

HE TAONGA TE TAMAITI, THE DRAFT STRATEGIC PLAN FOR EARLY LEARNING

March 2019

*“The children in ECE now will be sitting NCEA and teachers in ECE
will be retired before the draft goals take effect.”*

To: The Ministry of Education

NZEI Te Riu Roa Submission on: He Taonga, Te Tamaiti, the draft strategic plan for early learning

Mā whero mā pango ka oti ai te mahi | *With red and black the work will be done.*

This submission is based on the work of NZEI Te Riu Roa members and others who have contributed to a strategic plan for the ECE sector. Their contributions are attached to this submission in two reports: *Shaping our Future* and *Turning the Tide*, which have been shared with the Minister of Education, the Ministerial Advisory Group, and the Reference Group.

In his Terms of Reference for the development of a 10-year strategic plan for early learning, the Minister of Education asked the Ministerial Advisory Group to “...consider both the efficiency and effectiveness of the early learning sector, and take account of the Government’s objectives and its positions in relation to early learning as set out below.”

Turning the tide

A glaring omission from the draft strategic plan is any strong plan to turn “the tide away from a privatised, profit-focused education system.” (*ToR objective ‘Quality Inclusive Public Education’*)

Without any clear planned action to begin purposefully building a public early childhood education system, other changes will simply perpetuate the current competition-based system and the objective of turning the tide away from a privatised, profit-focused education system will not be achieved.

In *Turning the Tide*, NZEI Te Riu Roa offers a five point plan for developing a public early childhood education system:

1. Government makes a strategic decision that developing a public system of early childhood education is in the best interests of children – by making this an explicit goal in the strategic plan and developing a voluntary integration model similar to that used with special character schools in the compulsory sector – Education Act 1989, part 414, section 33).
2. Incentivise a shift to quality public early childhood education – develop clear incentives for those who choose to be part of a public system of provision, for example centrally funding salaries for those that are currently, or who opt into, the public provision model delivered through collective agreements or fair pay agreements; place conditions on the receipt of all public funding to ensure it is used solely for the purpose it is given; increase the quantum of the

current 20 hours subsidy to any service joining the public provision model; and build momentum towards joining the public provision model by immediately increasing the funding band for centres with 100% qualified teachers.

3. Plan public provision and vertical integration – start with an immediate moratorium on approving the establishment of any new centres where there is no proven need; when new centres are needed, they must be public centres, linked to a ‘hub’ of kindergarten and community services for governance and management support and wherever possible built on, or adjacent to, existing school sites; new build schools should all include ECE services in their design and build.
4. Implement support mechanisms for a public education system – develop hubs of kindergarten and other willing community services; develop a pathway for centres to opt into the new public system.
5. Enhance quality teaching – implement Fair Pay agreements as a priority; reinstate funding for 100% qualified teachers and legislate to achieve 100% qualified teachers by 2023. Services opting into public provision are required to meet, and will be funded for, 100% qualified teachers and will have exemplary working conditions codified in fair pay and collective agreements; speedy settlement of pay equity claims and mandated targets to address the gender pay gap; pay equity settlements become industry standards to be expressed via collective agreement and fair pay agreement rates.

Commitment to moving to a system of public early childhood education provision is the change the sector needs now.

The recommendations finalised as a result of this consultation period must unequivocally show the Government’s commitment to turning the tide away from a privatised, profit-focused education system based on competition and market forces, to a public system of provision.

Developing coherence across all system change reviews

It is important to note that this submission, and the confirmation and implementation of any recommendations, should take into account the other education consultations currently taking place for example, Our Schooling Futures: Stronger Together Whiria Ngā Kura Tūātinini, and the Reform of Vocational Education. This whole of sector reform must be supported by coherent architecture and change management processes to ensure each part of the system ‘talks’ to the other and no one change proposal undermines or negatively impacts another part of the sector.

