



CORE
EDUCATION
Tātai Aho Rau

Rātā Foundation Early Learning Sector Scan

Prepared for Rātā Foundation by

Core Education

21 May 2018

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Executive Summary

The early learning sector in Aotearoa New Zealand is a wide-ranging one with a proud history of offering a diverse range of services to meet the needs of all families/whānau. Research is clear that high quality early childhood education (ECE) leads to better child well-being and learning outcomes and therefore is beneficial for the well-being of New Zealand as a country.

Neuroscience research is now providing strong evidence of the interaction between children's biological foundations and the environment and how brain development is nurtured through high quality early learning environments. It is also showing that there are 'sensitive periods' when learning is at its most effective. Most of these fall within the early childhood years. The impact of this new knowledge is a gradual policy and societal shift towards the value of early childhood provision as a legitimate and important context for learning.

This report provides Rātā Foundation with an overview of the sector to inform funding policy development and practice. The report focuses on licensed providers and presents available information on the demand and preferences of whānau/families, types of services, funding provision, participation trends and population change. Interviews with key informants from the Ministry of Education (MOE), sector umbrella organisations and local iwi were undertaken to provide local context and views on the external trends impacting the sector.

In the last thirty years the sector has seen huge growth in service demand resulting from social and economic change around parents/caregivers of birth to school age children/tamariki returning to part-time and full-time work. The largest areas of growth have been in education and care services, and more recently home-based services. Both these cater particularly to the needs of working parents, while services offering sessional or part-day provision, for example Playcentre and Kindergarten, have faced declining rolls and/or have adapted to a longer day model.

Several key factors determine the choice of an early childhood service made by parents/caregivers:

- Hours of operation - with the steady increase in numbers of working parents, whānau needs often dictate that those services offering education and care between 7.30am and 6pm are in the highest demand.
- Convenient location - most parents need an ECE centre, which is either close to their home or to their place of work.
- Affordable – while Government funds the first 20 hours of ECE for 3, 4 and 5-year olds, most families still pay considerable amounts for this service.
- Different parents want different levels of involvement - although the percentage of parents wanting to be fully part of their children's ECE service has dwindled over the years, there are parents who still wish to be fully involved.
- Cultural compatibility – for an increasing number of parents/caregivers, cultural and language considerations are of equal importance to cost and location when seeking an early childhood service.

Maintaining a balance of suitably qualified teachers to meet the demand for high quality teaching has been, and continues to be, a challenge for the ECE sector.

1. An overview of the early learning sector and the current policy/curriculum and funding context for both for-profit and not-for-profit providers

The Changing face of Early Childhood provision

The last thirty years have seen huge growth in service demand resulting from social and economic change around parents/caregivers of birth to school age children/tamariki returning to part-time and full-time work. The largest areas of growth have been in education and care services, and more recently home-based services. Both these cater particularly to the needs of working parents. In contrast, services that offer sessional or part-day provision, e.g. Playcentre and Kindergarten have had declining rolls or had to adapt to a longer day model.

The diversity of ECE

The early childhood sector in Aotearoa New Zealand is a wide-ranging one with a proud history of offering a diverse range of services to meet the needs of all families/whānau.

These include:

- Māori immersion services, e.g. Kōhanga Reo and Puna Kōhungahunga services
- Pasifika Island Immersion services
- Kindergartens under the umbrella of Kindergarten Associations
- Education and Care services – a mixture of independent and multi-service providers.
- Playcentre - a parent-led service
- Home-based services
- A smaller number of special character services such as, Montessori, Rudolph Steiner, hospital-based, Te Kura (formerly The Correspondence School), teen parent units in schools
- Playgroups - less formal services often attached to other family support services such as Plunket.

These services tend to be run in one of three ways:

- for-profit (mainly education and care and home-based services)
- not-for-profit (kindergarten, a proportion of education and care and home-based services)
- services with a significant volunteer component (Te Kōhanga Reo, Playcentre, playgroups).

Overview of the Regulatory framework

For the purpose of this report the focus is on licensed services only, that is, excludes Certified Playgroups¹. In order to receive Government funding, services must hold a current licence to operate. A licence describes the day-to-day standards and regulations that ECE services must comply with in order to receive funding. The licensing criteria vary according to whether the service is centre-based, home-based or hospital-based.

¹ Certified Playgroups include Puna Kōhungahunga, cultural playgroups and community language playgroups.

Centre-based ECE services have a variety of different operating structures, philosophies and affiliations, and are known by many different names – for example, Playcentres, early learning centres, Montessori, childcare centres, Kindergartens, crèches, preschools, a’oga amata, Rudolf Steiner.

The MOE is responsible for granting and overseeing each licence. As with schools, compliance and quality is regularly monitored through the Education Review Office (ERO).

As part of their obligations, all licensed services are required to provide a learning programme for children which is guided by a national curriculum called Te Whāriki². This provides a set of principles and broad areas of learning a service must follow. There is scope for services to weave a localised interpretation of these into their curriculum.

How ECE services receive funding

All licensed services are funded by Government on the basis of per child-hour of attendance, to a maximum of six hours per child-place per day. Funding rates vary from \$3.90 to \$13.59 per hour.³

The funding the MOE gives to each early childhood education service is based on the information that each service gives to the MOE about the rates they are eligible to claim from the MOE and children's hours of attendance. Factors affecting the level of the MOE funding rate include:

- whether services are all day or sessional
- the age of the child – the rates for under two-year-olds are considerably higher than for over two-year-olds, based on the need for higher numbers of staff required.
- whether the service is offering 20 Hours ECE to eligible children – applies to all 3, 4 and 5-year-olds.
- frequency of attendance – funding is withdrawn if absences are prolonged and/or unexplained. This particularly impacts on services that have more transient populations.
- the percentage of qualified and certificated teachers at a service - the more qualified the teachers the greater the funding. (Playcentre and Kōhanga qualifications aren't recognised for funding purposes as they are parent-led services)
- whether a service qualifies for extra equity funding – available to cover additional needs brought about by languages, service isolation, special needs and low socio-economic status.

A table of the current rates of funding according to these categories can be found in Appendix 1.

In addition to the MOE funding which goes direct to services, the Ministry of Social Development funds a childcare subsidy for low income families. The rate of the subsidy depends on the number of children, and the income threshold, per household. Children need to be in an approved early childhood service for a minimum of 3 hours and a maximum of 50 hours per week.⁴

² <http://www.education.govt.nz/assets/Uploads/Te-Whariki-Early-Childhood-Curriculum-04-11-low-res.pdf>

³ ECE Funding Handbook <https://www.education.govt.nz/early-childhood/running-an-ece-service/funding/ece-funding-handbook/>

⁴ <https://www.workandincome.govt.nz/products/a-z-benefits/childcare-subsidy.html>

2. The benefits to children's learning and development of participation in early learning settings

The benefits of participating in early learning settings are many and varied according to the individual child, their background, experience and personality, as well as the quality of the service. There is evidence to suggest that regular attendance at early childhood services is particularly beneficial for children at risk.

Social learning

Participation helps children to learn to get on well with other children and with adults by learning to:

- make friends, share, take turns and cooperate
- listen to others
- communicate their own ideas
- be independent and to take responsibility for others' needs as well as their own.

Learning to be a learner

Children who take part regularly in quality early learning services are likely to:

- be confident and curious about the world
- be resilient and able to manage challenges and see things through when they become difficult
- know the conventions expected of them – how to ask for help, how to respond to questions, how to negotiate routines
- settle more easily at school or kura and get the benefits of education more quickly.
- have skills, knowledge and attitudes that are helpful to the first years of school – oral language, early literacy, maths, science, arts, technology etc.

Long term participation in early childhood education has been linked to:

- lower long-term costs for taxpayers on healthcare and crime
- improved and more equitable child outcomes, particularly in educational achievement and employment
- a reduction of poverty through greater participation by (mainly) women in the labour market
- increased intergenerational social mobility
- more robust social and economic development for society at large.⁵

⁵ New Zealand Educational Institute Te Riu Roa, *More effective social services: A case study on the provision of Early Childhood Education*, November 2014.

3. Participation in early learning and positive transition to school

Effective transitions to school are critical to children's ongoing success at school. In recent times there has been substantial attention given to transition processes between early childhood and school. This has particularly focused on developing relationships and sharing knowledge between teachers, parents/whānau and children.

As a result of this, children who have participated in early childhood education are more likely to start school:

- knowing the environment
- knowing how school works
- feeling more confident
- having greater self-worth and resilience

Parents/whānau benefit through:

- Greater knowledge of school processes
- Stronger relationships with teachers.⁶

4. Parent/ caregiver needs and preferences

Several key factors determine the choice of an early childhood service made by parents/caregivers:

Hours of operation

With the steady increase in numbers of working parents, whānau needs often dictate that those services offering education and care between 7.30am and 6pm are in the highest demand.

Convenient location

Most parents need an ECE centre which is either close to their home or to their place of work.

Affordable

The Government-funded 20 hours free ECE is offered for 3, 4 and 5-year-olds with any hours over that incurring a cost per hour. Most families are still paying considerable amounts for this service, for example a sample of rates found not-for-profit community centres are charging \$5.50-\$6 per hour, (with their hours usually from 7.30am – 5.30pm), in Canterbury, Nelson and Marlborough.

Some services are able to find creative ways to make available funding stretch further by, for example, running a service solely on the 20 hours free ECE funding stream. However, such initiatives bring with them issues of sustainability for the service involved.

⁶ education.govt.nz/early-childhood-teaching-and-learning/transitionstoschool

Different parents want different levels of involvement

Although the percentage of parents wanting, or able, to be fully part of their children's ECE service has dwindled over the years, there are parents who still wish to be fully involved.

The range also includes many who are working full-time and others who want to call in at any time to talk with teachers about the programme or their child's preferences and well-being. The diverse range of ECE services in Aotearoa New Zealand continues to provide for the diverse lives and needs of families/whānau.

Cultural compatibility

For an increasing number of parents/caregivers, cultural and language considerations are of equal importance to cost and location when seeking an early childhood service. According to the MOE, increased ethnic diversity is leading to the development of some 'magnet services' for particular ethnic groups, e.g. Filipino. This occurs when families find a place where they feel comfortable and then through word of mouth bring friends and relations from their ethnic community.

