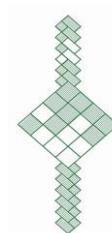


Early Education Federation



News Update – 23 July 2021

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- *TRCC: Supporting Gifted Learners: Effective practice in action – 5 October, Wellington*

In case you missed it:

Pay early childhood teachers more or centres may close

From: Charlotte Clapcott, Stuff: Jul 21 2021

See: <https://www.stuff.co.nz/stuff-nation/125816184/pay-early-childhood-teachers-more-or-centres-may-close>

OPINION: I don't think that Education Minister Chris Hipkins understands the seriousness of the early childhood education (ECE) teacher shortage, and the consequences of not providing realistic pay parity for our sector with kindergartens.

It is completely unacceptable that kindergartens seem to be [funded differently, and paid differently to ECE centres](#).

It is the same job, with the same degree, following the same curriculum, and undergoing the same Education Review Office reviews.

Yet, you seem to pay funding to both sectors on two completely different scales. It's simply not acceptable.

A qualified ECE teacher left my centre in April to go and work as an office manager in a motel.

Barnardos NZ

Bethlehem Tertiary
Institute

Christian Early
Childhood
Education
Association of
Aotearoa

Hospital Play
Specialists
Association of
Aotearoa/New
Zealand

Montessori
Aotearoa New
Zealand

National
Association of ECE
Directors in
Universities

Playcentre
Aotearoa

Te Rito
Maioha/ECNZ

Te Wananga o
Aotearoa

The Early
Childhood Service
of Te Aho o Te
Kura Pounamu:
The
Correspondence
School

The Early
Intervention
Association of
Aotearoa NZ

Steiner Education
Aotearoa New
Zealand

The Open
Polytechnic

World
Organisation
for Early
Childhood
Education
OMEP
Aotearoa NZ

As with many teachers who are leaving their positions, she is no longer working as a teacher. I have spent over \$2000 advertising for a replacement teacher (Facebook, radio, local and area newspapers, Education Gazette). I have received zero applicants.

The issue I have, as do many centres, is that [many teachers no longer want to work in ECE or permanent ECE roles.](#)

I have been told by a relief teacher: “Why would I work for you when I can earn \$30 per hour as a reliever without any responsibility?”

Relieving agencies seem to be gaining more and more teachers every day.

Teachers are leaving their permanent positions because they can gain full time work earning \$30 per hour with less responsibility or stress.

This is a major problem for the ECE sector.

We need qualified teachers to work in permanent positions in childcare centres. We cannot function without them. Many relief teachers do not engage with families, they’re not actively involved with planning, they don’t contribute to profile work and they’re not committed to the learning outcomes of our children.

Having relievers in the centre on an ongoing basis puts extra stress and workload on the permanent teachers and also costs us financially.

In addition, it is unfair on my loyal and committed ECE teachers for me to be paying a reliever more than them for doing a seemingly minimal workload.

A relief teacher is meant to fill a gap, not be a permanent fixture in a centre, and yet this situation is becoming more and more common.

For us to survive as a centre, we need to receive an 80 per cent funding rate, so we have no choice but to employ a reliever as there are no teachers wanting permanent work.

I have never had a problem employing staff. I have been running two centres in Otorohanga for 15 years and [this situation is the worst it has ever been.](#)

We will not be opting in to the [new kindergarten pay rates](#) because we can not afford to do so. [The Ministry of Education regulated ratios](#) are appalling and no quality centre would operate using those ratios. The ministry's calculations for the increase in funding are worked out on regulated ratios.

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You have [558 submissions on the Education and Training \(Grants—Budget Measures\) Amendment Bill](#). There is a reason for this.

You need to start listening to the early childhood sector before it’s too late.

Charlotte Clapcott is the owner/licensee of Hopscotch Childcare & Preschool.

