



News Update – 6 October 2019

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EVENTS/MEETINGS/SEMINARS/CONFERENCES

OMEP Wellington Chapter - October Monthly Meeting

Quality in the Asia-Pacific Region

When: Monday 21st October 2019, 6.00pm – 7.30pm

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

Presentation by Kerrie Duncan and Maisie Chilton Tressler

The session will begin with Kerrie Duncan and Maisie Chilton Tressler introducing how some of the Asia-Pacific Nations are working to improve quality within the ECE environment.

What do we learn from these countries? **Flyer attached**

GOVERNMENT POLICY and LEGISLATION

NZEI Te Riu Roa launches bold campaign for fair pay in ECE

From: NZEI - 2 October 2019

NZEI Te Riu Roa has launched a bold new campaign to fix the pay gap in early childhood education (ECE) and empower the whole sector at its annual conference in Rotorua this morning.

There is an average 23% pay gap between ECE and kindergarten teachers. By next year, some ECE teachers will be more than 49% behind their kindergarten counterparts with the same experience and qualifications.

Ahead of upcoming negotiations, ECE teachers covered by the Early Childhood Education Collective Agreement (ECECA) have voted to endorse a claim for an immediate pay jolt of 11% and for a stepped out pay plan that will fix the pay gap for good.

ECECA teachers also endorsed a unique campaign plan in which their claim will be voted on by the rest of the ECE sector, including the large amount of ECE teachers who are not union members or covered by a collective agreement.

NZEI Te Riu Roa National Secretary Paul Goulter told conference attendees that the plan is bold and innovative, and it's the first time he's heard of a union reaching outside of its membership to get backing for a claim.

"The ECECA is unique in that it sets the minimum rates for the rest of the ECE sector. That means all ECE teachers, whether they're covered by a collective or not, have a stake in what we're claiming in these negotiations. This campaign is about building the power of the whole ECE sector by joining our voices together and demanding the government fix the pay gap."

ECE teacher Chloe Lundie-Hodge says recent collective agreement settlements in kindergarten and primary have only highlighted how much ECE teachers have been left behind by more than a decade of severe underfunding

"The gap between ECE and kindergarten teachers is now between 9.5% and 49%. That is just not okay. We need the government to commit to an urgent pay jolt to start closing the gap, and then set out a plan for how they will close the gap for good."

The campaign includes the launch of a website - ECEVoice.org.nz - where the union wants all ECE teachers to vote on the claim.

Key information:

The Early Childhood Education Collective Agreement (ECECA) covers only a small percentage of the 30,000 teachers working in ECE, but it sets the minimum pay rates for the sector

Negotiations for the ECECA are between members of NZEI Te Riu Roa and a number of ECE providers throughout the country. The Ministry of Education is not party to the negotiations, but as the main funder of ECE the government's funding and policy decisions directly impact these negotiations

ECECA members retain decision-making control over the negotiations and claim process. This campaign is about getting the backing of the whole sector and building power to demand the government increases funding for ECE.

Union plan aims to close growing early childhood teaching pay gap

From: Stuff News - 2 October 2019

A teachers union is set to ask non-members to also vote on an agreement it claims will help reduce the average 23 per cent pay gap between early childhood education and kindergarten teachers.

The plan was unveiled on Wednesday at the New Zealand Educational Institute conference in Rotorua by national secretary Paul Goulter, and comes just days after Education Minister Chris Hipkins addressed the conference telling delegates that addressing the pay gap was "top of the list".

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"The ECECA is unique in that it sets the minimum rates for the rest of the ECE sector," he said.

"That means all ECE teachers, whether they're covered by a collective or not, have a stake in what we're claiming in these negotiations. This campaign is about building the power of the whole ECE sector by joining our voices together and demanding the government fix the pay gap."

ECE teacher Chloe Lundie-Hodge said recent collective agreement settlements in kindergarten and primary have only highlighted how much ECE teachers have been left behind by more than a decade of severe underfunding.

"The gap between ECE and kindergarten teachers is now between 9.5 per cent and 49 per cent. That is just not okay. We need the government to commit to an urgent pay jolt to start closing the gap, and then set out a plan for how they will close the gap for good."

The campaign includes the launch of a website - ECEVoice.org.nz - where the union wants all ECE teachers to vote on the claim.

Learning support coordinators a 'band-aid' over a deeper problem

From: Stuff News - 2 October 2019

By James Baker

Six hundred learning support coordinators (LSC) won't solve the deeper problems facing New Zealand schools says the president of the Special Education Principals' Association (SEPA).