The Government is urged to bring He taonga te tamaiti (ECE 10-year strategic plan) and Our Schooling Futures: Stronger together (the Tomorrow's Schools review) into alignment now in order to deliver a package of system reforms that place a child's educational journey at the centre.

In aligning these whole of system reforms, government should consider the shared issues:

1. **System change** – across early childhood education and the compulsory schooling sector, the reforms being proposed are significant and require a coherent approach to change management. A change management process needs to address the issue of linkages across reforms and clearly articulate how the implementation will be planned and resourced.
2. **Resourcing** – this is a shared issue across early childhood education and compulsory schooling. NZEI believes that many failures in the current system result from persistent, chronic under-resourcing and will not be fixed simply by changes to governance, administration, or system architecture. Significant new resourcing from government will be required to address the chronic underfunding, including to ensure genuine parity for all teachers across the system – a teacher is a teacher is a teacher to develop a para-professional workforce and a sustainable system for learning support, and to ensure that equity funding changes take account of neighbourhood and community poverty, not just individual learner and student socio-economic status.
3. **Te Tiriti o Waitangi** – both Our Schooling Futures and He taonga te tamaiti recognises the importance of Te Tiriti to our education system, but recommendations on strengthening how this is enacted for governance, administrative, and professional purposes are limited.
4. **The need for culture change in the system** - this is inherent in both the reforms of early childhood education and compulsory schooling. Simply changing structural features will not bring the sustainable and ongoing shifts the reforms seek to rebalance education. There is a requirement for intensive capacity and capability building across the sectors, an injection of resource to ensure transformation can be achieved, and a clear focus on how culture and mind-sets can be shifted. Changes in the structural architecture of education, for example the introduction of hubs in the schooling reform, must focus on the enhancement of public provision, and ensure that potentially unintended outcomes like diminished access to learning support specialists to the early childhood sector, do not occur, and that the door is not opened to further privatisation and competition.

5. **Education ecosystem cohesion** – alignment between the reforms is crucial, but missing. There is real potential to build a public early childhood education and schooling system that is at risk of being lost while The Government continues to view the sectors in silos. The Government must intentionally and deliberately align these reforms.

Our children and young people deserve an education system that places them at the centre, and does not continue to silo their needs and those of their teachers, on the basis of age, but considers them part of a wide and diverse community of provision where we all work together.

This submission on He taonga te tamaiti responds to the recommendations of the Ministerial /Advisory Group, and should be read in conjunction with:

- The appended documents that further support the summary information,
- Shaping Our Future and Turning the Tide (two NZEI Te Riu Roa reports).

It is important to note that this submission, and the confirmation and implementation of any recommendations, should take into account the other education consultations currently taking place for example, Our Schooling Futures: Stronger Together Whiria Ngā Kura Tūātitini, and the Reform of Vocational Education. This submission is in three parts:

- An introduction
- A summary of what is supported, and what needs enhancing
- Where to next?

INTRODUCTION

1. NZEI Te Riu Roa (NZEI) is the professional organisation which is representing the interests of 49,000 members. ECE teacher members represent all service types including public Kindergarten, early childhood services, Home-based networks, Miro Māori, Kōhanga Reo and Pasifika immersion services.
2. The main objective of NZEI is to advocate for quality public education from ECE onwards, develop educational leadership and embed wage justice.
3. Our ambition matches that of Prime Minister Ardern, stated in her Well-being Strategy – to make Aotearoa New Zealand the best place for children to grow up.
4. Aotearoa New Zealand can, and should, aim to provide the best possible early childhood education and care opportunities, acknowledging research and evidence that shows the importance of the first 1000 days of a child’s life – and the state should take responsibility for this provision.
5. If a government supports and enables adults to contribute productively in their communities and to the economy, it also has a responsibility to provide quality early childhood education opportunities for its youngest citizens. This means early childhood education that is:
 - Publicly provided – planned and funded by the State
 - Provided by qualified teachers for every child
 - Has optimal ratios of adults, children, and optimal group sizes
 - Resourced for quality terms and conditions for teachers and support staff, including pay that is free from gender discrimination, for all teachers regardless of service type.
6. We have a vision that parents and whānau are able to make the best possible decisions for their children from birth onwards.
7. That means:
 - Paid parental leave that enables a parent to stay home with their child, without being economically disadvantaged

