectations of kindergarten teachers had grown to become roles as pastoral carers, which required higher skill sets and time to manage.

The union said the Ministry had left teachers "frustrated" after delaying talks on the collective negotiation process. They recently wrote to the secretary for education asking for it be progressed.

"We're pleased we're now finally around the table, but it's unacceptable that we're only just beginning negotiations

when we're already more than a month past expiry of the collective agreement," Oakly said.

However, within the kindergarten teachers' collective agreement it states changes applicable to primary teachers in state and state-integrated schools would lead to notification, consultation and an offer by way of variation to the agreement for kindergarten teachers with pay parity, within the month those changes occurred. It's likely the hold-up on primary teachers' acceptance of the Government's offer delayed the process for Kindergarten teachers.

But, the clause had effect from the beginning of the agreement to its expiration date, "thereafter this clause will cease to apply and shall have no effect".

Ministry of Education deputy secretary Ellen MacGregor-Reid said no specific comments would be made as bargaining was "actively" underway.

Early Childhood Education teachers and secondary school principals are also due to begin collective agreement negotiations.

The latest negotiations come as primary, area and secondary school teachers settled on an offer after months of negotiations and strike action.

Primary principals unhappy with the latest pay offer delivered letters to the Ministry of Education this week that threatened a boycott.

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## **Primary principals vote to disengage from Ministry of Education work**

**From:** NZEI - Te Riu Roa - 4 July 2019

Primary and intermediate principals who are NZEI Te Riu Roa members have voted to stop communication with the Ministry of Education and cease participation in any Ministry-led work groups, taskforces or meetings.

This follows the rejection in June of the Ministry's latest collective agreement offer and a nationwide action on Tuesday which saw hundreds of primary and intermediate principals delivering letters to Ministry of Education offices across the country.

NZEI Te Riu Roa President Lynda Stuart said the result of the ballot was a reflection of the anger and concern principals have that longstanding wellbeing and workload issues haven't been addressed, and that parity with secondary principals was not offered.

"There is a huge range of Ministry work and initiatives that relies on the goodwill of principals. This action is about saying that goodwill has run out, and that principals will be focussing their attention on their schools and children until the government listens."

"There are a number of concerns that still haven't been addressed for principals," she said.

"Pay parity is a simply a matter of fairness - and if it's fair for teachers, then surely it's fair for principals."

"The latest offer would have seen some principals in our smaller schools paid less than some teachers in larger schools. This would have a real impact on retaining and recruiting principals in rural areas and in small schools. Principals of our small and rural schools need to be valued - they deserve that and so do children."

NZEI Te Riu Roa will be meeting with the Secretary of Education later this afternoon to try to find a way towards resolving the dispute.

NZEI Te Riu Roa primary principal members voted in a secret online ballot from Tuesday 2 July - Thursday 4 July.

From Monday 8 July there will be a ban on NZEI Te Riu Roa primary principal members undertaking the following work:

- a. all work which is participation in any work group, taskforce, or panel which has as a member any employee of or contractor to the Ministry of Education;
- b. all work which is preparation for or communication about any such work group, taskforce or panel;
- c. all work which is the receiving or reading of any written report or evaluation prepared by or for the Ministry of Education;
- d. any work which is the collecting or collating of information for the purpose of providing it to the Ministry of Education;
- e. all work introducing or implementing of any new Ministry of Education initiative (including any implementation of the new digital curriculum);
- f. all work which is meeting or dealing with any Ministry of Education staff member or contractor who visits a school (unless the person is invited by the school);
- g. all work which is participation in Ministry of Education PLD whether on line or face to face;
- h. all work which consists of meetings with or discussions with any employee of, or contractor to, the Ministry of Education;
- i. any work which is the submitting of the 1 July 2019 roll return prior to 22 July 2019 on which date the 1 July 2019 roll return will be submitted.

The strike will end at 11.59pm on 16 August 2019.

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## ***Kindergarten teachers begin collective agreement negotiations with the Ministry of Education***

**From:** NZEI - Te Riu Roa - 3 July 2019

Kindergarten teacher members of NZEI Te Riu Roa begin negotiations with the Ministry of Education today over the renewal of their collective agreement.

Early childhood representative on NZEI's National Executive, Virginia Oakly, says the first order of business in negotiations will be securing pay parity for kindergarten teachers.

"Kindergarten teachers are teachers. They've had pay parity with primary teachers in the past. Now that primary teachers have secured parity with their secondary colleagues, we'll be looking to secure the same deal for kindergarten teachers through a unified pay scale," she said.

"We'll also be raising serious issues around workload, release time, and retention of experienced teachers," she said.