Banks Peninsula community rallying to save its only preschool from closure

From: Jody O'Callaghan, Stuff - July 19 2021

See: <https://www.stuff.co.nz/national/education/125787086/banks-peninsula-community-rallying-to-save-its-only-preschool-from-closure>

The race is on to find new owners for the only preschool available to families in Akaroa and surrounding bays. The community will hold a meeting on Monday night to find a way to keep the Banks Peninsula Plunket Community Preschool – located next to Duvauchelle School – open after [Plunket](#) told staff and families it [planned to close it](#) in late 2021.

It gave a deadline of October 1 for any interested parties to come up with an alternative way forward.

There were 27 over 2-year-old children on the role, but with 17 babies under 2 currently in the area, there were hopes the nursery section – closed last year – would also be reopened.

The centre had operated for more than 20 years under different structures, and was first established due to need that arose from a parent play group. It had four core staff members.

A spokeswoman said the remaining two – Banks Peninsula, and Meadowbank Plunket Preschool in Auckland – were now both earmarked for closure.

“While Plunket has continued to operate these two preschools since that review, the delivery of ECE services is not a core business for Plunket, and we are now consulting on a proposal to close the final two ECEs under Plunket ownership.”

Plunket was open to receiving proposals from other providers or groups wanting to take over ownership of the centre.

Parent group spokeswoman Grethen Foster said the feeling was “one of opportunity rather than crisis”. It was a community with diverse talents and the energy to make sure the service was saved, she said. They believed a community-owned model could work, much like the [Akaroa Health Centre](#). “Someone might do it privately, but I don’t think we can bank on that.”

Being a small community, the number of children enrolled fluctuated, but there was a number of babies in the community who needed the centre, she said.

“We don’t view it as something that is going to be discontinued. We’re viewing it as an opportunity to create something.”

She was not sure what costs would be involved in the transfer of ownership.

Plunket refused to answer questions about how much the business would cost to take over, or what would happen [to locally raised funds currently](#) in the centre’s bank account.

Parent Julia Waghorn said the closure proposal came as a “massive shock”.

“It is an outstanding facility with amazing teachers.”

As a working mum with small children, and with colleagues with or expecting newborns, it was “vital that our young families have this support, so they have the option if they want to return to work”, she said.

“Our community is fantastic at rallying together in times of need. An [example of this in our amazing Akaroa Health Centre](#).”

Preschool manager Marchelle Shatford was also optimistic about the centre remaining in the community.

Dramatic rise in teachers being investigated by the Teaching Council

From: Lee Kenny – Stuff - July 17 2021

See: <https://www.stuff.co.nz/national/education/125760104/dramatic-rise-in-teachers-being-investigated-by-the-teaching-council>

The number of Teaching Council decisions reached a five-year-high in 2020, with physical abuse of young people and inappropriate relationships with students the most common reasons for investigations. LEE KENNY reports.

It was the final lesson of the day and students in the year 10 class packed away their things.

The teacher said everyone would have to wait for the bell, but – after a brief exchange – a 14-year-old boy, swore, got up and walked out into the hall.

Things escalated quickly.

The teacher grabbed his arm and told him he had to wait with the others.

The student swore again and threats were made. The teacher pushed the boy against the wall and raised his hand to hit him.

The pair struggled, pushing and shoving each other.

The student kicked and threw a punch, but the teacher blocked it and struck the student with his hand.

The incident was one of 95 Teaching Council tribunal* decisions in 2020 – a five-year high.

“The use of physical force, even at a lower level such as evident in this case, is unacceptable in New Zealand schools,” a 14-page report on the incident said.

The teacher apologised and said he had never grabbed a student before in his 28-year career.

The Complaints Assessment Committee decided not to withdraw his teaching registration, but issued a censure – a “formal statement of disapproval”.

He was required to undergo professional mentoring for 12 months, complete a course in anger and conflict management, and advise his school and prospective employers of the decision.

The case was one of 27 investigations* into complaints of physical abuse of a child or young person by a teacher in 2020, compared to just three in 2015.

An employer must immediately report a teacher to the Teaching Council, “if it has reason to believe that the teacher has engaged in serious misconduct”.

A Teaching Council spokeswoman said after law changes in 2015, the council expected and received “a small increase” in reports.