5. A profile of the types of early childhood services available

Teacher-led services

In teacher-led services paid staff have the main responsibility for children's education and care. Parents are often encouraged to support the educators through involvement in the learning programme.

- **Kindergartens (managed by Kindergarten Associations)**

Kindergartens employ 100% qualified and certificated teachers who teach children aged between 2 and 5 years of age, depending on individual kindergarten demand.

Responding to whānau demand, many associations now offer full-day sessions of 6 hours, rather than their traditional morning and afternoon sessions, to provide more flexibility for parents/caregivers.

The regional kindergarten association employs the teachers and manages funding, property and the allocation of resources. Local fundraising by parent/whānau committees has declined in recent years as more families have less time available to volunteer their support. Above the 20 hours free ECE, parents pay an hourly rate, although some areas such as in Canterbury have initiatives such as a zero fees policy for all children attending up to 30 hours a week.

- **Education and Care Services**

Most education and care services operate all-day sessions for children from birth to school age, particularly catering for working parents. They go under a variety of names, including preschool, early learning, childcare, daycare and kindergarten. These are made up of:

- privately owned centres
- community-owned centres
- a small but increasing number of Māori immersion and Pasifika services
- sessional services that have sessions of a few hours per day or week
- ancillary centres attached to a business or an organisation (for example a gym crèche).
- special character services such as Rudolf Steiner and Montessori.

The person responsible for operating an education and care service must be a qualified and certificated teacher. The adult:child ratio is met by other educators with a range of qualifications and experience to ensure a safe learning environment for children. Some services have a particular language and cultural base.

- **Home-based Education and Care Services**

These services involve an educator providing education and care for groups of up to 4 under school age (6 years) children at a time in a home setting. This may be all-day or part-day education and care. Each educator must belong to a licensed home-based care network and is supported by a coordinator who is a registered teacher. Some children may attend other early childhood services as well as the home-based care service.

Parents are charged fees for their child's attendance. Educators are offered training opportunities to improve their understanding and knowledge of how children learn. The home-based network coordinator visits each home regularly to check on children's safety, wellbeing and learning.

Parent-led Services

In parent-led services it is the parents of the children who are the main educators or teachers. Sometimes there may also be a paid teacher, supervisor or kaiako to support the parents in understanding children's learning and development.

- **Playcentres**

Playcentres are parent cooperatives where the families/whānau of children attending collectively supervise and manage their local playcentre. Support is provided by experienced Association and Federation personnel in the areas of administration and parent education.

Playcentres are free to set their own charges and these vary throughout the country; most parents pay low fees to attend. Most have a trained supervisor present, although some may operate as parent-led playgroups. In an attempt to meet the changing needs of society, Playcentre has committed to looking at how it operates with the focus on reducing the workload and administration requirements for voluntary parents to refocus on the education of their children in sessions.

- **Ngā Kōhanga Reo**

Kōhanga reo are whānau cooperatives where the families/whānau are responsible for the overall management of the centres. The aim of the programme is to foster young children's and whānau knowledge of te reo Māori and tikanga Māori. At Kōhanga Reo, tamariki (children) are totally immersed in Māori language and tikanga from birth through to the age of six.

Parents join in the daily programme and participate in whānau-based learning. Whānau contribute to the kōhanga reo through koha (gifts), donations for food and/or paying fees, depending on their circumstances.

Kōhanga reo are chartered through the umbrella organisation, Te Kōhanga Reo National Trust, which supports and guides each kōhanga reo. The Trust is responsible for the quality and revitalisation of the Māori language. Through the Trust, kōhanga reo offer whānau training programmes and teacher training for kaiako (educators). Some kōhanga reo are also teacher-led with trained kaiako.

With the emphasis on Māori being spoken at kōhanga the difficulty of finding sufficient kaiako (teachers) fluent in, and therefore able to teach in, Māori has challenged this service, and been noted by ERO.⁷

⁷ Education Review Office, "What Counts as Quality in Kōhanga Reo" updated February 2005.

6. Access and Barriers to Participation in ECE Services

ECE participation has been identified as a key means to support children at risk. This led to its inclusion in the Better Public Services Programme, launched in 2012. As a result, Government initiatives have targeted children from low socio-economic backgrounds, and ethnic groups who are also disproportionately represented in poverty statistics (Māori and Pasifika). Child poverty is well recognised as the prime cause of educational underachievement.⁸

The MOE reported in 2013 that Māori enrolments in ECE were up by 6.2 percent and Pasifika by 6.3 percent. Appendix 2 charts the trends in numbers of Māori and Pasifika children aged 0-5 years attending ECE services against total enrolments in the Rātā funding areas of Marlborough (Marlborough and Kaikoura), Nelson (Nelson and Tasman) and Canterbury (Hurunui, Waimakariri, Christchurch City and Selwyn).

The ECE participation programme aimed to increase participation in early childhood education to 98% of all new entrants by 2016.⁹ While these rates have been largely met, there were significant gaps in the depth of the data, with information around the regularity of attendance, which service and for how long, not included at that time. The MOE are now focussing on engagement, with its new Early Learning Information (ELI) collection system which has been active since 2016.

In addition, the Government has identified child poverty as a key focus area. Therefore, the provision of quality early learning services for children disproportionately affected by child poverty is likely to continue to be at the forefront in terms of policy interests and developments.¹⁰

Local access and barriers

Interviews with the MOE, local umbrella organisations in Nelson and Marlborough, representatives from local iwi working in ECE, and paper-based literature and research, highlighted the following barriers to participation:

Diversity of Service: Within the rural parts of the Rātā regions, lack of diversity of services is often a barrier to whānau accessing required ECE hours. For example, in Murchison and Tapawera, playcentre was the only option until a year ago. While a lower cost, it did not provide the required hours of operation the community needed. Now Murchison has a licensed centre and planning is underway for an all-year service in Tapawera.

In the Chatham Islands, a kōhanga reo and playgroup are the only remaining types of ECE service available, with playcentre and a preschool closing in recent times.

Te reo Māori-speaking kaiako: local iwi highlight that demand exceeds supply for quality, certificated Kaiako, and feel more funding to support those working towards their full ECE qualification would be very beneficial for the sector. The ongoing lack of recognition of te reo Māori in the sector, including stereotyping of Māori medium services from the wider community, is a pressure for existing bi-lingual teaching teams.

Cost is a potential barrier to participation in all communities but particularly so for lower income families/whānau. Some services are providing transport to and from the centre to help overcome this barrier. Young People's Services (YPS) in Nelson is one example.

⁸ New Zealand Educational Institute Te Riu Roa, *More effective social services: A case study on the provision of Early Childhood Education*, November 2014.

⁹ www.educationcounts.govt.nz/publications/ECEquality

¹⁰ New Zealand Educational Institute Te Riu Roa, *More effective social services: A case study on the provision of Early Childhood Education*, November 2014.

Mental Health is another barrier which may prevent parents/whānau from accessing regular ECE for their children. A service such as YPS provides significant benefits in this area.

Distance is another potential barrier, particularly in rural areas, or when a specific cultural service, such as kōhanga reo or a Pasifika service, is a priority for parents/whānau. ECE services such as bilingual centre attached to a Polytechnic in Canterbury provide a dual destination of study and childcare for parents/whānau.

Special needs: Throughout the Rātā regions, and in fact nationally, the supply of appropriately skilled educators does not currently meet the demand for special needs provision. With the increased demand for ECE in general, the sheer volume of children identified with special needs is a real challenge for the sector.

7. Number and type of early learning providers by Rātā funding regions

Appendices 3 and 4 show the significant trends in numbers of providers and enrolments in the 16-year period (2000 to 2016), as increasing numbers of parents/caregivers of birth to school age children/tamariki return to part-time and full-time work.

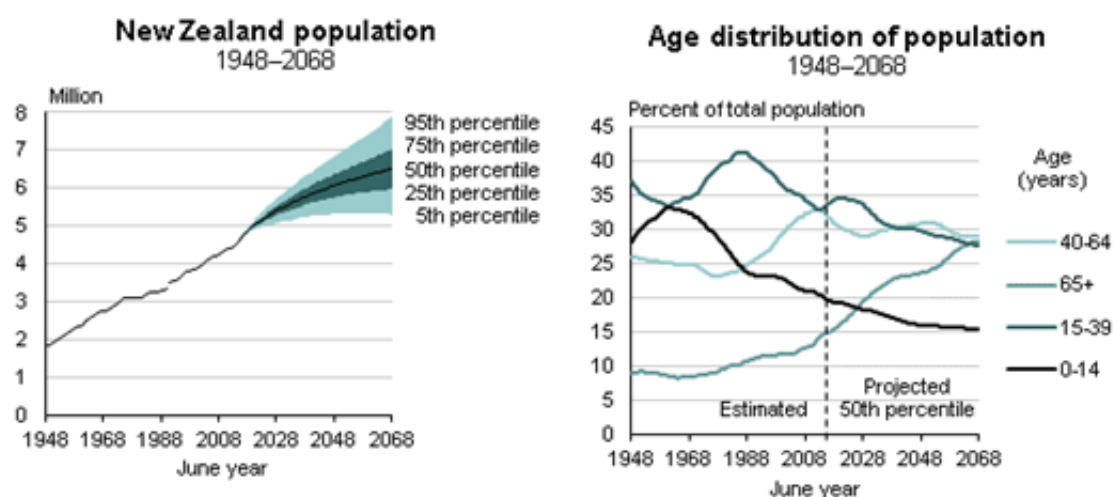
In the Rātā funding areas of Marlborough, Nelson and Canterbury, education and care services, and more recently home-based services, show considerable growth in number of services and enrolments. Both of these cater particularly to the needs of working parents. While services such as playcentre and kindergarten, which offer sessional or part-day provision, show falling numbers in all regions, this is not the case by all ethnic groups, for example kindergarten enrolments in Nelson region for Māori and Pasifika have increased. The Chatham Islands have had a decline in number and type of service provider during this period.

- In Marlborough, the number of providers grew 13 between 2000 and 2016 (29 to 42), and enrolments by around 250 children (2000-15).
- In Nelson, the number of providers increased by 16 and enrolments by over 500.
- In Canterbury, the number of providers increased by almost 100 and enrolments by around 2300.