Shelley Shennan, a head kindergarten teacher and member of the negotiation team, says the expectations on the profession have escalated significantly over the past decade.

"There's an escalating set of expectations on today's kindergarten teachers. Beyond the full attention we give to each child's learning, we're also increasingly playing a pastoral care role within the community. That can be complex and takes a lot of new skills and time," she said.

The Kindergarten Teachers' Collective Agreement expired on 31 May, and until now teachers had been frustrated by a delay in the Ministry setting dates for negotiation, writing en masse to the Secretary for Education asking for progress.

"We're pleased we're now finally around the table, but it's unacceptable that we're only just beginning negotiations when we're already more than a month past expiry of the collective agreement," says Ms Oakly.

## ***New Teaching Council appointments***

**From:** Chris Hipkins – 29 June 2019

Education Minister Chris Hipkins announced six appointments to the new board of the Teaching Council of Aotearoa New Zealand (the Teaching Council) today.

The appointed members will join the seven members elected by the teaching profession earlier this year. The new board will take office on 1 July 2019 and the current board of the Teaching Council continues until then.

Nicola Ngarewa, Principal of Spotswood College and member of the current board of the Teaching Council, has been appointed as Chair of the new board. Three further members of the current board have been appointed as members of the new board: Claire Wells, Mike Rondel, and Ripeka Lessels.

Dagmar Dyck and Frian Wadia have also been appointed as members. Ms Wadia was appointed after consultation with representatives of parent and community interest groups in relation to schools and early childhood education services.

“This is the first time, since the previous National Government stripped the rights off teachers, they can once again directly elect members to their own professional and regulatory body,” Chris Hipkins said.

“I am delighted with these appointments, which will ensure the Teaching Council continues to build professional capability and support excellence in teaching, initial teacher education and educational leadership.

“The elected and appointed members will together form a board that will provide a wealth of education experience, including in Māori medium education. Members also bring governance and financial expertise, cultural awareness, and understanding of disability issues.

“I would like to thank the outgoing members of the board for the time and energy they have given to their roles. I would particularly like to thank Barbara Ala’alatoa for her service as Chair of the Teaching Council, previously the Education Council, since it was formed in 2015.

“All outgoing members of the board have made a significant contribution to the Teaching Council, and they should be proud of their accomplishments. I wish them all the best in their future endeavours,” Chris Hipkins said.

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## ***“Second Chance for a revolution in the care and support of children” – Children’s Commissioner***

**From:** Office of Children’s Commissioner - 28 June 2019

“When the Oranga Tamariki Act (1989) comes fully into effect on 1 July, it sets the scene for a potential revolution in the way Māori children and young people in particular receive care and support”, according to Children’s Commissioner Andrew Becroft.

“The changes that come into effect are not merely tinkering”, he says. “They set in place a new model for the way the state cares for and supports children and young people.

“They build on the original vision of the Children Young Person’s and their Families Act, a revolutionary vision 30 years ago that, unfortunately for indigenous children in particular, never took form.

“The good news is that these changes show us a positive and constructive way forward to work together as families, whānau, iwi, Māori authorities, communities, NGOs and state agencies. Together we can make a difference to make our children safer and their lives richer.”

The Children’s Commissioner sees two broad themes characterising the range and significance of these changes for Oranga Tamariki. The first is a shift away from being a reactive organisation, effectively an ambulance at the bottom of the cliff.

Oranga Tamariki will now be expected to be proactive and preventative. Its new emphasis is to be on early and intensive intervention that provides support and assistance whenever care and protection issues might trigger later state intervention, and certainly before there is any suggestion that a child may be removed.

The new section 7AA of the Act makes much more explicit a commitment on the part of Oranga Tamariki to develop effective partnerships with Māori. When addressing issues for indigenous children, Oranga Tamariki will be expected to delegate functions and resources and to devolve power and responsibility to iwi and Māori authorities.

“On one analysis these changes simply make explicit what was already implicit in the 1989 legislation”, the Commissioner believes.

“It offered a revolutionary approach, a new way of working with Māori. But, regrettably, at that time the opportunity was effectively ignored and the revolution failed to take root. Now, 30 years later, we have a second chance to give it life. And I believe we can.”

Other key changes coming into effect on July 1 include:

- National Care Standards for children in care
- Inclusion of 17 year olds within Youth Justice
- Te Tiriti o Waitangi mentioned for the first time in legislation relating to children
- The United Nations Convention on the Rights of the Child (UNCROC) mentioned for the first time in legislation relating to children

“Seizing this second chance at the revolution will see Oranga Tamariki working and partnering much more closely with iwi”. Commissioner Becroft says. “This is a challenge they have been preparing for and now is the time for it be meaningfully implemented.”