- Workplaces that actively value children in their earliest years, and demonstrate this through enhancing the minimum entitlements including flexible working hours, time to attend child-centred events and activities, and paying the Living Wage.
 - Access to early childhood education options that put the child's need first, including language and identity, and are local and free
8. NZEI Te Riu Roa members are committed to developing the best ECE experience for all children and their whānau by developing a system that works in the best interests of children.

He taonga te tamaiti

Every child a taonga

Strategic plan for early learning 2019-2029

9. NZEI Te Riu Roa applauds the Government's ambition for our youngest children being enacted through the development of a 10-year strategic plan. Generally, the draft strategic plan lacks the bold change needed for our youngest citizens, and the implementation plan, given the the Prime Minister's call to make New Zealand the best place to be a child, lacks impetus and drive. It doesn't go far enough, fast enough, to make a real difference for children today.

"The children in ECE now will be sitting NCEA and teachers in ECE will be retired before the draft goals take effect."

Sandie Burn, Kindergarten Teacher.

10. Responses to a survey of NZEI Te Riu Roa members in January 2019 showed that several recommendations lacked the urgency of implementation that is sought by the sector in order to address issues of quality for children. The recommendations specifically noted included:

- Planned public provision
- Incentivising ratios for underthrees
- Resourcing the current and future workforce
- Delivering excellent ratios
- Progressing excellent and equitable terms and conditions

- Digital equity
- Vital learning support
- Dedicated Māori frameworks, and Pasifika frameworks

11. The aspirations of the plan's five goals are all broadly supported, however not all recommendations are individually supported.

Commentary on goals and recommendations in He taonga te tamaiti, Every child a taonga Strategic plan for early learning

Goal one - Quality is raised for children by improving regulated standards

12. NZEI supports all recommendations made under this goal. Quality in early childhood education is delivered through qualified and certificated teachers, working in services that recognise the imperative for children of small group sizes and optimal adult to child ratios.
13. Draft recommendation 1.1 – New adult to child ratios are supported, however this recommendation does not go far enough to truly enable the establishment of relationships needed for young children. NZEI Te Riu Roa advocates for the prioritising of 1:3 for under two-year-olds.
14. Draft recommendation 1.2 – A requirement to support secure and consistent relationships with children is supported. Secure attachment supports child development, is critical for child and whānau hauora and well-being, and is a requirement to be demonstrated by teachers for certification. A fully-qualified workforce, and the reduction of adult to child ratios recommended above would enable this suggested requirement.
15. Draft recommendation 1.3 – A qualified and certificated workforce is fully supported. Given the sector currently sits at 80% of staff who are qualified, NZEI Te Riu Roa questions the slow implementation of this recommendation. Centres and services who are currently meeting 90% to 100% of all staff being qualified and certificated should have their funding increased immediately, to recognise the value they have continued to place on delivering quality conditions for our youngest learners despite receiving a lack of government funding to meet this cost.