8. Impact of population change in the next five years

According to 2013 Treasury information¹¹, it appears unlikely that the rapid growth in the number of children attending ECE and their increasing hours will continue. After relatively fast growth in the early part of the century, New Zealand's population was forecast to grow at a slower pace for the next decade. However, immigration figures may impact on this depending on Government policy. Pasifika and Māori populations are also predicted to rise faster than the national average, through a faster birth rate.

Diagram 2.



Note: The break in data between 1990 and 1991 denotes a change from the defacto population concept to the resident population concept

Source: Statistics New Zealand

Source: Statistics New Zealand

Liz MacPherson, Government Statistician. ISSN 1178-0584. 19 October 2016

9. Trends and drivers impacting on, and within, the sector

Following interviews with the MOE, umbrella organisations and local iwi, the following external trends were discussed.

A trend towards multidisciplinary hubs

In the Rātā funding regions, the MOE is promoting strategic collaboration, rather than services operating in isolation. This driver is gaining momentum with some community hub-type initiatives being developed where resources are pooled for combined community benefit.

- In Woolston, Christchurch there is a mobile hub jointly funded by police, health and education providing a drop-in facility, dental care, Plunket services and links to ECE services.
- In Marlborough, Seddon will gain a new building to be used by Plunket, an ECE service and local music groups.
- In Nelson, a health and education initiative has seen an ECE teacher now employed in the paediatric ward at Nelson Hospital, maintaining educational links with a child's usual centre while they are in hospital.

¹¹ NZ Treasury 2013, *New Zealand's Future Fiscal Challenges*, <http://www.treasury.govt.nz/government/longterm/fiscalposition/2013/affordingourfuture/03.htm>

For example, applications for MOE funding, have a far greater chance of success if they outline a combined community benefit from the identified project and/or if they are in an area where they are the only provider providing their particular service.

Earthquake and Weather events

Earthquakes in Canterbury and Marlborough have hastened the development of strategic collaborations between health, education and social development. See Woolston and Seddon examples above.

A growing concern is also the effects of climate change. Recent storms and flooding in Nelson are prompting an added awareness of areas such as property issues and business interruption insurance.

These weather events place a further level of stress particularly on stand-alone services which do not have the benefits and systems available to services which operate under umbrella organisations.

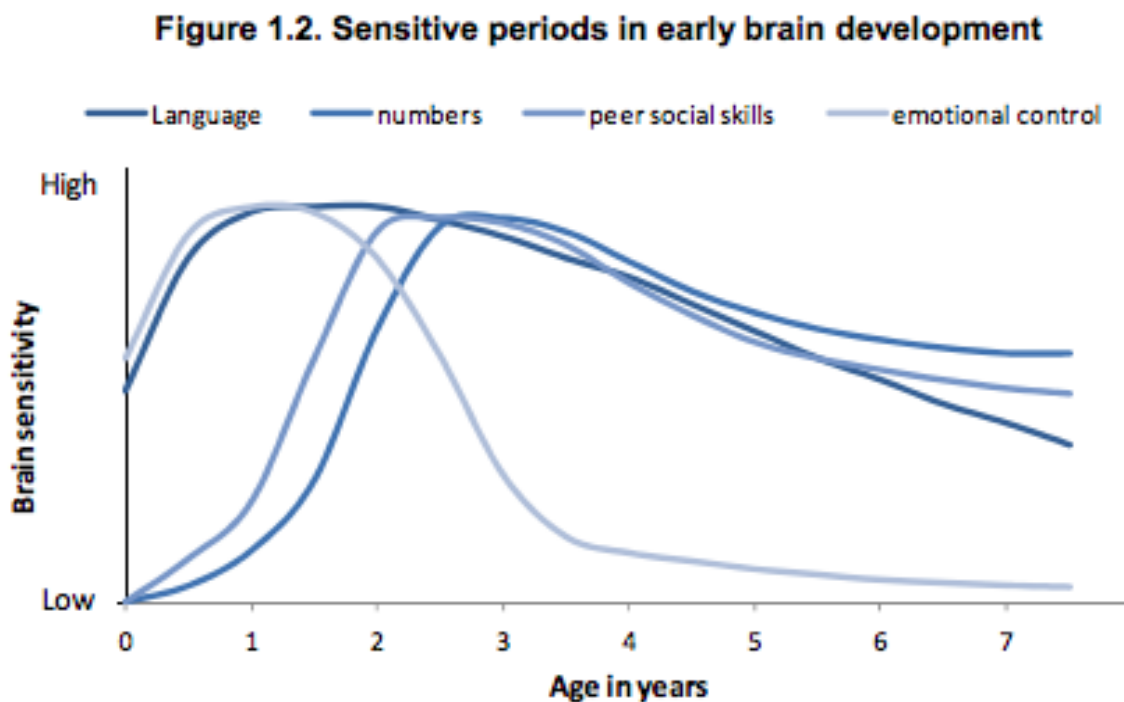
Capability building

The MOE commented that many independent services would benefit from advice and support on running a business, budgeting and the fundamentals of human resources.

Advances in Neuroscience

Neuroscience research is now providing strong evidence of the interaction between children’s biological foundations and the environment and how brain development is nurtured through high quality early learning environments. It is also showing that there are ‘sensitive periods’ when learning is at its most effective. As the graph¹² shows most of these fall within the early childhood years.

Diagram 3.



This impact of this new knowledge is a gradual policy and societal shift towards the value of early childhood provision as a legitimate and important context for learning.

¹² [OECD: Quality Matters in Education and Care in New Zealand](#)

Trend towards superdiversity

By 2038 50% of the population in the South Island will be made up of those with Māori, Pasifika and Asian heritage. This population mix is already present in Auckland. A presentation at a leadership conference (NZEALS, 2016) spoke of the turning point where employers will look on this wider perspective and language ability as an advantage to their business or organisation. This will inevitably have an impact on the type of early childhood services required in the future.

10. An outline of the key changes, drivers, and likely trends affecting the sector

Education Portfolio Work Programme

The Government's education portfolio work programme for the next three years includes:

- An early learning strategic plan
- A review of home-based ECE
- An action plan for learning support

At the national level, changes in Government policy include an extra \$193 million for the early childhood sector towards increasing the rate of qualified teachers. Services employing 100% qualified teachers will receive extra funding, and all centre-based services will be required to employ at least 80% qualified teachers within the next three years.

Revised curriculum

In 2017 a revised Te Whāriki has strengthened the dual status of Māori and Pakeha world views and this is likely to have an impact on the need for greater funding and professional development. Building the numbers of qualified, certificated te reo and tikanga Māori proficient teachers is an identified area of concern within the sector.

The Impact of Digital technologies

Digital technology is a given in our changing world and there is an increased expectation and reliance on it for administration. Capability and capacity to operate digitally across the Rātā locations is uneven. This is an area where some services receiving less funding, such as playcentre and kōhanga, would benefit from extra support.

Growing awareness of the impact of language, culture and identity on early learning

Research has established a strong link between a child having confidence in their identity, culture and language, and greater educational achievement. Many early childhood services, and schools, are responding to this through providing:

- place-based education where they unpack the history of the area surrounding their centre
- connections with the cultural narratives of local iwi.

Changing parent/caregiver needs

In Nelson, 9 of the 22 ECE services managed by the local kindergarten association now offer holidays programmes so options are available in the traditional term break. They are also in consultation with services regarding providing year-round rather than term time only services.

Greater emphasis on continuity of learning

Recent years have seen a shift from a siloed approach to education to one which acknowledges the benefits of having continuity for learners as they move from one education sector to another. A MOE initiative has been to establish Kāhui Ako or Communities of Learning¹³. A significant number of early childhood services are participating in these.

An awareness of the benefits to children of continuity between early childhood and primary school¹⁴ has seen closer working relationships between the two sectors. While this tends to be dependent on the willingness of individuals to share and collaborate, there is a significant uptake in this partnership approach between the sectors in the Rātā funding regions.

Changes to parental leave provision

The impact on provision for under twos services in the Rātā locations of changes parental leave are at the time of writing unknown but could have an impact in future.

Increased need for Special Education

A focus on the area of Special Education has also highlighted the concerning levels of oral language levels in Aotearoa New Zealand. A combined education and health initiative producing NZ based programmes and early intervention models would be advantageous for children.

Developing leaders and leadership

The rapid growth of ECE has meant that many teachers go into leadership with limited support and experience. There is a need for stronger support to grow leadership within the sector, reflected by a recent draft document from the Education Council.

Teacher supply and retention

Many services are currently struggling to recruit and maintain qualified staff¹⁵.

This is because:

- the sector has a reputation for being a low paid yet demanding profession
- numbers entering teacher training have dropped
- primary teaching is often seen as a more attractive option

¹³ <https://www.education.govt.nz/communities-of-learning/>

¹⁴ Educational Review Office, *Continuity of Learning: transitions from early childhood services to schools*, 2015.

¹⁵ RNZ Sunday 18th March 2018 John Gerritson rnz.co.nz/insight

11. A description of the national context in terms of requirements/training

The early learning sector is now a burgeoning industry as services compete for child numbers. Initial teacher education (teacher training) has adjusted to the change in demand accordingly, with a 3-year early childhood education bachelor degree (NZQA level 7) for those teaching 0-5 year olds, becoming the benchmark qualification offered by many providers (universities, polytechnics and private training providers nationwide) in recent years.

Playcentre and Kōhanga maintain their own internal training qualifications. Both parent-led services, playcentre has recently moved from their Playcentre Supervisor qualification to a NZQA level 4 certificate and level 5 diploma, while kōhanga reo have 3 NZQA-approved qualifications which provide for appropriate teaching levels based on fluency in te reo and tikanga Māori.

12. Quality provision of ECE

Research is clear that high quality ECE leads to better child well-being and learning outcomes and therefore is beneficial for the well-being of New Zealand as a country. However, quality is also ‘in the eye of the beholder’ – not everyone agrees on what constitutes quality provision.

The ECE Regulations set the required minimum standard for quality with regular monitoring for compliance and quality provided by the Education Review Office (ERO). Regulations alone are a necessary but not sufficient measure of quality.