“It will have to foster relationships of trust that will enable a revolution through devolution. That will mean iwi and Māori authorities have the opportunity, the resources and the authority to lead their challenged tamariki down the path of new life.”

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## ***Complaints against early childcare providers jump by a third***

**Poor teacher-child ratios at early childcare providers are among the complaints parents made to the Ministry of Education last year**

***From: NZ Herald -26 June 2019***

Head lice, smacking, dirty nappies left unchanged and kids jumping the fence and escaping were among issues at early childcare centres flagged with the Ministry of Education last year.

Complaints against ECEs jumped by nearly a third in 2018, with 430 complaints made to the Ministry of Education compared to 339 in 2017. However half of the complaints were not upheld.

Much of the increase came from parents worrying about teacher-child ratios and inappropriate behaviour management, the ministry said.

Carers withholding food, yelling at kids, and leaving babies in dirty nappies were some of the complaints made to the ministry. The complaints were against only a small group – just over 6 per cent of early childcare providers.

In 2017 more complaints were being made about health and safety, as well as abuse and neglect, but last year complaints in those areas had fallen, suggesting improvements by ECEs.

ECE services have also been directly reporting more incidents to the ministry, including more than a dozen where kids had escaped over kindy fences, and scores who broke bones falling off play equipment.

In one incident a child fell off a bike and split their tongue, and in another a child hit another on the head with a hammer.

More serious incidents include parents being aggressive toward staff, teachers reportedly smacking or bruising children, and a firearms incident in an ECE carpark.

“It’s important that parents and whānau can have confidence that their children are learning in a safe, well-run early childhood service,” ministry spokesperson Katrina Casey said.

“It’s clear that parents, whānau and caregivers are more aware of the role we play and are more confident about coming to us when they have a concern about their child’s education and care or something doesn’t seem right,” she said.

“We want people to speak up when they’re unhappy or unsure of something. It’s reassuring to see that is happening. Nothing is more important than the safety and wellbeing of our children.”

Of the complaints, 221 were upheld, meaning that standards had not been met or something at the centre could be improved.

Six services had their licenses suspended and five were cancelled following investigation of complaints. Another 34 were given provisional licenses and must make improvements.

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## **Three regulatory changes come into effect from 1 July 2019**

### **From: MoE Early Learning Bulletin – June 2019**

Changes to information sharing provisions under the Oranga Tamariki Act 1989 come into effect on 1 July 2019. These changes will provide a clearer framework for early learning services to use when working with other agencies to support the wellbeing and safety of children.

In practice, these changes are likely to be more directly relevant for early learning services than information sharing provisions under the Family Violence Act (refer below), because they involve children.

Full guidance about the changes is available on the Oranga Tamariki website. [Information sharing - Oranga Tamariki](#)

The Ministry is also developing guidance for the education sector to use for any day to day requests that come up. This guidance will be available in early July 2019.

### **Family Violence Act 2018**

Information sharing provisions under the new Family Violence Act will provide a framework for early learning services to share or seek information to protect the safety of family violence victims.

The Family Violence Act guidance is due to be published shortly on the Ministry of Justice website. [Information sharing guidance - Ministry of Justice](#)

### **National Care Standards**

The National Care Standards ensure that every tamaiti and rangatahi in the care of Oranga Tamariki receives an excellent standard of care.

The new standards include provisions to support collaboration and information sharing between a child’s social worker and their educator, for the benefit of the child.

The level of collaboration set out in the new standards are similar to what would be requested from an active and involved parent. The new standards will contribute to better educational outcomes for children in care.

The standards will be implemented gradually, with incremental improvements over time. More information is available on the Oranga Tamariki website. [Care standards - Oranga Tamariki](#)

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## **BUDGET 2019 - Responses**

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### ***New Zealand Kindergartens disappointed about the limited investment for early childhood education***

**From:** NZK -May 31 2019

New Zealand Kindergartens Chief Executive Jill Bond applauds the Government for taking a wellbeing approach to the 2019 Budget and supporting mental health and addiction services. However, she says that the limited investment in kindergartens is disappointing.

“Many of our kindergartens are struggling to make ends meet and while the funding change from 2020 will help it will not significantly relieve the current financial pressures” Jill says.

The evidence is clear that supporting children in their early years makes a significant difference to their life outcomes. Kindergarten has a proud history of delivering excellence in teaching and learning for most communities within New Zealand and those in remote and low socio-economic communities, she says.