For 26 years Judith Nel has been an advocate for children with complex learning needs.

The principal of special education institution Parkside School, and president of SEPA, says improvements have come in fits starts but almost three decades many children are still being left behind.

"I can't sit and be quiet, I feel there's something that needs to be said I'm going to say it," says Nel.

Last year the Government announced it would allocate \$217 million over four years to fund 600 LSC roles in schools across the country.

These LSCs would network with local schools, whānau and community organisations in collaboration to improve access to learning resources. Nel says this solution sounds good on paper but glosses over some fundamental flaws.

"You can't coordinate what's not there."

According to Nel, it's not simply a matter of using what we've got.

With roughly 13 per cent of the school-age population facing a learning impairment, the most significant problem facing the school system is a lack of trained professionals.

"We simply don't have the pool of expertise we need to draw from."

"This is everything from teachers, to psychologists, speech-language therapists, occupational therapists."

And tragically, she says, it is the students who need support the most, that have generally been left behind.

"Within that 13, three per cent have a severe learning impairment such as severe brain damage or extreme difficulty communicating."

"These children need a trained teacher to work alongside them for a set period each week."

But according to Nel, and recommendations in a 2016 Parliamentary report, just one in three of these students, receive the one-on-one support that they need.

"It's embarrassing," says Nel.

It's not just a lack of trained staff, under the current Ongoing Resourcing Scheme the parents of severely disabled children have to jump through hoops to receive this support.

She says for the LSC to work, the Ministry of Education will have to loosen access criteria to support programs and drastically increase the number of specialist staff by expanding the national training curriculum.

"Right now, there is no real pathway for teachers to learn the skills they are going to need."

And although the Ministry of Education supports 350 study awards and scholarships annually for practising teachers, Nel describes the current distance postgraduate diplomas available in New Zealand for specialist teaching as "mickey mouse."

"It's not even close to what's needed. There's virtually nothing that addresses the complex, in-depth knowledge we're talking about. And I don't see how six hundred [LSC] are going to change that."

Deputy secretary for sector enablement and support for the Ministry of Education Katrina Casey says that the LSC roll out is just one part of the government's commitment to improving education in the coming years.

"Budget 19 provided an additional \$25.099m over four years to respond flexibly to growth in demand for services as it occurs in each region. An extra \$24.8 million has also been provided over the next four years to provide early

intervention to pre-school children who have communication, behaviour, development or disability needs. This is in addition to the extra \$21.5 million over four years for early intervention services provided as part of Budget 2018."

"Between December 2017 and March 2019, we recruited an additional 120 [full-time equivalent] specialist staff and this, combined with working in more flexible ways has meant that an additional 1,750 children received a core learning support service in 2018/19 compared with 2017/18.

NZEI president Lynda Stuart says she shares some of Nels concerns but they're determined to work with the current government.

"What we're seeing now is many, many years of underfunding in the special education system, and these are attempts now to fix what has been a broken system."

"We're interested in working with ministers to find a way forward to address some of those gaps."

"But we've still got along way to go."

Keeping early childhood teachers safe from measles

From: Education Central – 1 October 2019

Making the MMR vaccine available to early childhood teachers has been mooted as a way to help keep children safe. Rebekah Fraser looked into measles and vaccinating the adults that care for them.

As the number of measles cases grow, a call has been made to ensure early childhood teachers are vaccinated.

National's early childhood education spokesperson Nicola Willis has urged the Government to make the MMR vaccine available to early childhood teachers.

She said many teachers would belong to the cohort of adults who were significantly less likely to have received an MMR booster when they were children. Boosters weren't introduced until the 1990s.

"There's no sense in vaccinating only under-fives and not the adults who come into contact with young children every day."

West Coast early childhood teacher Jo Newburry tried to get her booster, but was turned down. She falls in the age group that has only had one vaccination for measles.

"The nurses did try but said due to the changes (in priority) their hands were tied. But it doesn't make sense when we are on the front line."

She said the West Coast's isolation was "a bonus" at present.

"But wouldn't preventive action be better than ambulance at the bottom of the cliff?"

Fellow early childhood teacher Ema Beard has had both measles vaccinations but has no immunity to the disease. She is also pregnant.

"I do think teachers should be prioritised. Many people like me probably think they are immune due to being vaccinated as a child and or teen, but may actually not be, like me."

She said her midwife and doctor were keeping a close eye on the number of cases in her local community.

"If the community cases increase, or any cases happen at work or school, I'll be out in a flash. I've had to cancel attending a professional development conference in two weeks held in Auckland as it is too risky."