One measure of quality often used is known as the ‘iron triangle’ and focuses on structural elements. Using this measure, services that have 100% qualified teachers, good staff ratios to number of children and small group sizes tend to operate a higher quality provision.¹⁶

In recent years attention has turned to measures that address the quality of experience and interactions enjoyed by children and their whānau. These include children’s right to an environment:

- that offers child-initiated play-based activity, supported by skilled educators responding to their needs, interests and preferences
- that is both caring and intellectually challenging
- that respects and nurtures the cultural knowledge and aspirations of parents and whānau for their child’s learning.
- that is inclusive regardless of ability, culture and gender

Where leadership is strong, teachers are more likely to support the independence, competence, problem-solving skills and creativity of the future generation.

Conclusion

- Participation in high quality ECE has significant benefits to children and leads to higher level achievement and better social outcomes.
- In the last five years, there has been a nation-wide focus on supporting vulnerable children to participate in early learning at this crucial stage in their development.
- Maintaining a balance of suitably qualified teachers to meet the demand for high quality teaching has been, and continues to be, a challenge for the ECE sector.
- The diverse range of ECE services, both teacher-led and parent-led, continues to provide an important and rich choice to meet the varying needs of families/whānau in Aotearoa/New Zealand.

¹⁶ New Zealand Educational Institute Te Riu Roa, *More effective social services: A case study on the provision of Early Childhood Education*, November 2014.

Appendix 1: Funding Rate Tables for different service types

All day teacher-led centre-based services from 1 July 2014

RATES FROM 1 JULY 2014			
\$ PER FUNDED CHILD HOUR (INCLUDING GST)	UNDER 2	2 AND OVER	20 HOURS ECE
80%+ Certificated teachers	\$12.12	\$6.70	\$11.43
50-79% Certificated teachers	\$10.97	\$5.78	\$10.41
25-49% Certificated teachers	\$8.86	\$4.61	\$9.15
0-24% Certificated teachers	\$7.57	\$3.83	\$8.34

Sessional teacher-led centre-based services from 1 July 2014

RATES FROM 1 JULY 2014			
\$ PER FUNDED CHILD HOUR (INCLUDING GST)	UNDER 2	2 AND OVER	20 HOURS ECE
80%+ Certificated teachers	\$10.77	\$4.88	\$6.29
50-79% Certificated teachers	\$9.79	\$4.37	\$5.72
25-49% Certificated teachers	\$7.98	\$3.75	\$5.05
0-24% Certificated teachers	\$6.95	\$3.38	\$4.67

All day and sessional Kindergartens from 1 May 2016

\$ PER FUNDED CHILD HOUR (INCLUDING GST)	RATES FROM 1 MAY 2016			RATES FROM 1 MAY 2017		
	UNDER 2	2 AND OVER	20 HOURS ECE	UNDER 2	2 AND OVER	20 HOURS ECE
80%+ Certificated teachers	\$12.65	\$7.05	\$11.93	\$12.83	\$7.15	\$12.10
50-79% Certificated teachers	\$11.44	\$6.06	\$10.86	\$11.60	\$6.15	\$11.01
25-49% Certificated teachers	\$9.19	\$4.82	\$9.50	\$9.32	\$4.88	\$9.63
0-24% Certificated teachers	\$7.82	\$3.97	\$8.63	\$7.93	\$4.03	\$8.75
Sessional – 100% certified teachers	\$13.41	\$6.72	\$8.05	\$13.59	\$6.82	\$8.16

Teacher-led home-based ECE services from 1 July 2014

RATES FROM 1 JULY 2014			
\$ PER FUNDED CHILD HOUR (INCLUDING GST)	UNDER 2	2 AND OVER	20 HOURS ECE
Quality	\$8.31	\$4.45	\$9.27
Standard	\$7.28	\$3.94	\$8.76

Te Kōhanga reo from 1 July 2014

RATES FROM 1 JULY 2014			
\$ PER FUNDED CHILD HOUR (INCLUDING GST)	UNDER 2	2 AND OVER	20 HOURS ECE
Quality	\$8.84	\$4.44	\$8.30
Standard	\$7.74	\$3.90	\$7.82

Playcentre from 1 July 2014

RATES FROM 1 JULY 2014			
\$ PER FUNDED CHILD HOUR (INCLUDING GST)	UNDER 2	2 AND OVER	20 HOURS ECE
Quality	\$8.84	\$4.44	\$8.30
Standard	\$7.74	\$3.90	\$7.82

Categories for receiving additional funding

Equity Funding rates from 1 July 2013

EQUITY FUNDING RATES (INCLUDING GST)	RATES FROM 1 JULY 2013
<i>Equity Funding Component A: Low Socio Economic (per funded child hour)</i>	
EQI1	\$0.97
EQI2	\$0.77
EQI3	\$0.42

EQI4	\$0.21
Equity Funding Component B: Special Needs Funding (per funded child hour)	
EQI1	\$0.47
EQI2	\$0.30
EQI3	\$0.21
EQI4	\$0.19
Equity Funding Component C: Language (monthly)	
Language	\$410.81
Equity Funding Component D: Isolation (monthly)	
1.65 to 1.83	\$99.95
1.84 to 2.53	\$150.52
2.54 and greater	\$290.45

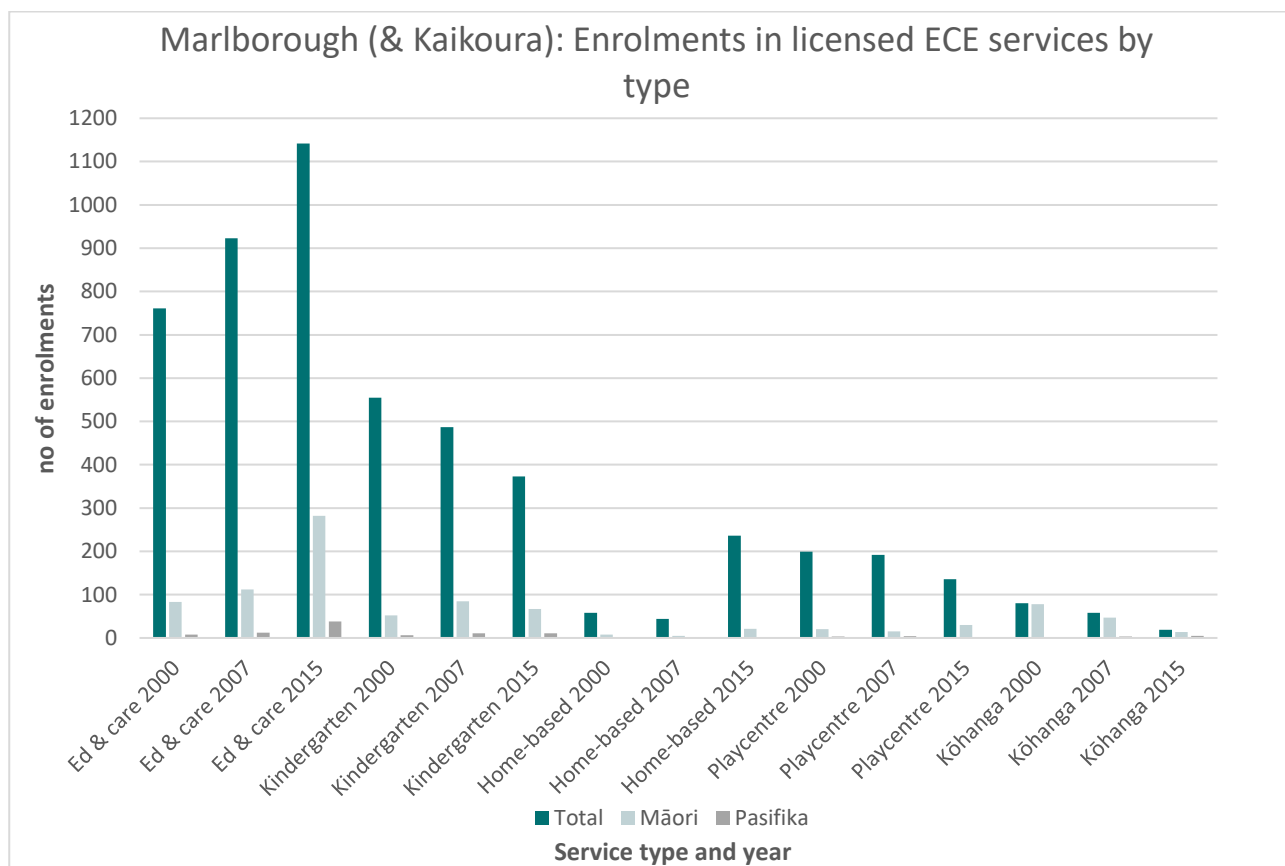
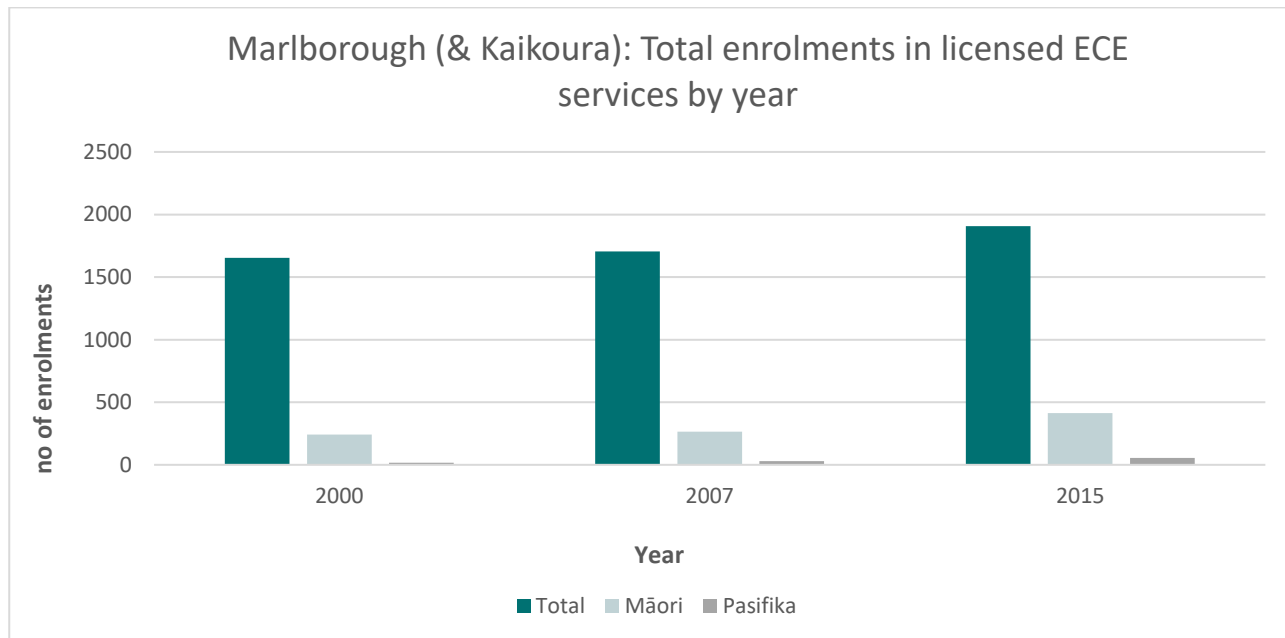
Targeted funding