In 2016-17, 45 cases were referred to a disciplinary tribunal. By 2018-19 that had risen to 155.

The tripling of cases was influenced by two main things, the spokeswoman said.

“Firstly, there were changes to the threshold for matters that must be referred to the disciplinary tribunal, meaning more cases had to be referred.

“Secondly, the tripling relates to staff working through a backlog of cases. The council hired new investigators and new disciplinary tribunal panel chairs were appointed to process cases faster.”

There was no backlog in cases currently, she said.

Teaching Council disciplinary data went back to 2005 when there were two tribunal decisions.

The number increased almost every year, peaking in 2014, when there were 99.

[According to the Teaching Council website](#), the following tribunal decisions were made from 2005 to 2020* (inclusive):

Physical abuse of a child or young person – 107

Inappropriate relationship with a student – 100

Theft or fraud – 82

Neglect or ill-treatment of a child of young person in a teacher's care – 37

Sexual abuse of a child or young person – 27

Involvement in the manufacture, cultivation, supply, dealing or use of controlled drugs – 24

Viewing, accessing or possessing objectionable pornographic material – 23

Viewing pornography on a school computer – 12

Perry Rush, president of New Zealand Principals' Federation, said "complaints are too easily made".

In the June edition of the federation's newsletter, Rush said principals could be "exposed" when a board of trustees "acts unfairly".

"I am aware of principals who have ended their career because of the stress and expense involved in defending themselves from unfair claims," he wrote.

"The impact of having to tell a prospective employer that you are under investigation by the Teaching Council cannot be underestimated."

An increase in registered teachers, which also includes those in early childhood education centres, contributed to the increase in tribunals.

Melanie Webber, [president of teaching union the Post Primary Teachers' Association](#), said another factor was the change to the threshold for complaints in July 2015.

"The only ones that should be going to the disciplinary tribunal are the ones where de-registration or suspension are the starting point for the penalty.

"It could be a drink-driving offence, for example, which could be dealt with as a warning, rather than going all the way to a disciplinary tribunal."

Thirteen tribunal decisions were made in 2020* for driving-related offences, and 36 between 2010 and 2020.

"None of us want people in schools who aren't safe, or who are not doing their job correctly but what we've got is an over-regulation of the system and that's putting pressure on everyone."

Early Childhood Council chief executive Peter Reynolds said the number of complaints had increased "pretty consistently, but it also seems to be stabilising".

"We do object to names being kept confidential. In the past the Teaching Council has had a standard practice of keeping names out of any decisions they make, and we think that's unreasonable."

The Teaching Council should also be able to remove a teacher's registration, in the worst cases, and prevent people from working in early childhood education, he said.

"At the moment they might remove a teacher's practising certificate, but the person could start work the following day as an unqualified teacher in a childcare centre."

* Figure accurate as of July 16, 2021. New 2020 cases may still be added.

Discretionary hours increased to 80 hours for education and care services

From: MoE Early Learning Bulletin - 17 July 2021

An increase to discretionary hours from 40 hours to 80 hours will be available for education and care services, casual education and care services and hospital-based services from 1 June 2021 until 31 January 2022. This change acknowledges the present teacher supply challenges faced by education and care services.

A discretionary hour is an hour that a service can count an unqualified teacher (other teacher) as a qualified teacher (certificated and qualified) for ECE funding purposes on the Staff Hour Count.

For Kindergartens, the Ministry will continue to accept up to 40 discretionary hours per funding period when certificated relievers are not available.

For more details on the requirements for discretionary hours please see Chapter 3-B-2 of the Funding Handbook.

[3-B-2 Teach-led education and care services - ECE Funding Handbook](#)

Tranche one licensing criteria amendments

From: MoE Early Learning Bulletin - 17 July 2021

- From 31 August 2021, the minimum room temperature required in early learning services will increase from 16 degrees to 18 degrees Celsius in line with World Health Organisation guidelines.