The Ministry of Education deputy secretary sector enablement and support Katrina Casey said measles was a notifiable disease.

"Nothing is more important than the safety and wellbeing of our children and the laws governing early learning services are there to protect them."

She said laws did not “specifically require” caregivers to be vaccinated against diseases, including measles.

“However, they are very clear that services and caregivers need to do all they can to limit the likelihood of a child or adult being exposed to them.”

If measles occurred at a centre — either of a child or an adult — services were required to exclude those affected for at least five days from the onset of a measles rash.

Services were also expected to contact their local public health authority for advice when an illness appeared to be affecting many children or adults, she said.

“We would also expect services to be open with families about the processes and protections they have in place to help keep children in their care healthy and safe.”

The Ministry of Health said its current priorities were ensuring all children receive their MMR vaccines on time at 15 months, or 12 months of age in Auckland, and at 4 years old.

It was also vaccinating groups who are most affected by the outbreak in the Auckland area — those under five, those aged 15 to 29 years, and Pacific peoples within those groups.

‘Catch-up’ plan for MMR

Meanwhile The Pharmaceutical Society of New Zealand is urging the Ministry of Health to implement a ‘catch-up plan’ for MMR.

President Ian McMichael said pharmacists could be part of the solution to the country’s falling immunisation rates.

“There is a robust, proven set of procedures which pharmacist vaccinators follow when providing vaccinations to the public and they are trained the same as other health professionals to carry out vaccination services.”

Pharmacists could already provide vaccinations for influenza, shingles, Tdap (tetanus, diphtheria and whooping cough), and meningitis (meningococcal), but not MMR, he said.

“It is now urgent that the Ministry amend the policies and regulations governing who can provide MMR vaccinations to include accredited pharmacist vaccinators, and for Pharmac to fund the delivery of this service.”

Action not words needed for early childhood education

From: NZK – 25 September 2019

Kindergartens are campaigning for the restoration of funding for fully qualified early childhood education teachers, NZ Kindergartens (NZK) Chief Executive Jill Bond said today.

“The Government has so far failed to honour the coalition agreement to restore 100 per cent funding for fully qualified teachers”, she said.

This failure to move on improving funding is at odds with the Government’s Child and Youth Wellbeing Strategy, which has learning and developing as one of its key principles.

It’s time for action not words. We have been waiting patiently, but we can no longer wait and are speaking out about this important issue.

“Given the Government’s focus on children’s wellbeing – especially for disadvantaged children – we can’t understand why it is neglecting a commitment to fund qualified teachers who are known to directly influence positive outcomes for children”, Ms Bond said.

Investment in high quality early childhood education can bring economic returns around 10 times its costs. These returns include lower costs for schooling through less need for learning support, lower health costs and decreased social and economic inequalities.

Kindergartens offer high quality education because all teachers employed under the NZK umbrella are fully qualified,

but their funding has fallen behind for 11 years.

Kindergartens are receiving funding that covers only 80 per cent of teacher salaries. Funding per hour was \$12.26 in 2008 and only \$12.29 at the start of 2019. From July 2019 the rate was \$12.71.

“Kindergartens had continued to meet the shortfall through careful financial management, fund raising and using reserves but could no longer keep up”, Ms Bond said.

The Government will say it is putting more money into early childhood education, but that funding doesn’t provide significantly more funding per child, nor meet the funding needed to cover fully qualified teachers’ salaries.

Ninety per cent of kindergarten funding comes from the Government. We can’t keep absorbing rising costs – nor do we want to pass on costs to parents who already contribute to about 5 per cent of costs.

There is a wealth of research that demonstrates the positive impact that quality education has on the development and wellbeing of young children.

“Children start school ready to learn, develop social skills, learn about problem solving and co-operating with others. They have better physical and mental health throughout their lives”, Ms Bond said.

Researchers found qualified teachers were better at extending children’s learning than non-qualified staff. The impact on the children’s learning was still visible when they were 16 years old.

Qualified teachers are registered and renew practising certificates every three years to show they continue to meet professional standards and remain suitable to teach young children.

CPAG says substantially more funding must accompany new system to replace deciles

From: CPAG – 25 September 2019

Child Poverty Action Group says that yesterday’s announcement from the Minister of Education Hon. Chris Hipkins regarding the eventual dismantling of the decile system should be greeted with cautious optimism.

In a press release from the Beehive, Minister Hipkins stated that by 2021 the current decile system to determine school funding will be replaced by 2021 or 2022 with an Equity Index “that better aligns equity funding to actual levels of socio-economic disadvantage in our schools”.