16. Draft recommendation 1.4 - Advice on group size, the design of physical environments and environmental factors is an important factor that would make a very real difference for the experience of children in early childhood education settings, and is supported.
17. Reducing maximum group size is a no-cost change that Government could implement immediately to make a positive impact on children's learning, including reducing competition for physical space, minimising noise, and ensuring teachers can maintain easy contact with children.
18. Design of physical environments should reflect the bi-cultural kaupapa of New Zealand and Te Whāriki .
19. Draft recommendation 1.5 – NZEI Te Riu Roa supports the gazetting of Te Whāriki , to ensure children experience consistent application of a bi-cultural curriculum in all settings.
20. Assuming a 100% qualified and certificated teaching workforce, all teachers should continue to be supported by regular professional learning and development to enable ongoing strong reflective practice and a focus on formative assessment.
21. Draft recommendation 1.6 – Preventing low quality services from opening additional services is supported. However, it is essential that low quality services do not continue to provide a standard of care and education that is detrimental to children, and the Government must take responsibility for intervening with urgency.
22. Intervening in low quality services provides an opportunity for the Government to acquire services as part of a planned process to strengthen public provision.
23. Draft recommendation 1.7 – It is not believed that the increased monitoring of services is necessary. Monitoring and compliance are not substitutes for improving sector quality, and does not halt system failure.
24. Given the Tomorrow's Schools review suggests disestablishing ERO and introducing an independent evaluation office that focuses on the performance of hubs, it is not clear how any increased monitoring would even be possible.
25. Other recommendations or approaches would be better focused on if increasing quality is the ultimate goal, including a clear and deliberate early childhood education network of planned provision.

Goal Two – Every child is empowered through timely access to the resources they need to thrive

26. Draft recommendation 2.1 – While ensuring equity funding supports children who need it is important, a focus on one funding stream will not comprehensively address additional learning support needs and relies on having a workforce who are available and skilled.
27. NZEI Te Riu Roa supports comprehensive and sustained learning support funding and resourcing being delivered to the increasing numbers of children in ECE with mild to severe additional needs. We also support comprehensive and sustained equity funding that supports children living in material deprivation, in isolated communities, and for speakers of other languages especially new refugee and migrant families.
28. The Tomorrow's Schools review is recommending learning support services and advocacy are delivered through school-centric education hubs. Included in this are dedicated Learning Support Coordinators. It is noted there is nothing similar contemplated for early childhood settings, where early intervention would have a positive impact on outcomes for young learners.
29. Draft recommendation 2.2. – The co-construction of progress tools to support children's learning and well-being is not supported. The provision of ongoing professional learning and development across the sector, facilitated by credible pedagogical leaders, along with the gazetting of Te Whāriki and the delivery of 100% qualified and certificated teachers will make the single biggest difference, and must be resourced now.
30. Ethical, contextual and culturally intelligent formative assessment is currently happening in many early childhood education settings. This provides a reflective and individually responsive way to react to children's learning with input from parents and whānau.
31. NZEI Te Riu Roa notes that the current ECE learning outcomes and indicators are approved by The Government, building on from the assessment exemplar, *Kei Tua o te Pae*. Therefore developing a further progress tool adds further administration workload, rather than strengthening inclusive assessment and curricula practice.

32. The theory of using progress tools to prove learning has occurred seems to be based on a past ideology of the value of inputs and outputs in education. A better system review question might be: Are we taking the right approach to our determination of inputs and outputs?
33. Both Scotland and Sweden adopt similar approaches to evaluating system and service performance. They both use curriculum-based indicators, curriculum implementation and collecting curricula and self review data. {Taguma, 2012 #16}. This is an integrated approach to enable reflective evaluation and assessment practice across the ECE system.
34. Formative assessment is supportive of the kaupapa of Te Whāriki. A major contributing factor to the variability of assessment practice is the rates of qualified and certificated teachers in the sector. Trained teachers are better equipped to apply and assess curriculum.
35. Draft recommendation 2.3 – We are unsure about the expansion of the number of early learning services facilitating wrap-around social services. This proposal assumes there are sufficient funding levels and associated subsidies for sustainable provision.
36. It is noted that early intervention to enable families and whānau to access support is ideal, however there are questions about staffing to successfully deliver on expectations when the early childhood education workforce is already stretched.