Jill says she is optimistic that once the Early Childhood Strategic Plan – He taonga te tamaiti – is finalised the Government may consider a funding envelope based on the principles of the compulsory schooling sector funding. She and the NZK Board look forward to continuing to work with Government to grow and strengthen the kindergarten movement.

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### ***No Wellbeing Budget for our youngest children***

**From:** Te Rito Maioha/ECNZ – 30 May 2019

Where is the child at the heart of early childhood education in New Zealand?

Te Rito Maioha Early Childhood New Zealand is extremely disappointed that the government has once again been tokenistic towards early childhood education in its Wellbeing Budget.

‘While we thank the Minister of Education for a 1.8% increase in per child subsidy rates, the early childhood sector is over the government and government agencies’ disregard for early childhood education in New Zealand,’ says Te Rito Maioha Chief Executive, Kathy Wolfe.

‘About 97% of children are in some form of early childhood education in this country. What’s more, it is clear from research that a child’s first 1000 days of life are of paramount importance to that child’s development, wellbeing and lifelong learning. Where are these children in this budget?’

‘For the past decade, early childhood education has been ignored because for some reason, Education Ministers and the Ministry of Education cannot get their head around the significance of early childhood education.

‘They hide behind rhetoric that they do not have the data or because early childhood is not compulsory. Indeed, the Minister of Education has said that “early learning providers are autonomous and make operational decisions with funding”.

‘However, the Ministry of Education holds all the levers. Early childhood services can only address underfunding and falling quality by increasing their fees! What does this do for families and whānua wellbeing?’

Ms Wolfe says CPI-related funding increases are only about supporting greater demand for places in early childhood services.

‘They are not about enabling early childhood education employers, in teacher-led services, to employ more qualified teachers, pay them their worth, improve working conditions and invest in resources, all of which have a positive impact on children in early learning.

‘This situation has to stop for the sake of New Zealand’s youngest citizens. As a member of the OECD, we can no longer say hand on heart that we have a great early childhood system.

‘Increasingly, early childhood services cannot source enough qualified early childhood teachers to teach the early childhood curriculum, Te Whāriki, due to significant shortages.

‘There are not enough new graduates to replace the teachers leaving the profession, let alone close the gap on the shortage.’

Ms Wolfe says the shortage of early childhood teachers is the same as the shortage of primary and secondary school teachers.

‘There are just not enough qualified early childhood teachers to meet demand.

‘We estimate – using Ministry of Education data – that about 2100 qualified early childhood teachers are needed each year thanks to attrition and increased demand for places in early childhood services.

‘What is the point of having an internationally recognised curriculum if we do not have the qualified teachers in teacher-led services to teach it? Also, what happened to Labour’s election manifesto promise to support services so they could have 100% qualified teachers on staff?’

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## ***Wellbeing Budget doesn't deliver the transformational change needed in education***

**From: NZEI-Te Riu Roa - 30 May 2019**

The Wellbeing Budget doesn’t deliver the transformational change required to address the crisis in education, NZEI Te Riu Roa says.

NZEI Te Riu Roa President Lynda Stuart says that she welcomes the announcement of extra funding for decile 1-7 schools that stop collecting donations and the previously announced funding for 600 learning support coordinators in schools. But elsewhere the budget has failed to address the chronic under-funding of education we’ve seen over the last decade.

“\$150 per student for decile 1-7 schools that stop collecting donations is a very welcome step and will relieve some pressure on families and schools budgets. But outside of that, school operations grants and early childhood education are simply seeing increases that keep up with inflation and population growth. This isn’t the transformational change we need to address the crisis in education.”

“Our members had a clear set of priorities they wanted to see addressed in this budget. They wanted to see a pay jolt for teachers, increased funding for early childhood education, more support for children with additional learning needs, a more substantial increase in school operational funding, and smaller class sizes.”

“The Education Minister has been telling us to expect to be disappointed – and he wasn’t wrong. This goes beyond the current situation with primary teachers and principals – this budget largely disappoints across the board for education,” she says.

“A society’s wellbeing depends on a well-funded education system. We understand the government has numerous competing problems to solve and we welcome the increased investment in social spending, but we need to see increased investment in our education system too.”

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## ***Budget provides relief but nothing transformational for children in poverty***

**From: Child Poverty Action Group – 30 May 2019**

Child Poverty Action Group (CPAG) has said that the Government should be warmly congratulated for the reframing of the Budget to reflect human wellbeing outcomes.

“The new approach signals a greater understanding of the tragic extent of the social deficits created over many years of neglect,” says Associate Professor Susan St John, CPAG’s Economics advisor. “Struggling families will benefit from

the extra spending on mental health, domestic violence, and early intervention for at-risk children. But little has been done to address the serious problem of inadequate incomes.”