CPAG disagrees that the decile system itself is to blame for poor funding distribution.

Professor Peter O’Connor, CPAG’s Education Spokesperson, says that although the current decile system can be perceived as somewhat of a clumsy and blunt tool, it provided acknowledgement that poverty impacted on school success and life chances, and that the Government had a responsibility to address issues of inequality.

“The system became muddied in popular perception as a defacto ranking system and schools in poorer areas saw parents fleeing their local school for what they perceived as a better school with a higher decile across town,” says O’Connor. “A more discrete and sharper instrument in funding schools with genuine need is welcomed.”

“What’s critical is, any new criteria used to sharpen the decisions made must be able to be used to correctly identify and capture the nuances of the impacts of poverty and other factors determining need in schools.

“For example, it seems that the new proposed Equity Index doesn’t recognise children in low-income working households, or the impacts of parents working multiple jobs but still failing to provide financially for themselves and their children.”

Key to determining the success of a new funding model will be whether it can ameliorate the impacts of poverty and related social dislocation, which the current model has failed to do.

One of the most important recommendations from the Tomorrow’s Schools Taskforce was to lift the funding attached to equity outcomes from the current 3% (attached to decile funding) to 6%.

“Perhaps the most urgent action needed is not simply changes to the funding model but to substantially increase the funding amount,” says O’Connor.

Reports show that the New Zealand Government’s funding for the education sector is proportionately less than the average across the OECD, and the proportion of household expenditure is much higher.

“Yesterday’s announcement seems on the surface to further fragment what was promised as an overhaul of schooling to make it more equitable. The overarching vision and strategy for the Ministry must not be muddled, and any changes need to have a clear strategic pathway to meet objectives promised as part of major education reform.”

CPAG looks forward to see more information as to how funding will be increased to ensure that equitable outcomes for all children can be achieved.

New Zealanders asked to help shape education priorities

From: Minister of Education – 17 September 2019

‘Education Minister Chris Hipkins is encouraging New Zealanders to have their say on the future of education – from early childhood to tertiary and beyond – with the release of a draft document detailing the priorities that will help shape that future.

“Agreeing the way forward for education will allow us all to achieve the changes New Zealanders have told us we all want to see in early childhood centres, schools, tertiary institutions and strengthen a system that supports lifelong learning,” Chris Hipkins said.

The Minister released ***Shaping a Stronger Education System with New Zealanders***, a discussion document that outlines the long-term vision, objectives and actions which resulted from the Education Conversation | Kōrero Mātauranga.

“Nearly 50,000 New Zealanders told us how they wanted education to change. Today I am releasing a blueprint for that change which aims to give New Zealanders the best education system in the world,” Chris Hipkins said.

“It also fulfils our Coalition promise with New Zealand First to deliver a 30-year strategic approach for education.”

The vision is supported by the following strategic objectives:

- Learners at the centre – learners with their whānau are at the centre of education
- Barrier free access – great education opportunities and outcomes are within reach for every learner
- Quality teaching and leadership – quality teaching and leadership make the difference for learners and their whānau
- Future of learning and work – learning that is relevant to the lives of New Zealanders today and throughout their lives
- World class inclusive public education – New Zealand education is trusted and sustainable

The discussion document also sets out the draft priorities for the Statement of National Education and Learning Priorities (NELP), covering early learning and schooling, and the draft priorities for the Tertiary Education Strategy (TES) covering tertiary education and training, research, and lifelong learning.

You can have your say on these draft priorities in the *Shaping a Stronger Education System with New Zealanders* document [here](#).

Consultation on the draft TES **closes on 25 October**, while consultation on the NELP closes on 25 November.

Teacher supply relief package welcomed

From: Te Rito Maioha – 5 September 2019

The Education Minister's moves to help relieve the shortage of early childhood teachers is a good start, says Te Rito Maioha Chief Executive Kathy Wolfe.

Te Rito Maioha Early Childhood New Zealand, New Zealand Kindergartens, Montessori New Zealand and the Early Childhood Council jointly met the Minister last week and appreciate that the Minister has listened and responded.

'We discussed a number of issues including how to relieve teacher supply pressures in both the short and longer term, pay parity across the early learning sector and moving towards 100% qualified teachers' says Ms Wolfe.

'It is crucial that we are producing high-quality teachers for our youngest citizens. The campaign targeting new ECE teachers will help get more people into training.' Being a teacher in early childhood education is inspiring and rewarding. It supports our youngest children's learning and development.