The licensing criteria amendments and associated guidance are now available on the link:

[Licensing Criteria Amendments and Guidance](#)

- From 1 January 2022, services will also be required to have regard for the [National Education and Learning Priorities \(the NELP\)](#) in both their annual plan and recorded outcomes from self-review and internal evaluations.

The NELP licensing criteria amendments are now available on the link: [Licensing Criteria Amendments](#)

We recommend that services start familiarising themselves with the NELP and we will provide further guidance on 31 August 2021.

In the interim, we would appreciate if you email any questions you have to ECE.Info@education.govt.nz so they can inform our guidance.

Tranche one regulation amendments: 30 July 2021

The following amendments come into effect on 30 July 2021 and provide the Ministry with additional tools to manage non-compliance to ensure children's health, safety and wellbeing, as well as clarifying existing requirements. No action is required from you.

- Enabling the Secretary to reclassify a service's licence as provisional, following an incident involving a child that the Secretary considers warrants investigation.
- Creating the ability to issue a written direction requiring a service to remedy an immediate health and safety risk.
- Allowing the Ministry to immediately suspend a service's licence if the licensed early learning service is no longer under the control of its licensed service provider.
- Clarifying that the fee for a new licence is payable upon application and is non-refundable
- Consolidating existing person responsible requirements.
- Removing the requirement for a service provider to return their current licence if reclassified as provisional and the corresponding ability to suspend a licence if the licence is not returned.

Tranche one regulation amendments: 1 February 2022

The following changes will come into effect from 1 February 2022:

- creating a cancellation pathway based on a service's provisional licence history
- clarifying the provisions for licence amendments when the service provider changes
- clarifying the information used to assess an application for a probationary licence.

Over the next six months, we will work with you to develop clear and transparent processes for implementing these changes.

Full details of the regulation changes are available on the New Zealand Legislation website.

[Education \(Early Childhood Services\) Amendment Regulations 2021](#)

Mana in Mahi is working as a career path for jobseekers into ECE

From: Te Rito Maioha/ECNZ - 8 July 2021

A new programme has been launched to help unemployed people become early childhood teachers, and it's working.

The Mana in Mahi | Strength in Work ECE programme is a partnership between Te Rito Maioha Early Childhood New Zealand (ECNZ) and the Ministry of Social Development (MSD).

A first tranche of six adult students has completed a four-week pre-employment preparation programme in early childhood education provided by Te Rito Maioha. They have now all been placed in paid employment with early childhood centres, and will next month embark on further study towards qualifying in their new career.

The six students were referred to the programme by MSD. One was under employed and the others were receiving benefits.

Te Rito Maioha Christchurch | Ōtautahi Regional Education Leader, Raewyn Penman commented: "The participants are all passionate about wanting to work as early childhood teachers and they're all keen to get started on their study."

"From here, while working 30 hours per week at their early childhood centre, the participants will undertake study towards their NZQA qualification in Early Childhood or Montessori, at level 5 and beyond. They will join a mid-year intake along with other students, beginning 26 July. Te Rito Maioha is assisting them with the application

requirements to gain entry to the Bachelor of Teaching (ECE) programme, and there will be further support for the duration of their three-year studies.”

The six participants in the programme were selected from a group of 16 MSD clients who attended a seminar to learn more about the opportunity and to decide if it was a pathway they wanted to pursue. Eleven were interviewed following the presentation, and of these six participants were shortlisted to complete the four-week pre-employment preparation programme.

Ms Penman further commented: “The participants were all really grateful for the platform given to them through the Mana in Mahi programme, and the opportunity it has provided for them to move into permanent work. The employers involved are really supportive and appreciative of having the participants come in with the preparation they received through the pre-employment programme, and then also the on-going support through Mana in Mahi.”

Te Rito Maioha CEO, Kathy Wolfe, added: “this is a great example of placing learners at the centre and providing barrier free access to potential learners who would have otherwise been too daunted to think about a career in ECE.”