Goal Three – Investment in our workforce supports excellence in teaching and learning

37. Draft recommendation 3.1 – Improving the consistency and levels of teacher salaries and conditions across the early childhood education sector is strongly supported.
38. This must include incentivising 100% qualified and certificated teachers in public community services, having employer commitment to progressing pay equity, progressing fair pay agreements, and centrally funding teacher salaries. Regulations and policy will need to be timed together to support this quality shift so there are no adverse impacts on communities, teachers kaiako and support staff. Support staff play a critical role across the ECE workforce. Currently support staff have no dedicated career development, have limited collective agreement coverage, and also require formal recognition for their contribution across the sector.
39. The conditions of teachers should reflect the quality conditions expected for children. Currently this is not the case. However there are mechanisms to do this – currently there are several pay equity claims in some parts of the sector aimed at improving pay and conditions based on the

undervaluing of work traditionally done by women. Incentivising the development of collective agreements across the sector would make a difference, and Fair Pay agreements have the potential to lift minimum conditions.

40. A funding jolt, with clear conditions for the use of the funding, is required to meet this recommendation. It does provide an opportunity for not-for-profit provision to be incentivised, through the centralising of teacher salaries. This also ensures funding is used for its defined purpose.
41. Draft recommendation 3.2 – strengthening initial teacher education is supported. A qualified workforce is required to deliver the quality our children deserve. It builds culturally intelligent professional teachers who understand how children learn and develop, who are responsive to needs, and who are themselves learners.
42. To enable the delivery of a 100% qualified workforce as soon as possible, Government could consider the extension of fees-free tertiary education to the third year of study for students studying early childhood education.
43. Recognition of the indigenous Level 7 ECE teaching qualification (He Tohu Whakapakiri, NZQA 2003) is strongly recommended, along with the strengthening of bi-cultural practice in mainstream initial teacher education.
44. Draft recommendation 3.3 – improving professional learning and development is critical for the provision of quality early childhood education. To be effective, professional learning and development must be responsive to our bi-cultural setting, sustainable, accessible (financially and with release) and delivered by credible facilitators.
45. The changes to Ministry-funded professional learning and development is being considered in the Tomorrow Schools review. The impact of this on Ministry-funded delivery for early childhood education must be considered. If we are to put the child at the centre of what we are doing, we must provide the same access to professional learning and development for all teachers no matter the age of the child.
46. Draft recommendation 3.4 – it is important that the sector has a workforce supply strategy, and that this is progressed urgently. The current lack of urgency is concerning, with the ultimate outcome being children without qualified teachers. Workforce supply must focus on delivering

qualified teachers, and ensuring pathways to teaching encourage diversity in the teaching workforce.

Goal Four – Planning ensures that provision is valued, sufficient and diverse

A model to move to public provision

There are structures and short-term steps that can be taken to deliver a planned public ECE sector AND maintain equitable parent and whānau choice:

Develop a ‘hub and spoke’ model: Build from the structure of administrative, governance, professional learning and development and pedagogical leadership support that Kindergarten Associations (and some other community-based organisations) offer by developing Associations into ‘hubs’ for public provision for services that choose to opt in. This provides economies of scale so public ECE services are consistently delivered in communities and multiple philosophies co-exist which means parents are offered services that reflect their identities and retain the choice of provision type based on this.

Integration: Investigating how the existing integrated schools legislation can be adapted so that community and private allies can opt into a centralised Kindergarten hub.

Vertical integration: Public ECE services, with Kindergartens as the central hub, are planned on or near school and kura grounds. Proximity goes some way to enabling transitions and sharing curricula. This must include collectively agreed teacher release provision to enable actual collaboration across sectors.

Planned public provision in current areas of low provision: To enable planned public provision, Kindergartens are the priority for optimal delivery due to their ability to deliver public ECE, incentivised by funding.

Funding: Funding is based on a proven public provision need and is incentivised for services opting to enter the public ECE system via Kindergarten hubs.

Central funding of teacher salaries: To incentivise the public provision of ECE, centrally funding ECE teacher salaries means that achieving a 100% qualified workforce is attainable. This eliminates inequitable terms and conditions of employment. Expanding collective agreements, progressing pay

equity processes, pay parity and fair pay agreements combine to empower the inclusive ECE workforce across the entire public ECE sector.