Ms Wolfe says 'we need to ensure that all ECE qualified teachers are paid at the same level as their primary school peers. People who put in the time and effort required to become qualified in ECE teaching should be properly paid'.

We still have some way to go for the early learning sector to recover. 'We will continue to work in partnership with the Minister to develop a sustainable funding, resourcing and support model for the early learning sector'. We look forward to the Minister's final announcement on the Early Learning Strategic Plan later this year.

Barnardos says new independent report busts myths about community-based social service funding and provides direct for change

From: Barnardos NZ – 2 September 2019

Barnardos, New Zealand's national children's charity working towards the vision of 'An Aotearoa New Zealand where every child shines bright', says that a new independent report published today busts some myths about the funding situation the community-based social sector faces, and provides clear direction for change.

The independent report, 'Social Service System: The Funding Gap and How to Bridge it', estimates that the overall government funding gap facing the community-based social service sector working with children and families is close to \$630 million dollars. Approximately \$300 million of this figure relates to the underfunding of wages across provider organisations, who are delivering essential services to support children, families and whānau.

Barnardos' Chief Executive Mike Munnelly says Barnardos works nationally every day with children, young people and their families and whānau from children's early years through to young people reaching adulthood, and that the nature of Barnardos' social service work is complex, demanding and high risk. "To do the work we do, community-based, not-for-profit organisations like Barnardos need to be fairly and sustainably funded. That's why we have supported this report commissioned by Social Service Providers Aotearoa and philanthropy to better understand and quantify the funding gap faced by our sector. The report helps our sector and government to have a shared understanding of what is needed to support community-based social service providers to best support children and their families and whānau", Mr Munnelly says.

Barnardos, which is a member of Social Service Providers Aotearoa, is supporting calls for the government to implement the recommendations outlined in the report by MartinJenkins. "The research has found that government funds social service providers for less than two thirds of the actual costs of delivering the services we are contracted to provide, and that this is placing significant stress on our sector. This needs to change. We need Budget 2020 to show the first steps in a serious commitment to closing the funding gap. We also need the government to commit to working with social service providers and the philanthropic sector on the longer term issues that are identified in the report, taking a collaborative approach, to achieve an effective and sustainable funding model. Some recent positive developments such as CPI adjustments and some fully-funded contracts for the sector provide a good start. We need to build on that together, to make sure these features are systematised through re-setting the funding system", Mr

Munnelly says.

Mr Munnelly says that Barnardos joins with others in the sector emphasising the need for urgent change on the pay pressures facing organisations such as Barnardos. Mr Munnelly says that “the pay gap that exists between our social service staff and those working for Oranga Tamariki has grown to around 30% as a result of our workers not being included in the Oranga Tamariki pay settlement. This gap has to be closed, but closing it is dependent on securing funding from government. Our staff are working with many of the same families and whānau that Oranga Tamariki works with, so it makes total sense for government to invest in closing this gap significantly, and we are in a position now where we need that to happen with urgency.”

The report makes 39 recommendations, including that government and community-based social service providers work together through the Budget 2020 process to ensure the Budget addresses underfunding across providers, and that the estimated \$300 million wages gap is one of the immediate priorities for action.

Barnardos says first Child and Youth Wellbeing Strategy an essential platform for creating significant change for children and young people

From: Barnardos NZ - 29 August 2019

Leading New Zealand children’s charity Barnardos says that the New Zealand Child and Youth Wellbeing Strategy – the first of its kind – is an essential platform for creating significant change for children and young people.

Barnardos Chief Executive Mike Munnelly is welcoming the Strategy that was launched today.

“Barnardos’ vision is ‘An Aotearoa where every child shines bright’. We work every day, all around Aotearoa with children, young people and their families and whānau, to support this vision in practice. Because of this, we know the realities of children and young people’s lives, and while most are doing well, a significant proportion are not, impacted by problems like family poverty and income inequality, violence and abuse, poor mental health, and a lack of the basics like safe and healthy housing. This is particularly true for many tamariki and rangatahi Māori and Pacific children and young people, whose outcomes are not what they should be”, Mr Munnelly says.

Barnardos says that the new Strategy is important because it shows the government is aspirational for children and young people’s wellbeing.

Mike Munnelly says that “we can and must do better for children and young people in our country, and this Strategy is a powerful acknowledgement of that. Barnardos is very pleased to see the commitments in the Strategy to all children and young people in Aotearoa being loved, safe and nurtured, having what they need, being happy and healthy, learning and developing, being accepted, respected and connected, and involved and empowered. It is positive that the Strategy places a particular focus on the wellbeing of children and young people who are the most marginalised and disadvantaged, as we know that change is urgently needed for them.”