[Find out more about the programme here](#)

NZEI Te Riu Roa supports Kōhanga Reo push for Tohu Whakapakari qualification recognition

From: NZEI – Te Riu Roa - 20 July 2021

Education union NZEI Te Riu Roa has today announced it is backing Te Kōhanga Reo National Trust's campaign to have its three-year qualification, Tohu Whakapakari, recognised as a teaching qualification by the Ministry of Education and NZQA.

Matua Takawaenga Laures Park says the union's members in Kōhanga Reo have valuable skills in Te Reo and Te Ao Māori that are essential for tamariki and they should be properly recognised and remunerated.

"The Ministry of Education and NZQA have been dodging this issue for more than 20 years. Tohu Whakapakari is Kōhanga Reo tohu that produces Kaiako and it must be recognised as such. This is important mahi that Te Kōhanga Reo National Trust is undertaking and - as always - they have our support.

"Tohu Whakapakari is an indigenous qualification and has too long awaited recognition from these Pākehā institutions.

"NZEI Te Riu Roa supports every and any endeavour that will improve conditions and outcomes for Kaiako and tamariki. To that end, we have launched a separate pay equity claim on behalf of our members working in Kōhanga Reo. This claim will cover the need for Tohu Whakapakari to be recognised as a teaching qualification."

More transformative action needed to fix severe teacher shortage in ECE

From: NZEI - Te Riu Roa - 7 July 2021

The union for early childhood teachers has welcomed a raft of Government changes this week to respond to the sector's severe teacher shortage - but says accelerating pay parity and undertaking significant structural reform remains urgent.

As early as tonight, Parliament is set to pass legislation clarifying the Minister of Education's powers in regard to funding improvements in employment relations in ECE. On Sunday the Minister announced a new border exception to allow 300 teachers into the country, and on Monday the Ministry of Education announced it was temporarily loosening requirements for ECE centres to maintain at least 80% qualified teachers in order to maintain funding.

(The Ministry of Education has notified ECE centres that they have increased the 'discretionary hours' available to

centres from 40 to 80 hours: that is, the hours a centre can count an unqualified teacher as a qualified teacher where a certificated reliever is not available, while still maintaining their Government funding level.)

The union says these steps are necessary, but not a sufficient response to the teacher shortage.

"Ultimately, while centres need this flexibility right now, this decision is a band-aid, not a solution", says ECE Representative on the NZEI Te Riu Roa National Executive, Virginia Oakly. "Our goal, and the Government's, is ultimately to have 100% qualified teachers and improved ratios so that all tamariki experience high quality teaching and learning."

"So we need more teachers, and we need to grow and nurture those teachers in this country. The key way to fix the teacher shortage is by urgently improving teacher pay.

"The steps announced over the past few days show the need to address pay is absolutely urgent - our progress toward the Minister's pre-election promise of delivering pay parity has to be accelerated.

"ECE teachers are currently paid around 30% less than their kindergarten and primary colleagues with the same responsibilities, qualifications and experience. Though they now start at the same minimum pay rate, primary and kindergarten rates quickly leave those in ECE behind - on current rates, we estimate that within ten years, a teacher starting in ECE would be paid \$100,000 less than they would in those other settings.

"Until ECE teachers have full pay parity with their peers in kindergarten and primary, it's understandable that qualified teachers are going to look elsewhere before choosing to work in ECE. We realise that delivering full parity means making systematic changes, and the Minister has promised to more thoroughly review the funding model - but we're still waiting on an indication of when that might be."

A \$100K difference in pay over ten years - union says ECE pay parity needs to be accelerated

From: NZEI -1 July 2021

Early childhood education union NZEI Te Riu Roa says today's pay increase for ECE teachers on the minimum rates is not enough to stem a crisis in the sector.

Teacher vacancies ballooned from 500 to over 600 in just a week last month, more than all the vacancies in primary and secondary schooling combined.

The pay differential between ECE and other teachers is a key contributor to the shortage. NZEI Te Riu Roa estimates that within ten years, an ECE teacher starting their career today will on average have been paid more than \$100,000 less than their colleagues in kindergarten unless the Government accelerates pay parity.