48. All draft recommendations in this section are strongly supported. If this ten year strategic plan is to meet the government's objective of turning the tide from private to public education, these recommendations must be progressed with urgency. The majority of schooling is state-provided. There is no reason for the education of children outside the compulsory sector to be delivered using the current heavily privatised model of provision.
49. Our attached report, *Turning the Tide*, talks in more detail about how the move to public early childhood education could be delivered, and should be read in conjunction with the comments on the following draft recommendations.
50. Draft recommendation 4.1 – Developing and introducing a process to determine whether a new early learning service is needed is a crucial function of government. Currently government resourcing for new services incentivises competition and does not deliver on the government's objective of turning the tide from private to public (community, not-for-profit) provision. This recommendation must be implemented urgently.
51. Where a new service is required, it should be public and not-for-profit. From this point, government can start developing a network of planned public provision to meet their stated objective.
52. Turning the tide away from a privatised ECE system must be supported by an effective phased implementation plan.
53. The government must deliver on its commitment to turn the tide away from a privatised, profit-centric education system with deliberate incentives for those who are, or choose to opt into, a planned public system of provision. Planned public provision should be the aim, as it is with the compulsory education sector.
54. Vertical integration of ECE services with schools and/or kura would facilitate the transition of children, support professional collaboration with *Te Whāriki* and other curricula, and strengthen the links across public education. It could create financial efficiencies and enable access and convenience for parents and whānau.
55. Developing hubs comprising kindergarten and other willing community services, supports a new public system by providing governance, professional and administrative backing.

56. A viable pathway for services to opt into the new public system involves leveraging the existing integrated schooling so that profit-focussed and community based services can opt into the public system.
57. Draft recommendation 4.2 – Providing governance and management support for community-owned services is strongly supported. The sector currently has a form of ‘hub’ providing governance and management support in the form of Kindergarten Associations. This model could be scaled up to provide the support needed for community-owned services on an opt-in basis. Further incentives could be considered for this model, including centralising salaries for participant centres, professional learning and development provision, procurement support, and Fair Pay Agreement or collective agreement access.
58. The Tomorrow’s Schools review recommends hubs. It is recommended that planning in both reviews is aligned to determine what, if any, joint approaches, or efficiencies might be possible for public education.
59. Draft recommendation 4.3 – Establishing and maintaining early learning services on Crown land administered by the Ministry of Education is strongly supported. It is recommended that these services are community-based public services. This demonstrates clear intent for the state to be the provider of early childhood education, moving away from the current mode of provision.
60. Draft recommendation 4.4 – The co-design of an appropriate funding model with Te Kōhanga Reo National Trust must take cognisance of the Wai 2236 claim in progress. We support Te Kōhanga Reo taking the lead in designing an optimal funding model based on kaupapa Māori frameworks.
61. Draft recommendation 4.5 – The co-design of an appropriate funding model with the NZ Playcentre Federation is supported in an equitable partnership. Retaining Playcentre as a viable parent-led community education option is important.
62. Draft recommendation 4.6 – NZEI Te Riu Roa supports active and comprehensive early childhood education research. The focus on research programmes being set up with state-owned early learning services is pleasing.

Goal Five – The early learning system continues to innovate, learn and improve

62. Draft recommendation 5.1 – Establishing innovation hubs for services could provide opportunities for career development for qualified teachers, and contribute to a constantly developing sector. This is not an immediate priority given the need to urgently focus on other factors that deliver quality.
63. Draft recommendation 5.2 – Supporting early learning services to collaborate with other education services is a laudable goal. However there are a range of pre-requisites including the need to equalise conditions such as access to release time to enable this to be a balanced collaborative relationship.
64. Draft recommendation 5.3 – Supporting robust internal evaluation to ensure ongoing improvement is supported. A starting point for this however must be a fully qualified workforce who are able to reflect on quality teaching and learning interactions and make sound pedagogical decisions across English medium, Miro Māori, and immersion services.