Barnardos believes that it is imperative that the Strategy leads to real, positive and lasting change in the every day lives of children and young people, and of their families and whānau.

“We are clear that the Strategy alone will not lead to the change required. To be effective, it needs to be underpinned by robust and effective policies and continued ‘well-being’ focussed investment like that begun in the Government’s recent budget”, says Mr Munnelly.

Barnardos has been pleased to have the opportunity to contribute to influencing and shaping the Strategy and its underpinning legislation. Mike Munnelly says that “the Strategy provides a significant platform for action – we look forward to seeing it implemented and to being able to contribute in whatever way we can, working with government and others to support this to happen. Our children and young people deserve nothing less”.

Quality of early childhood education services under scrutiny

From: Education Central – 19 August 2019

Researchers have called into question the quality of the education of our youngest learners during a recent seminar. Rebekah Fraser speaks to early childhood education experts about the state of the sector.

Parents cannot rely on the current early childhood education system to ensure adequate quality of care and education, a pair of researchers have claimed.

University of Otago public health researcher Mike Bedford made the statement during a recent seminar, alongside early childhood teacher Susan Bates.

Bedford, who has just completed doctoral research into early childhood environments, said New Zealand had “demonstrably poor quality” early childhood education services.

He said the Ministry of Education needed to urgently address the “serious” health, quality of care, and education standards within the sector.

“This is not about embarrassing the Ministry, but about being honest about the state that we’re in. Then we can get the resources and support needed to fix this in there.”

He said the current education system did not serve quality-based providers, either commercial or not-for-profit.

“It only serves poor quality commercial operations.”

However, Early Childhood Council chief executive Peter Reynolds said while the seminar had “some gems”, it lacked balance.

“The sector is not fundamentally as broken as the seminar suggested, and it’s disappointing that that is the picture that they want to paint.”

He said the researchers had some “interesting” observations about the definition of quality.

“On the one side of ‘quality’ you have compliance which was the focus of the seminar. But on the other you have parent expectations. That wasn’t included.”

It was also disappointing to see a focus on childcare centres in the seminar, he said.

“It totally ignored home-based care, Playcentre, kōhanga, free Kindy. We’re a diverse sector.”

Bedford suggested a solution during the seminar, including making the Ministry the national provider of early care and education, with provision contracted from existing services.

“The Ministry would be required to contract with high quality providers where there is a choice, and avoid contracts of poor quality.”

Services that were struggling would not necessarily close, but all services would be supported to improve, Bedford said.

Reynolds said he supported the idea that childcare services were in a constant state of improvement.

“Struggling centres do need extra support, they need mechanisms to identify that, and in certain cases they need the Ministry to manage that process, which it has been must more proactive at recently.”

Bedford also called for significant improvements in the minimum standards, as well as adequate checks on quality.

Ministry of Education associate deputy secretary education system policy Damian Edwards said it wanted all young New Zealanders to have access to high-quality early learning experiences.

“That is why we have been developing a Strategic Plan for Early Learning, which will set the direction for early learning for the next ten years.”

The draft plan contained a number of recommendations which aimed to lift the quality of early learning, and ensure regulatory settings are in line with best practice, he said.

“It seeks to address many of the issues Mr Bedford has raised, including teacher qualifications, group size, physical environments, and environmental factors.”

Edwards said the Ministry is currently working with the sector to build a “more comprehensive” workforce demand and supply picture.

The Government aims to release the final plan before the end of the year.

Ministry of Education News and Notices

ECAC Meeting - September 2019

September ECAC Minutes can be found here: <https://www.education.govt.nz/early-childhood/how-the-ministry-works/early-childhood-advisory-committee-ecac/>

ECE Teacher Supply Package

From: Ministry of Education – Email to EC Services – 23 September 2019

The Ministry of Education is beginning public consultation on two proposals aimed at easing teacher supply pressures on teacher-led, centre-based services. You may wish to provide feedback on the options:

- 1. Allow primary qualified teachers to be a person responsible for the first and last 90 minutes of licenced hours**
- 2. Allow primary qualified teachers to be a person responsible at all times.**

We would like to hear your views on these proposals. The discussion document and the survey are available at <https://consultation.education.govt.nz/ece/person-responsible-in-ece>.

Consultation closes on **Sunday 20 October 2019**. Feedback will inform advice to Ministers on final policy proposals and, if approved, would be reflected in new wording in the Education (Early Childhood Services) Regulations 2008.