CPAG says the plan to index benefits to average wage inflation is a step forward to prevent families from falling even further behind, but it doesn’t address the almost three decades of failure to index adequately. As a result of this failure, current benefit levels fall far below the real costs of living, and families who receive income from a main benefit are struggling to meet even the most basic of their children’s needs, and rely more than ever on charity to fill the gap. A substantial increase in benefits was needed.

“Children simply cannot wait until 2020 for a meagre increase based on the previous year’s wage inflation - they need benefits to be based on actual and realistic costs of living,” says St John.

Professor Innes Asher, CPAG’s Health spokesperson says that the new spending of \$1.9 billion boost to address New Zealand’s mental health crisis is a welcome and necessary initiative.

“But without addressing poverty as one of the major contributors to mental ill-health, there is a risk that we are addressing damage without adequately addressing the causes,” says Professor Asher. “Mental health problems as a result of prolonged and extensive poverty can have long-term effects for children and adults. Failure to address income adequacy or to provide universal access to primary healthcare for all children is a huge concern.”

The removal of education costs in the form of voluntary donations and NCEA fees will certainly provide relief for many struggling families.

“CPAG has long called for the removal of the hidden costs of a so-called ‘free’ public education, which many families struggle to afford.” says Professor Peter O’Connor, CPAG Education spokesperson. “But there is little in the Budget to address increasing education operating costs. Many schools experience high levels of debt through insufficient funding and are terribly under-resourced.”

CPAG’s Social Security spokesperson Mike O’Brien applauds the new funding for NGOs supporting Oranga Tamariki.

“We are pleased that the Budget will provide \$26 million over four years for the NGOs currently providing early intervention services. This will afford agencies the ability to forward plan, and to provide continuity of their essential services for families of children. These agencies have been let down in the past by inconsistent funding and failure to adjust contracts.”

But when it comes to the Government meeting its 10-year child poverty reduction targets, CPAG says a sufficient plan is yet to be revealed.

“If the Government’s vision is for an adequate income for people on benefits then the Welfare Expert Advisory Group (WEAG) provided the plan for that in their February report Whakamana Tāngata,” says Professor Innes Asher. “We need now to see the Government’s plan for a staged rollout or their recommendations, starting with the urgent implementation of immediate increase in main benefits and the Working for Families tax credits improved for all families.”

CPAG says that for very low-income families, this Budget is far from transformational.

“The three-year child poverty reductions the Government has projected are based on the Families Package that came in last year. This package did very little for the 174,000 worst-off children under the lowest poverty line (40% after housing costs),” says Associate Professor Susan St John.

CPAG says that redirecting the \$1 billion contribution to New Zealand Superannuation Fund could free up sufficient funds to improve the situation for these children.

“We should be investing now for the future rather than saving for it,” says Mike O’Brien. “The savings will be realised when today’s children grow up to have secure, successful futures, and the resilience that has come from a nurturing society.”

Our summary of Budget 2019 and its implications for children and families is available online [here](#).

## RESOURCES/PUBLICATIONS/ARTICLES/RESEARCH/REPORTS

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### *Out of the mouths of babes*

**How can we create a more level educational playing field for children in Aotearoa New Zealand whose home language is not English?**

**From:** Education Central – 5 July 2019

In a world first, a group of national and international researchers, gathered by Professor Janet Gaffney at the University of Auckland, has begun a collaboration they hope will add significant research to the crucial area of early oral literacy.

“Our babies begin making sense of the world by interacting with their whānau from even before birth,” says Professor Gaffney, “through expressions and gestures, and communication in Te Reo Māori, Pasifika and languages other than English. We speak 160 different languages in New Zealand and yet we still privilege the mastery of English above all others as a predictor of educational success.”

She says that as we know 80 percent of brain development occurs before the age of three, if we can find the best ways of supporting and promoting the first languages of children’s families, we will be valuing the knowledge children already have, rather than focusing on what they lack, and seeing it as problem and a deficiency.

“Enhancing children’s opportunities to learn through quality talk with adults in families and early childhood centres is a worldwide, high-need societal issue. We will build on New Zealand’s rich history of early childhood research to shine a ‘laser-like’ focus on how we can do this better.”

Professor Gaffney is the director of The Marie Clay Research Centre at the Faculty of Education and Social Work, and says leading New Zealand educator Dame Marie Clay (1926-2007) is an inspiration, for her personally, and for researchers who work with young children and families in Aotearoa New Zealand, and worldwide.

“Marie Clay’s theoretical and research contributions in child development and children’s oral language and literacy extend beyond Reading Recovery into learning in whānau, early childhood education and primary grades,” she says.