The next table shows the rates for *Targeting Funding for Disadvantage* for eligible services from 1 January 2018

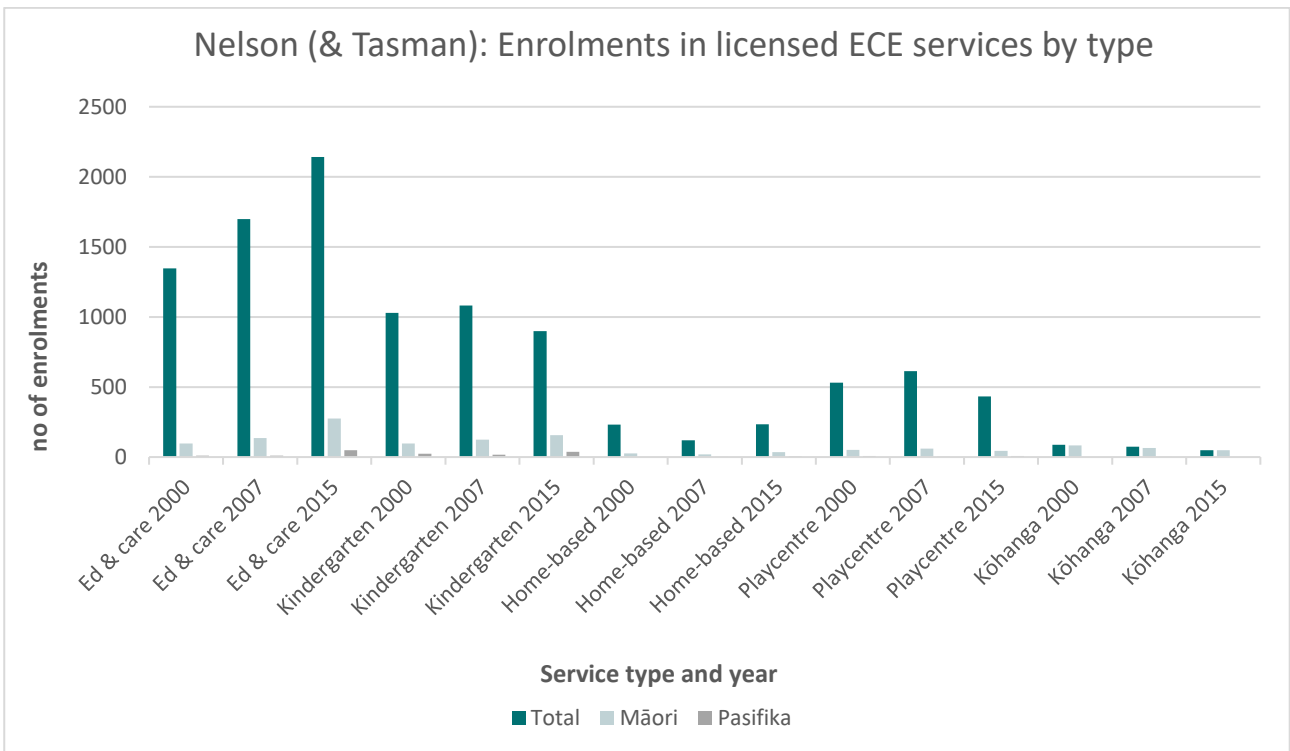
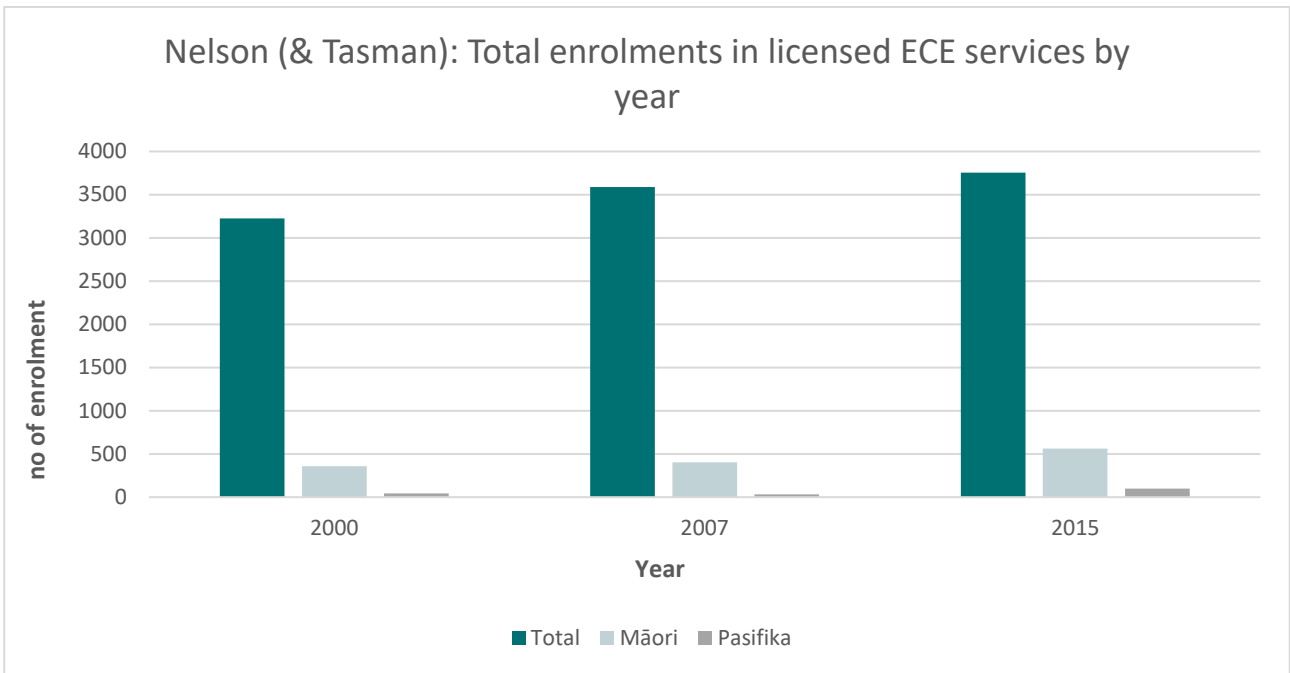
\$ PER TARGETED HOUR (INCLUDING GST)	RATE FROM 1 JANUARY 2018
Eligible services	\$0.34

Appendix 2: Graphs showing proportion of Māori and Pasifika enrolments against total enrolments in Rātā Foundation funding regions in 2000, 2007, 2015¹⁷

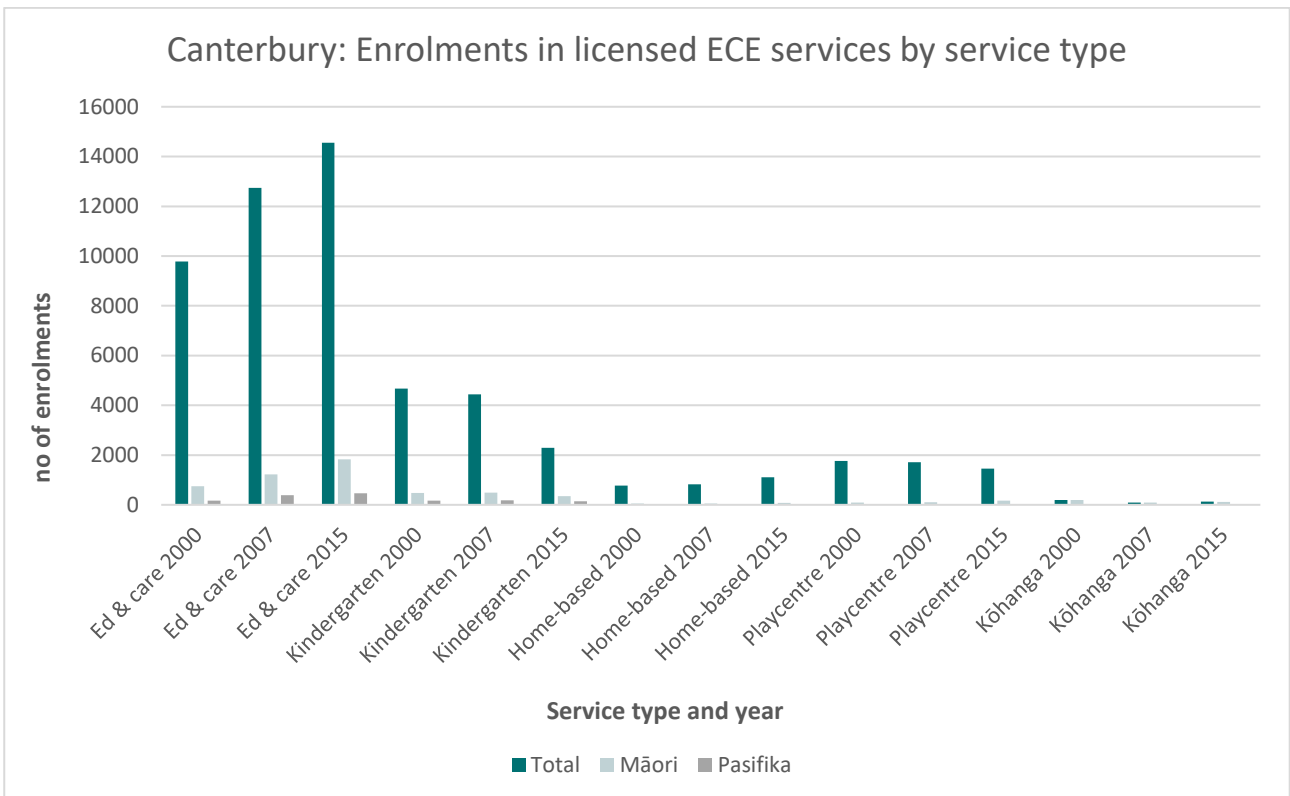
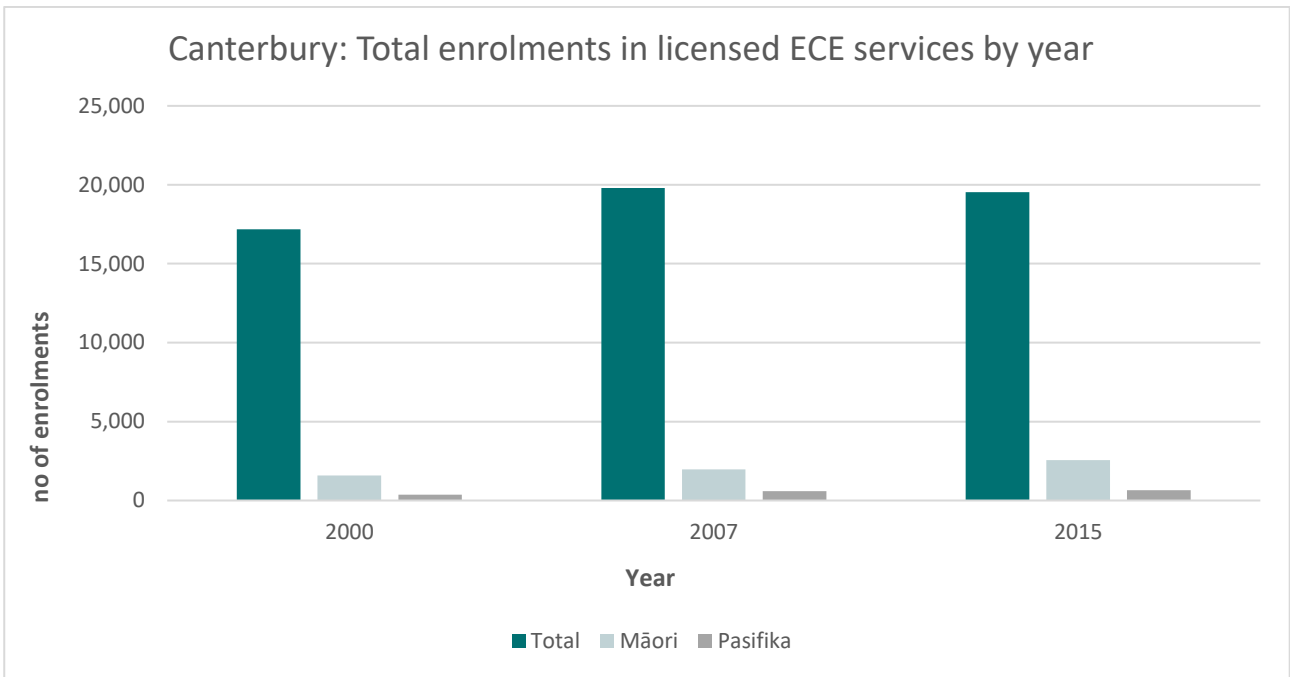
Marlborough