Any feedback will become public information. This means that a member of the public may ask for a copy of your submission from the Ministry under the Official Information Act 1982. Any submission summary we create as a result of this consultation may also mention your submission. Please tell us if you do not want your name included in any submission summary.

ECE Teacher Supply Package

From: MoE Early Learning Bulletin – 4 September 2019

The Government has today announced new measures to help relieve teacher supply pressures in the short-medium term. This follows sector feedback about the shortage of teachers in Early Childhood Education (ECE).

A \$4 million package of initiatives to attract people into ECE teaching, and to help recruit extra teachers from overseas, including a Relocation Support Grant (RSG), has been agreed for the 2019/20 year. To be eligible for these initiatives, applicants must be:

- licensed early childhood services that are required to employ qualified teachers, or
- qualified early childhood teachers from overseas, including New Zealand trained early childhood teachers returning to New Zealand, who have accepted employment in these services.

Increase to discretionary hours

Additionally, there is a temporary increase to the number of discretionary hours available to teacher-led centre-based services. This increase will extend discretionary hours from 40 to 60 hours per funding period, effective from 1 October 2019 until 31 May 2020. Discretionary hours are used to help maintain funding rates, where an appropriately qualified reliever cannot be found to cover certificated teacher absences.

Primary qualified certificated teachers as Person Responsible

The Ministry will also begin consulting on proposals to change the regulations, to allow a primary qualified certificated teacher to hold the role of Person Responsible in an early learning centre. This change would apply to designated hours, such as the beginning and the end of the day. We will be looking for your views on whether this change would be helpful, and whether it would enable you to make better use of the qualified and certificated staff you have already in your services.

Attached: MoE Factsheet on our teacher workforce.

Temporary increase in discretionary hours for teacher-led centre-based early learning services

From: MoE Website - 1 October 2019

Following sector feedback about the shortage in teacher supply in early learning, the Government has temporarily increased the number of discretionary hours available to teacher-led centre-based services.

An increase to discretionary hours will apply from 1 October 2019 until 31 May 2020. During this time the Ministry will accept up to 60 discretionary hours per funding period (to maintain current rates of funding) when certificated relievers are not available, provided that the record keeping requirements described in this section are met. The previous allocation was 40 hours per funding period.

Between 1 October 2019 and 31 May 2020 services may record the hours worked by relievers who are Other Teachers as Certificated Teacher Hours for the purposes of the Staff Hour Count for 60 hours during the funding cycle. Services may choose which hours these apply to – they do not have to apply to the first 60 hours.

From February 2020, services will be required to submit a record of the number of discretionary hours they have used in a funding period to the Ministry. If no hours have been used, then no submission is required.

It is important to note that discretionary hours only apply in a funding context. Regulatory requirements in relation to staffing, including having one Person Responsible for every 50 children attending and maintaining necessary adult to child ratios, must be met at all times.

Further information on the current discretionary hours policy can be found in the Funding Handbook.

If you have any questions in the meantime, you can contact us at ece.funding@education.govt.nz.

ECE Funding and Fees

From : MoE Early Learning Bulletin – 25 September 2019

You may have heard that we are looking at collecting information later this year about fees charged by early learning services. We know that the cost of early learning is a barrier to some families and whānau but we need more information on this.

Currently, we can't identify from either our own data or that of other agencies, what parents and caregivers pay compared with what the Government pays. Without this information we don't know how affordable early learning is for parents in different areas across New Zealand.

You can read more about this [on the Education website](#).

Learning Support Satisfaction Survey

From : MoE ECE Bulletin – 25 September 2019

We will be releasing the next Learning Support Satisfaction Survey at the start of Term 4 2019 (14 October).

We will email the survey to parents, caregivers and educators whose child or student either received a Ministry provided learning support service for the past 12 months, or had a learning support service end during Term 3 2019.

In most instances, we will email educators' surveys to the school or early learning service main email address. You can read more about this service [on the Education website](#).

Consultation has started on changes to person responsible regulations

From: MoE Website - 23 September 2019

Today the Ministry of Education is beginning consultation on two proposals aimed at easing pressure on teacher-led ECE centres. The government is committed to stimulating teacher supply and alleviating pressure on centres having difficulty recruiting ECE qualified teachers.

All licensed early learning services need at least one person responsible for every 50 children in attendance. In ECE centres, they are the person primarily responsible for the day-to-day education and care of children.

Currently, only teachers with a recognised ECE qualification can be a person responsible in ECE centres

The Ministry would like to hear views about two proposed options to change the Education (Early Childhood Services) Regulations, which would allow primary qualified teachers to be a person responsible in ECE centres.