“From this tiny country in the South Pacific, she hugely influenced early learning and teaching, and what was considered possible for young children. If Aotearoa could change the trajectory of policies to optimise opportunities for learning then, we can do it now.”

Professor Gaffney is delighted to be collaborating on this two-year project with experts in the field from Canada and Australia and the Universities of Victoria and Waikato; as well as colleagues from her own Faculty at the University.

The team brings together early childhood, Māori and Pasifika, and literacy researchers with partners in early childcare centres, the community and families. Having recently met for a four-day inaugural research forum in Auckland, the next milestone will be a conference in San Francisco, where the group will be submitting papers focused on their particular areas of expertise.

These will include: the historical, political and pedagogical context of their work; the primacy of Te Reo Māori in Aotearoa; strength-based approaches to families as first teachers; negotiating family pedagogies in teacher education, and reciprocity in parenting approaches to nurture children’s oral language.

“Our research group is focused on imagining possible worlds with young children, families, and teachers to sustain languages and learning in families,” says Professor Gaffney.

Growing a Networked Research Community around the Heritage Languages of Young Children and Families of Aotearoa New Zealand has been made possible by funding from Royal Society of New Zealand Catalyst Seeding.

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## ***New report reflects outdated and damaging Welfare relationship rules***

**From: CPAG – 5<sup>th</sup> July 2019**

Welfare system rules around relationships unjustly punish and stigmatise already struggling single parents, says Child Poverty Action Group (CPAG).

The Public Policy Institute (PPI), University of Auckland and CPAG are pleased to publish a new report “Relationship Status and the welfare system in Aotearoa New Zealand” by researchers Olivia Healey and Jennifer Curtin for the Peter McKenzie Project.

This report summarises the outdated thinking about the nature of relationships and dependence on a partner, the application of current rules, which state that to receive a Sole Parent Support benefit, an applicant: ‘must not be in a relationship in the nature of marriage’.

The authors say that the constitution of the family unit and nature of relationships have changed considerably in the last 60 years.

“Therefore, rules need to be altered accordingly,” say Healey and Curtin. “Questions must also be raised around the current ‘dobbing in’ practices, which can lead to unnecessary and harm-causing investigations.”

The definition of what constitutes a relationship is very unclear,” says Dr Jennifer Curtin, Director of PPI, and co-author of the report. “The report details how decisions are often left in the hands of Work and Income staff. The effects of penalties for getting this wrong can be long-lasting for both women and children. There can be accusations of ‘relationship fraud’, possible criminal conviction and even imprisonment.”

People on benefits can be subjected to an unjust and invasive scrutiny - both by Work and Income staff and by the public, who are encouraged to report a suspected fraud.

“It is critical that government policy moves toward an individualised system, which would allow for people on benefits to make better choices about their living situations, and not be forced into greater poverty when attempting to repartner,” says Curtin.

CPAG says that cases of so called ‘benefit fraud’ are usually best called ‘disputed over payments’. The term ‘benefit fraud’ should be restricted to cases where there is a deliberate intent to defraud such as accessing benefits in multiple names or while in full-time work.

CPAG has long been concerned at the impact of relationship status rules on child poverty. “Single parents who are in receipt of a benefit are treated as financially dependent on a new partner even when it may be a very new relationship,” says Susan St John CPAG economic spokesperson. “The stringent rules may put them off having a relationship at all, or force them to be dependent in an unhealthy situation.

“Healthy relationships are to be encouraged as very good for children as well as adults and may pave the way forward to better life situations,” says St John. “Unfortunately, under current rules sole parents who re-partner with who receives a benefit or has a low income may find themselves financially much worse off.”

In 2018 CPAG called for a complete reform of law relating to relationships. Critical to this reform is the removal of the couple penalty, and raising the ‘married’ person rate of a benefit to the single rate, and allowing sole parents to retain their benefit, if they wish, until such time as they meet criteria in accordance with the Property (Relationships) Act.

The Welfare Expert Advisory Group, in its recent report Whakamana Tāngata: Restoring dignity to Social Security in New Zealand stated that: “the financial penalty for partnering is significant and may be unduly influencing partnering decisions” and suggested that more time should be allowed for a relationship to form before imposing financial co-dependence, and that the “Government investigates options to bring the couple rate of benefit closer to double the single rate” and that there be: “a period of 6 months from initial moving in together rather than the current 6 weeks” before a relationship is classified as ‘in the nature of marriage’.

However CPAG believes that this period is far too short and that the rules should be more aligned to the Property (Relationships) Act period of three years before assets are legally divided equally.