¹⁷ Figures obtained from ECE Enrolments in Licensed services: table index and findings, Education Counts <https://www.educationcounts.govt.nz/statistics>

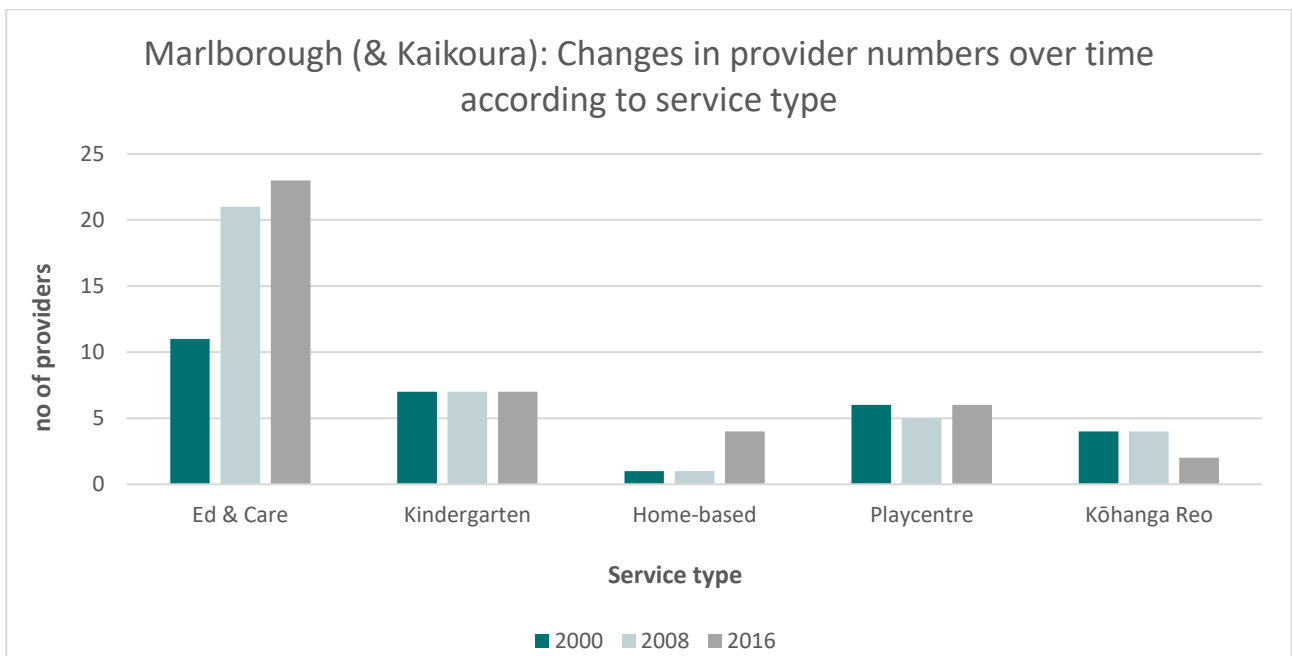
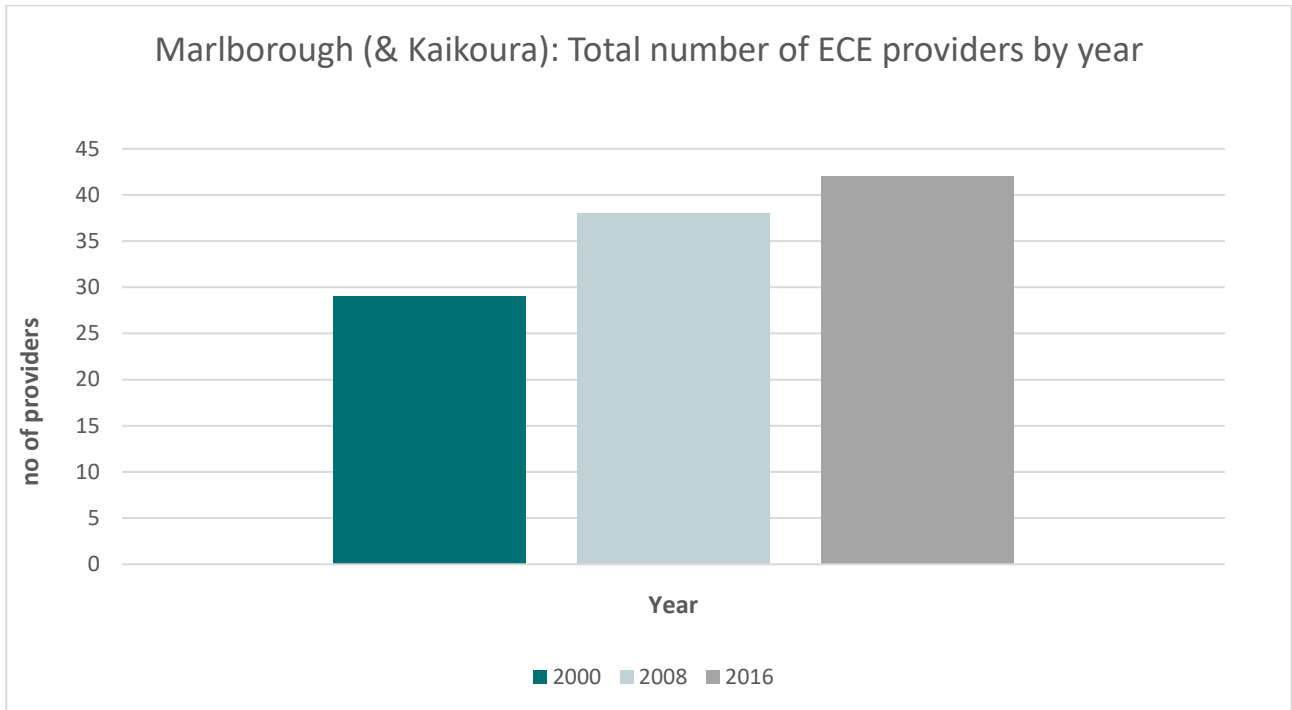