The first proposal would allow primary qualified teachers to be a person responsible for the first and last 90 minutes of licensed hours at ECE centres.

The other proposal would allow primary qualified teachers to be a person responsible at all times.

[Person Responsible: discussion document and short survey](#)

More detailed submissions can be sent to either legislation.consultation@education.govt.nz or this postal address:

Legislation Consultation
Ministry of Education
PO Box 1666
Wellington 6140
New Zealand

Consultation closes on **Sunday 20 October 2019**. All feedback will inform advice to Ministers on final policy proposals that would be submitted to Cabinet and, if approved, would be reflected in new wording in the Education (Early Childhood Services) Regulations 2008.

Shaping a Stronger Education System with New Zealanders

From: MoE Website - 17 September 2019

'Shaping a Stronger Education System with New Zealanders' is a blueprint for change based on the rich conversations we have had with almost 50,000 New Zealanders.

The discussion document released today outlines the long-term vision, objectives and actions resulting from the Education Conversation | Kōrero Mātauranga. The vision reflects the overwhelming aspirations of New Zealanders, as expressed in their kōrero, for a more inclusive, equitable, connected and future-focused New Zealand learning system.

Whakamaua te pae tata kia tina – take hold of your potential so it becomes your reality.

We are descendants of explorers, discoverers and innovators who used their knowledge to traverse distant horizons. Our learning will be inclusive, equitable and connected so we progress and achieve advances for our people and their future journeys and encounters.

Whaia te pae tawhiti kia tata – Explore beyond the distant horizon and draw it near.

A strong sense of what New Zealanders want education to do, for every learner, their whānau, our communities, and our nation, has also emerged from the kōrero.

To reflect these aspirations, we have set five objectives around which to shape the future of New Zealand education, and a series of actions over 10 years to help achieve them.

To help us all achieve our vision, and the objectives we have set for the future of education, we are now consulting on the draft priorities that all education providers, from early learning to tertiary education and training, will share.

These priorities are in the draft Statement of National Education and Learning Priorities [NELP] and the draft Tertiary Education Strategy [TES].

The NELP sets the priorities for early learning, kōhanga reo, schools and kura. The TES sets the long term strategic direction and priorities for the tertiary education system.

[Summary: Shaping a stronger education system with New Zealanders](#) [PDF 1.9MB]

[Discussion document: Shaping a stronger education system with New Zealanders](#) [PDF 1.9MB]

[Objectives and actions: Shaping a stronger education system with New Zealanders](#) [PDF 904KB]

[Have your say on the draft Statement of National Education and Learning Priorities \(NELP\)](#)

[Have your say on the draft Tertiary Education Strategy \(TES\)](#)

Consultation on the draft NELP closes on 25 November 2019.

Consultation on the draft TES concludes on 25 October 2019.

Education Review Office

Indicators of quality for early childhood education: what matters most

From: Education Review Office - Email to EC Services – 16 September 2019

We have updated our indicators of quality. [Indicators of quality for early childhood education: what matters most](#) will become the basis by which quality is evaluated, by ERO through its external evaluation process and by your service through robust internal evaluation.

We are beginning work to develop a new approach to evaluate quality (**initially in centre-based services only**). This approach will use the indicators as the basis for making judgements about quality and improvement.

The indicators of quality will remain in draft until late 2019 while we seek feedback from the sector and provide opportunities for sector engagement at various forum and conferences. We **will not be using them** in our current Education Reviews for the remainder of 2019.

The draft indicators have been developed with support from an academic expert panel. Members of the panel critiqued ERO's existing indicators (Ngā Pou Here) and provided commentaries that highlighted what matters most in terms of current research and evaluation. We will publish these commentaries later in 2019.

The indicators of quality:

- focus on valued learning outcomes for all children as articulated in *Te Whāriki*
- foreground the relationships required to enact Te Tiriti o Waitangi / the Treaty of Waitangi
- focus on the conditions that are most likely to provide equitable opportunities to learn and promote children’s learning
- reflect the interconnectedness of the conditions required to promote and sustain continuous improvement and innovation
- describe what is observable or measurable
- signal the shift to an evaluation orientation that requires professional knowledge, expertise and engagement
- are underpinned by a research-based theory of improvement.

We would love to get your feedback on the draft indicators.

If you have any questions about the indicators, please contact info@ero.govt.nz

<https://www.ero.govt.nz/how-ero-reviews/ero-reviews-of-early-childhood-services-and-kohanga-reo/what-matters-most-in-high-quality-early-childhood-education-draft-evaluation-indicators/>