The new report from CPAG and PPI reinforces the need for immediate reform of the welfare system including relationship rules, so its basis is in kindness and empathy rather than distrust.

For more on CPAG's call for a complete reform of the welfare system read: [What will it take to have a welfare system fit for families in the 21st century](#) (published September 2018).

CPAG has joined with [ActionStation Aotearoa](#) calling on the Government to urgently implement these recommendations. To view and sign the petition, which asks for children and whānau wellbeing to be at the heart of welfare [visit ActionStation here](#).

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## **Are we listening ? – Children's Participation Rights in Government Policy**

**From:** CPAG - 27 June 2019

A report released today, from the Children's Convention Monitoring Group\*, is a sharp reminder that what children and young people say makes a difference, and that it's time we paid more attention to their views, says Children's Commissioner Andrew Becroft.

The report, '[Are We Listening? – Children's Participation Rights in Government Policy](#)', focusses on children and young people's right to participate in all matters affecting them, and the positive difference this can make to policies that affect children's lives every day.

*Are we Listening?* reports on how well the government is implementing the Children's Convention in relation to children's participation rights. It is the second thematic report in the CMG's Getting it Right series following on from last year's 'Getting it Right – Building Blocks' which focussed on the General Measures of Implementation of the Children's Convention.

"It's a month since students around the country took to the streets for the second time to demand action on climate change. So it's a good time to reflect on the constructive value young people add when we factor their concerns and suggestions into decision-making," Commissioner Becroft says.

While we've seen a growing interest in engaging with children and young people, we have also seen voices from some politicians and in the media trivialising the impact young people can make. But the clarity of these young voices, and the force of their argument, meant the strike was effective in moving the discussion from rhetoric around climate change to consideration of policy that may actually make a difference."

The report notes that, while there has been a positive shift in the valuing of children and young people's views, there's still a long way to go in terms of really listening and acting upon what they have to say.

The report unpacks what children's participation actually means and why it's important. It spells out the positive benefits of involving children and young people in the policy process. It identifies examples of the progress that's been made since 2016 as well as providing ten ideas for action that can lead us forward.

"Children and young people have a right to participate and a right to be heard," Commissioner Becroft says. "We need to be listening to what they have to say to us. It can improve the way we live, both now and in the future."

The report can be accessed here: [Are We Listening Full Report \(Pdf 2.5 MB\)](#)

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## **Early childhood education classic resource relaunched**

New Shoots Publishing together with author Kelly Warren are re-launching the '90s classic, *Take Another Look* (Tirohia Ano) this month.

**From:** Education Central – 26 June 2019

Originally written by Pat Penrose in 1993, the re-release of *Take Another Look* builds on the fundamental concepts of observing children at play to see how they learn and grow.

Working alongside the New Zealand Tertiary College, Kelly Warren says the updated edition is a resource that offers a variety of learning lens for early childhood teachers, parents and students who work with children.

“Take Another Look is all about learning how to observe children at play as well as looking at the different stages of development in order to enhance our holistic knowledge of children to ensure the curriculum we are providing is meeting their needs, urges and stretching their capacity to love to learn.

Building on Pat’s original thinking and research, the book includes updated information regarding the variety of lens we can use to view children’s learning, and the need to examine ourselves and the role we play within our children’s lives,” says Warren.

New Shoots publishing co-founder Michelle Pratt says that they were immediately interested in republishing the ‘90s classic.

“Take Another Look is a fantastic book that not only teaches us how to see behaviour and development in a new light but also helps us to understand what we are seeing when observing children at play.

We will be using the book at all the New Shoots Children’s Centres around New Zealand from June onwards and encourage teachers and students alike explore the book,” says Pratt.

“What a privilege it is to be involved in this taonga. I hope that it inspires kaiako to be fully present with children and to develop a greater awareness through observations to know, see and hear our tamariki,” adds Warren.

Take Another Look will be republished and available from the 20th of June 2019 from [www.curiate.co.nz](http://www.curiate.co.nz). RRP \$31.99.

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## ***NZEI Te Riu Roa welcomes report on fair pay agreements***

**From: NZEI Te Riu Roa - 25 June 2019**

NZEI Te Riu Roa has welcomed a [BERL-authored report](#) released by the New Zealand Council of Trade Unions this morning, which finds that New Zealand’s abandonment of sector bargaining in the 1990s is linked to a decline in wages.

NZEI Te Riu Roa National Secretary Paul Goulter said a return to a modern form of fair pay agreements would end unfair pay disparities and variable working conditions across whole sectors.