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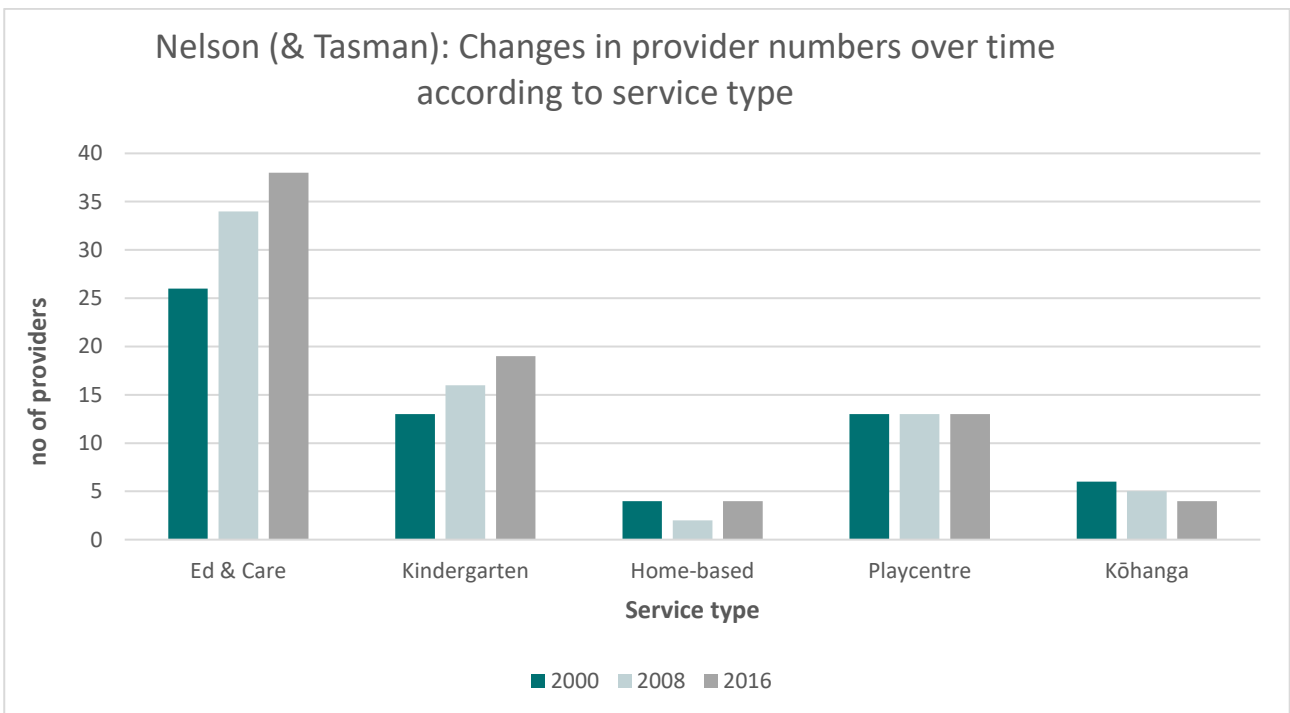
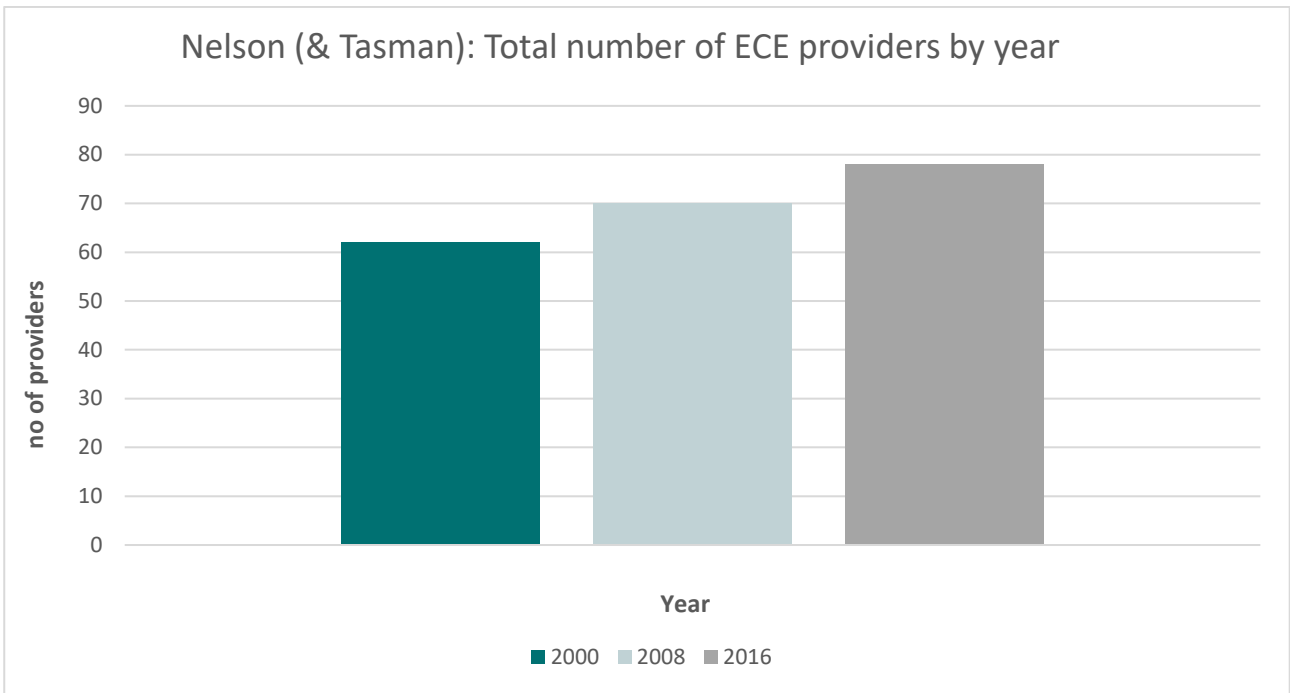
Appendix 3: Graphs showing regional trends in number and type of service provider at 2000, 2008, 2016¹⁸

Marlborough

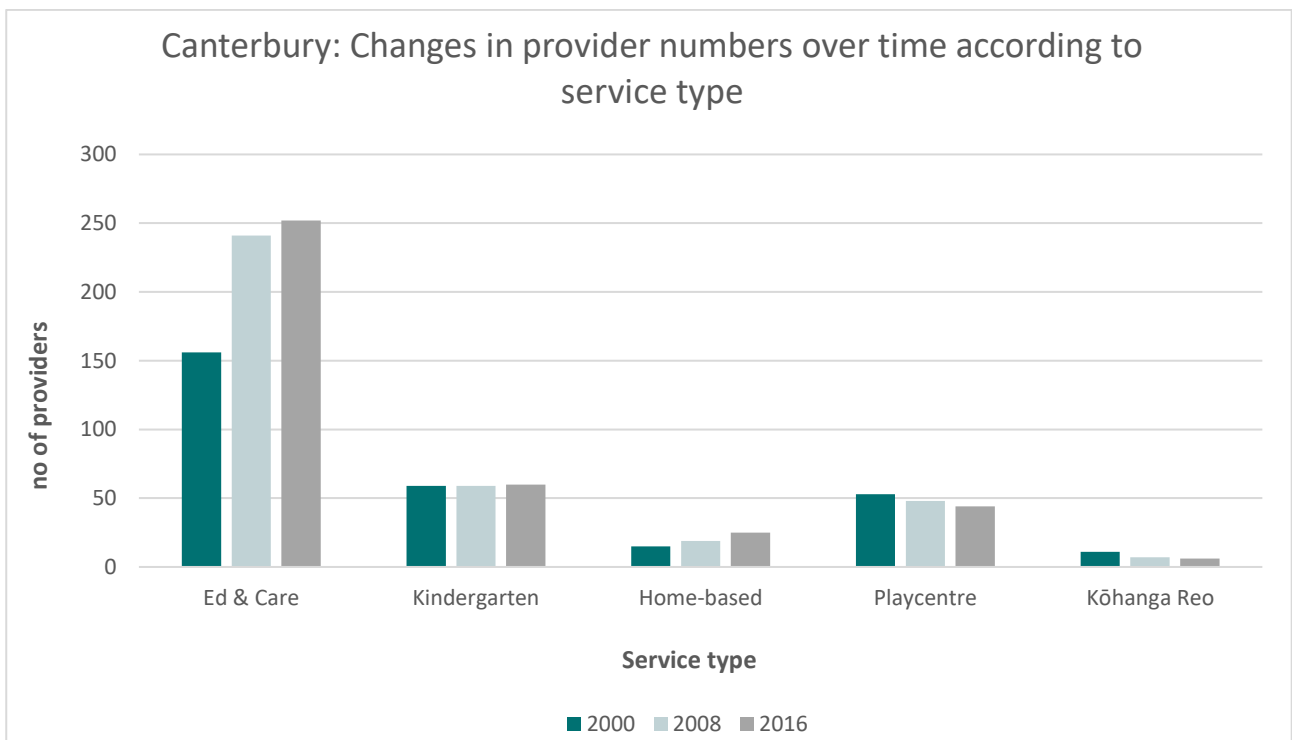
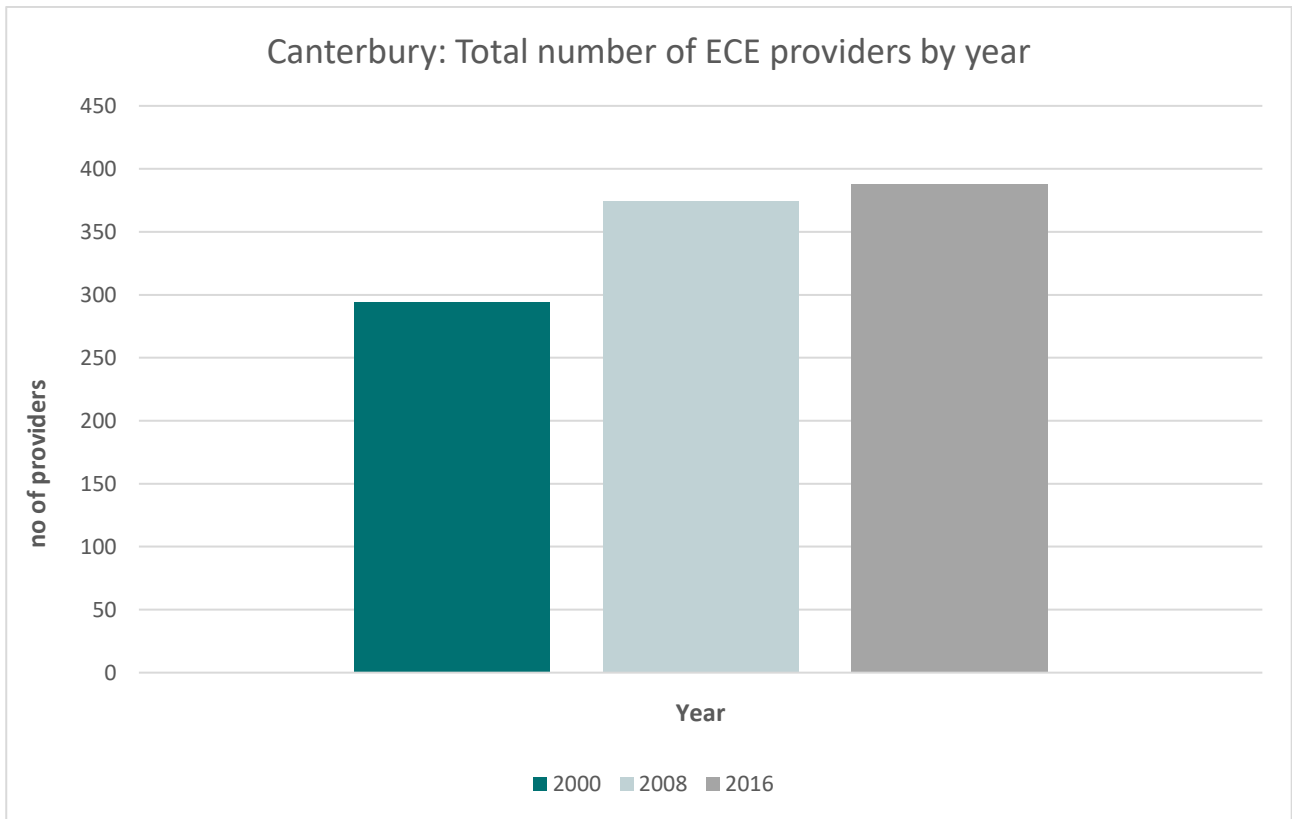