Where to next

65. Children and whānau currently accessing early childhood education services deserve an ambitious plan for education that will demonstrate a commitment to quality.
66. They deserve this now, not in ten years when children currently in early childhood education will be preparing for NCEA.
67. To meet the government's objectives, the priority to deliver quality must be:
- a) Urgent steps to move to a planned network of quality state-provided early childhood education, and to halt the use of public money for private profit
 - b) Prioritised plans to improve quality for children by:
 - i. Rapid movement to a fully qualified teaching workforce, and the development of pay and conditions that value the work of teachers
 - ii. Reduction in adult to child ratios and group sizes
 - iii. Developing hubs to support community early childhood education services and deliver efficient back-room systems and processes leaving teachers to focus on teaching and leaders to focus on leading.

68. A vision for a state-provided community-based early childhood system delivering quality early childhood education is achievable – it requires commitment and ambition for the future. It is the government’s responsibility that provision is public, accessible to all.
69. NZEI Te Riu Roa Members are passionate advocates for high quality public and inclusive early childhood education. This means that all early childhood teachers are qualified and certificated, that services are publically planned, that child to teacher ratios are at optimal rather than minimal levels, that group sizes are capped and that funding for the system incentivises public provision.
70. However, the draft early learning strategic plan takes too long to deliver on the aspirations articulated in the [Terms of Reference](#). And, we believe the proposed phasing will not universally turn the tide from privatised ECE towards planned public provision or deliver a qualified teaching workforce that reflects all communities. Investing in a sustainably invest in a qualified, equitably and securely employed teaching workforce. In fact a delay in implementing the proposed goals will compound inequities in the sector and communities, and may result in further loss of quality public ECE.
71. While the Ministerial Advisory Group have been clear that there are financial challenges to The Government to implement the recommended changes, NZEI Te Riu Roa is clear that the cost to our children and the sector of not implementing fast change is not worth contemplating. The economic basis for investing in ECE has been well traversed by Heckman, Perry and many theorists and economists ("Invest in a Strong Start for Children," 2019). Fundamental to all that is the return on investment in ECE impacts positively upon the life course of a child. To do nothing now, and to slowly progress any agreed recommendations will continue to doom the sector to its current ‘poor cousin’ status, and not deliver on The Government’s goal that Aotearoa New Zealand is the best country in the world to grow up in.
72. We have presented our reports – *Shaping Our Future* and *Turning The Tide*, for further consideration. Both reports have gained national and global support:

“..pleased to see – as expected- much sterner statements on pay parity etc. and ‘turning the tide’ both of which are light brush on the plan.” Emeritus Professor Helen May, Aotearoa 2018.

“I was especially interested and encouraged to see your advocacy of public ECE services, as the creation of a democratic, community-oriented public early childhood education is of the

utmost importance.” Emeritus Professor Peter Moss, Thomas Coram Research Unit, UCL
Institute of Education, University College of London, December 2018.

73. We believe these reports, based on NZEI Te Riu Roa members’ experiences in the sector provide guidance and impetus for urgent ambitious changes.

74. Our members look forward to continuing a positive and constructive discussion about change, with the view to making early childhood education in New Zealand the best it can be for all children, their whānau and their teachers.



Paul Goulter
NATIONAL SECRETARY
NZEI Te Riu Roa

Date submitted 18 March 2019

Sender name: Karina Bird and Charmaine Thomson

To email: early.learning@education.govt.nz

Attached:

NZEI Te Riu Roa *Shaping our Future* and *Turning the Tide* ECE member reports.

APPENDIX ONE

Implementing change

In response to the draft goals and the clauses that underpin these goals, NZEI is mapping the recommendations that can be implemented now for maximum effect and identifying clauses that can be actioned at a later date.