The Government has asked employers to use today's funding increase to increase their minimum pay rate for qualified teachers to match that in kindergartens and primary schools. If their teachers are all already above the minimum rate, the Minister of Education has an "unequivocal expectation" that employers still use the funding for pay and lift other teachers' rates.

"While it's great that the Government has lifted the funding to maintain parity with schools and kindergartens at that entry level, ECE rates simply don't keep up across our teachers' careers - and that needs to change" says ECE Representative on the NZEI Te Riu Roa National Executive, Virginia Oakly.

"Though they now start at the same pay rate, primary and kindergarten rates quickly leave those working elsewhere in ECE behind. On current rates, we estimate that within ten years, ECE teachers starting now could be paid on average over \$100,000 less than their colleagues in kindergarten with the same responsibilities, qualifications and experience.

"This shows that while parity at the minimum rate is an important step towards the pay parity the Minister has promised, much more needs to be done. There's a huge inequity there. Unless the Government accelerates the

funding of pay parity for all teachers, we risk losing our most experienced teachers at an even faster rate than now.

"Our members are worried about the impact the teacher shortage is having on the children they teach. Teachers are overtired and overstretched, and it's proving nearly impossible to recruit new people into teams, and even to find teachers who can relieve."

A survey of people working in ECE, [conducted earlier this year](#), showed that almost 90% felt pay parity with their peers in kindergartens and schools would help to solve the teacher shortage and other issues facing the sector.

"The sector needs to work together to achieve pay parity that's entrenched in union collective agreements and, ultimately, a sectorwide fair pay agreement that covers all early childhood educators."

New Zealand childcare good quality but unaffordable - Unicef report

From: Tom Kitchen - NZ Herald - 18 June 2021

A new report shows that while New Zealand has the third-best childcare in the OCED and EU, it is one of the most expensive.

A Unicef survey titled "Where do rich countries stand on childcare?" ranked Aotearoa at 33 out of 44 in the report.

Countries were judged on leave, access, quality and affordability.

In New Zealand, a couple on an average income would need to spend between a third and a half of one salary to pay for two children in full-time care.

Unicef New Zealand chief executive Michelle Sharp said low-income families were missing out.

"That basically means that an average couple in New Zealand of income earners would have to spend 37 per cent of their salaries to put two children to full-time childcare, which is a huge amount."

The report pointed out that Ireland, New Zealand and Switzerland had the least affordable childcare for the middle-class population.

Children's Commissioner Judge Andrew Becroft called the report on childcare by Unicef: "fascinating but troubling". He was reassured that the quality of care was high, but was surprised by some information.

"I hadn't realised we were so far down the table in partner support, and I didn't realise that we were so relatively costly, and that's a problem for me."

Becroft believed increasing the family tax credit would help make childcare more affordable.

In New Zealand, mothers are entitled to 26 weeks paid parental leave, and partners to two weeks of unpaid leave.

Victoria University Professor of Early Childhood Studies Carmen Dalli said the report showed the country was doing some things well, "it's a good reminder that the work is not yet done".

"We should not underplay the finding about quality: because it's the quality of services that matters for children's development.

"This government has a policy focus on wellbeing; improving affordability and longer parental leave would support wellbeing for children as well as for families and all of society."

Top 10 countries for childcare according to Unicef

1. Luxembourg
2. Iceland
3. Sweden
4. Norway
5. Germany

- 6. Portugal
- 7. Latvia
- 8. Denmark
- 9. South Korea
- 10. Estonia

TRCC: Supporting Gifted Learners: Effective practice in action

Where: [Wellington](#)

When: 5 October 2021: 2 days, 09:00 AM - 05:00 PM

What does effective practice for gifted learners look like in the classroom? This two-day national conference will provide opportunities for educators to learn about and share examples of successful practices for gifted learners. A panel of gifted young people will talk about what approaches to learning work best for them. This conference welcomes educators with an interest in gifted learners, including early years, primary and secondary educators.

Cost: \$180.00 incl. GST

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