"Early childhood education would be a prime example of this. The sector has a mix of public provision and private operators, with a large part of overall funding coming from government. We need to lift the whole sector onto a level playing field and shift the focus from wages competition to what's best for children," he said.

Mr Goulter said it was time for the Government to make progress legislating for fair pay agreements, which would lift the wages of low-paid Kiwis closer to the level of those in countries like Australia that still have awards systems.

"This country has a low wage problem. Sector-wide agreements are the best way to fix that."

"It's been more than six months since the Fair Pay Agreements Working Group reported back to government. New Zealand workers need to see the government making legislative progress," he said.

"When every worker is being paid a fair, liveable wage for their work, that has benefits for all of society."

"This Government is committed to wellbeing and improving the lives of New Zealanders. Bringing in fair pay agreements will tackle income inequality and child poverty and make a huge difference to working people's lives."

Go to: [BERL-authored report](#)

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## **Early childhood education fellowship to support exploration of innovative approaches to pedagogy in STEAM**

**From:** NZCER – 10 June 2019

The 2019 Margaret May Blackwell Travel Fellowship, worth up to \$16000, has been awarded to Janette Kelly-Ware. Her proposal is entitled Beyond Aotearoa New Zealand: Exploring the creative and pedagogical possibilities of STEAM through play based learning, 'working theories,' and the eyes of others.

Dr Kelly-Ware, a lecturer in early childhood education at the University of Waikato, will use the Fellowship to explore innovative international practice in play-based learning, working theories and integrated curriculum around science, technology, engineering/environmental education, arts and mathematics (STEAM) subject areas.

“Through the support of this Fellowship I’ll be able to bring ideas about innovative practice back to Aotearoa to share, in order to enhance the pedagogical possibilities available to teachers, children and their families,” said Dr Kelly-Ware.

Dr Kelly-Ware proposes to travel to Sweden, Germany, Netherlands, and Australia.

The Margaret May Blackwell Travel Fellowship is awarded annually to people working in early childhood education, to enable international study that will benefit the profession in Aotearoa New Zealand. The Fellowship is administered by NZCER on behalf of the Trustees.

For more information, please contact NZCER communications advisor: [teraehira.wihapi@nzcer.org.nz](mailto:teraehira.wihapi@nzcer.org.nz);

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## **Off the record: the realities of being an ECE teacher**

A recent survey by Child Forum found that 46 per cent of responding early childhood education (ECE) teachers suffered stress and work-related injuries. Here, an ECE teacher in the South Island shares some workplace truths.

**From:** Education Central - 9 May 2019

I have been teaching for 20 years in ECE and have found it a mostly rewarding job but it does come with its challenges.

The relationships with children and their parents are so special. I enjoy seeing the child grow and develop, and to see the wonder and delight when they learn something new and to know I’ve been a part of it. This is what keeps me engaged.

But there are the other experiences; I remember clearly the parent starting their two-year-old and asking us if we expelled children – expel, never; and we didn’t – but I did spend two days as an extra teacher on the floor never leaving that child’s side. We had to keep our other children safe and this child too. He punched, kicked, bit and swore; it was tough but we were lucky, as this child settled down after a couple of days. He was always a challenge but we were able to help him learn to play and take turns with other children.

A colleague has recently been sharing her story of hearing loss. She had a child scream directly in her ear and as a result she suffered hearing loss. She has fought for the hearing aids to be paid for, but the medical professional would not accept that ECE services are noisy places or that a child screaming in your ear could damage it. As a result she has had to fund her own hearing aids, causing much stress for her.

The reality of ECE is that you never know what each day will bring, when a child will unexpectedly jump on your back or scream in your ear and there are always children and whānau needing extra support.

Shadowing a child is not uncommon; sometimes it’s needed for weeks as we wait for assessment or assistance from the Ministry of Education’s Learning Support team.

I've been bitten, scratched, sworn at, kicked...those nails can really dig in when a child is scratching the back of the hand. I've had my lower eyelid pinched, my cheek held in a firm grip with thumb pinching into my inner cheek.

I've built up some close relationships with a couple parents who cannot read and I read notices to them and help fill out forms for them. I've watched a friendship forged over a common bond of parents in prison. I've been abused by a parent for reminding them gently of the pick-up time and have been swept up in parents celebrating successes – such as getting a job.

There can be a lot of stress and tension when a team is not working well – it makes the job so hard – but when you work in a supportive team you can laugh and have fun even through the hard times.

I have made some life-long friendships with my colleagues, we have laughed together and we have cried together and we have looked after each other. So at the end of the day, a bit like childbirth, we gloss over the tough times and focus on the joy of teaching, the growth and development we have supported in tamariki and the fun we have had together.

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