Members believe that the strongest levers to incentivise public planned provision across the ECE sector are: Resourcing and recognising 100% qualified workforce, optimal ratios, planning public provision that leverages the integrated schooling legislation, and resourcing for optimal terms and conditions including current processes for pay equity, expanding collective agreements, pay parity and centrally funding teacher salaries.

Goal	Clauses	Do Now	Do Later
Raising quality for children	<ul style="list-style-type: none"> • Incentivise then regulate new adult to child ratios for under two year olds. • Require services to support secure and consistent relationships for children. • Incentivise for 100% qualified teachers in teacher-led centres. • Develop advice on a group size and environments. • Gazette <i>Te Whāriki</i> to support shared expectations. • Prevent low quality service providers from opening additional services. • Increase monitoring of services. • Regulate for 80% qualified teachers in teacher-led centres by 2022. 	<p>Prioritise 1:3 ratios for under two year olds alongside incentivising 100% qualified workforce.</p> <p>In public teacher-led services – the majority of the sector is already 80%. Independent group size advice is supported. Gazetting <i>Te Whāriki</i> is a zero cost option that can be actioned now.</p> <p>This is a zero cost option that goes some way to planned public provision but is not an incentive for planned public provision.</p> <p>Monitoring is not supported because further compliance is not a solution to planned public provision.</p> <p>Incentivising 100% qualified workforce is supported along with</p>	

	<ul style="list-style-type: none"> • Regulate 100% qualified teachers in teacher-led centres. 	ratios and further resourcing for ITE.	
Empowering every child	<ul style="list-style-type: none"> • Ensure equity funding supports children who need it. • Co-construct progress tools to support children’s learning • Expand the number of early learning services that support wrap-around social service. 	Is supported but this is not an ECE learning support strategy. Is not supported. To improve practice, ITE and PLD require urgent resourcing.	Is a nice to have option.
Investing in our workforce	<ul style="list-style-type: none"> • Improve the consistency and levels of teacher salaries and conditions. • Strengthen initial teacher education. • Improve professional learning and development. • Develop workforce supply strategy. 	<p>Is supported – combining incentivising 100% qualified workforce, pay equity processes, expanding collective agreements, centrally funding teacher salaries, pay parity and fair pay agreements. Support staff play a critical roles across ECE and require improved salaries and conditions.</p> <p>ITE needs resourcing to maintain 100% qualified workforce.</p> <p>Quality accredited bicultural PLD needs to be resourced and sustained along with workforce planning.</p> <p>Delivering on the workforce plan, started in 2017, must happen to address shortages now, build and maintain the inclusive ECE workforce.</p>	
Planning provision	<ul style="list-style-type: none"> • Develop and introduce a process to determine whether a new early learning service is needed. • Provide a governance and management support for community-owned services. 	<p>Is supported.</p> <p>Doesn’t go far enough to deliver on planned public provision. A central hub can provide infrastructure to incentivised public allies for philosophically diverse public provision – this</p>	

	<ul style="list-style-type: none"> • Co-design an appropriate funding model with Te Kōhanga Reo National Trust. • Co-design an appropriate funding model with NZ Playcentre Federation. • Consider setting up state-owned early learning services. 	<p>must include centrally funding teacher salaries.</p> <p>Is supported – in recognition of indigenous frameworks and qualification.</p> <p>Is supported.</p> <p>Is supported for community-based public services, to incentivise public provision.</p>	
Innovating and improvising	<ul style="list-style-type: none"> • Establish innovation for early learning services • Support early learning services to collaborate with other education services • Support robust internal evaluation to ensure ongoing improvement 		<p>Nice to have. NZEI supports ECE research. Focussing on research outreach from state-owned public ECE services is pleasing and may have offer some career development.</p> <p>There are more urgent prerequisites including equitable terms and conditions of employment, including teacher release time.</p> <p>A higher priority to enable this clause is having an inclusive 100% qualified workforce.</p>

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