¹⁸ Figures obtained from ECE Enrolments in Licensed services: table index and findings, Education Counts <https://www.educationcounts.govt.nz/statistics>

Nelson



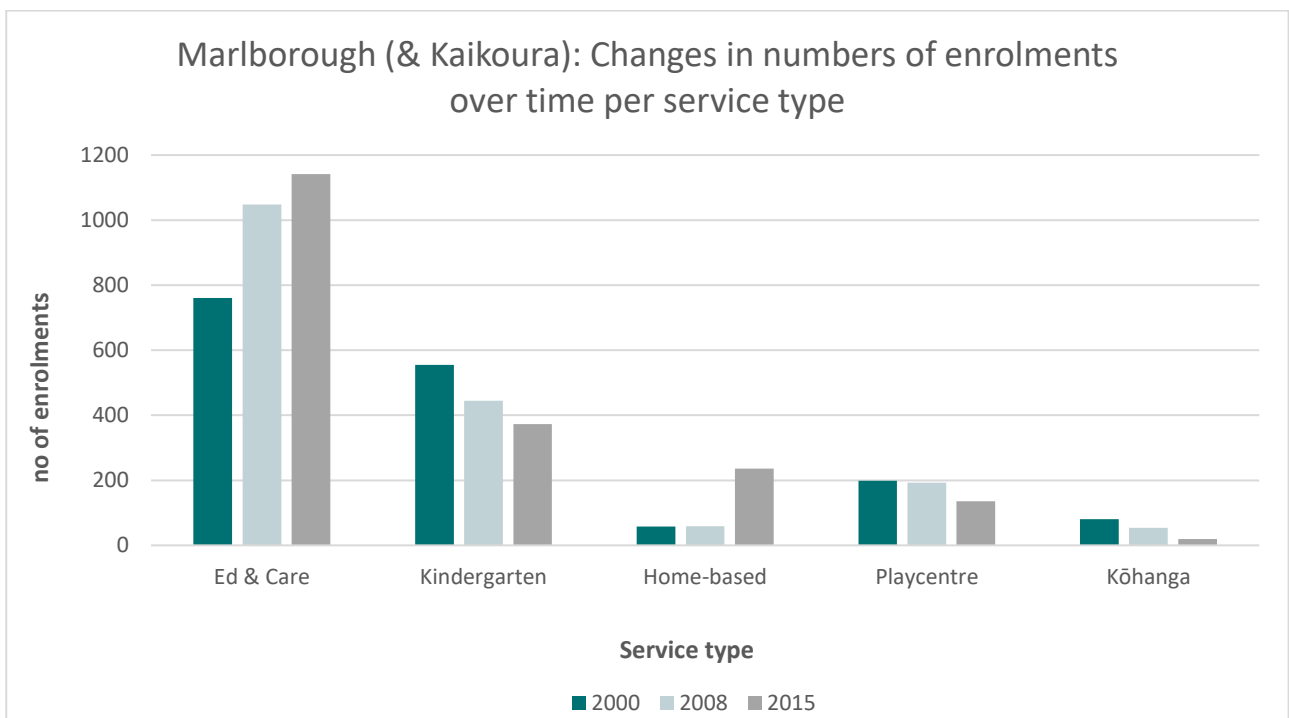
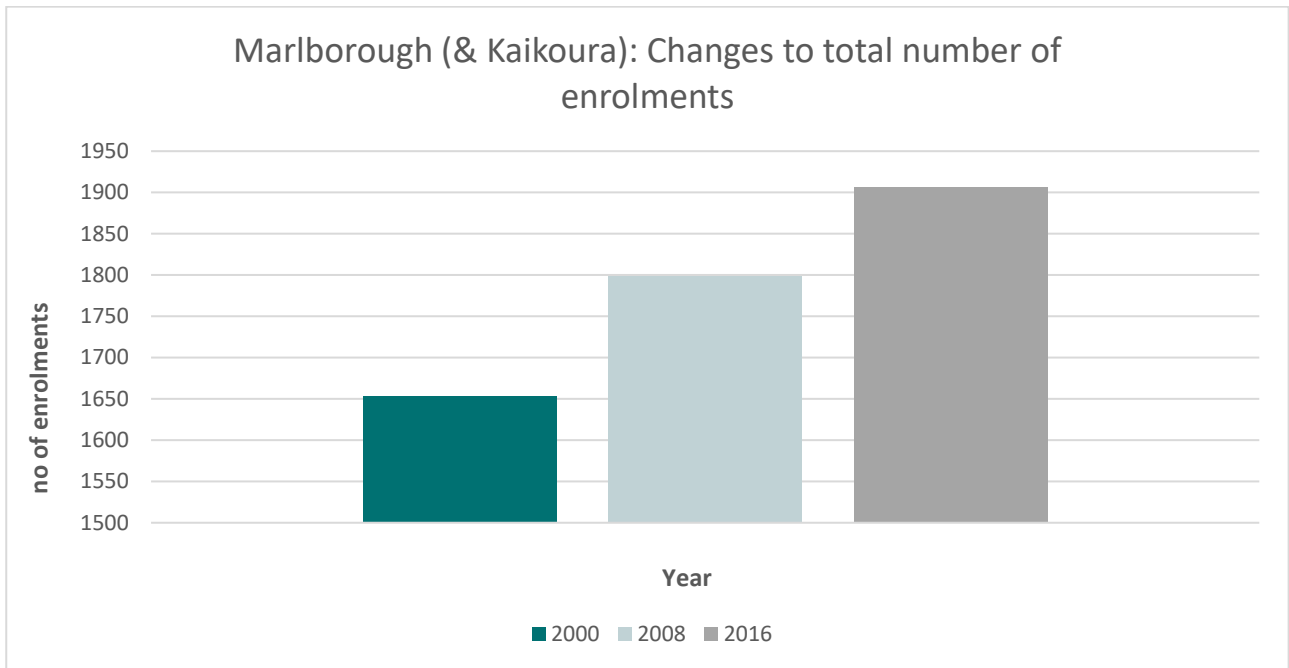
Canterbury



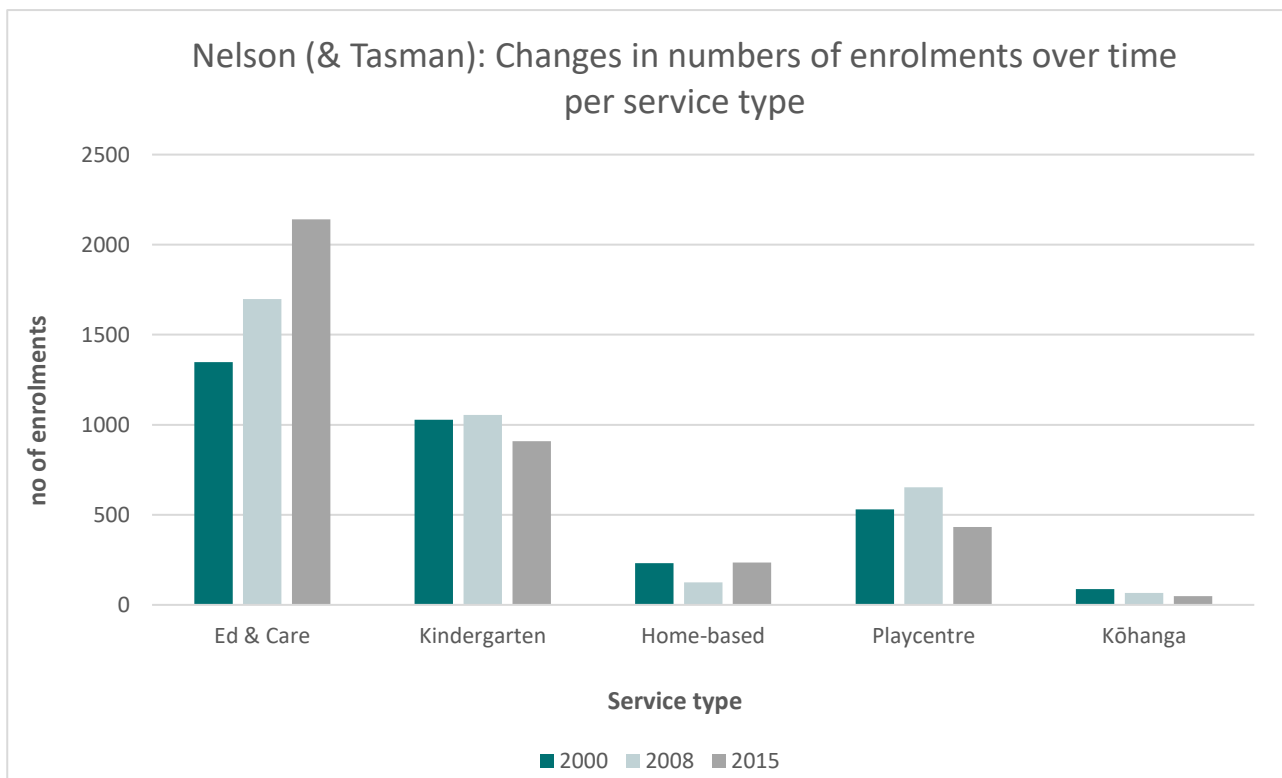
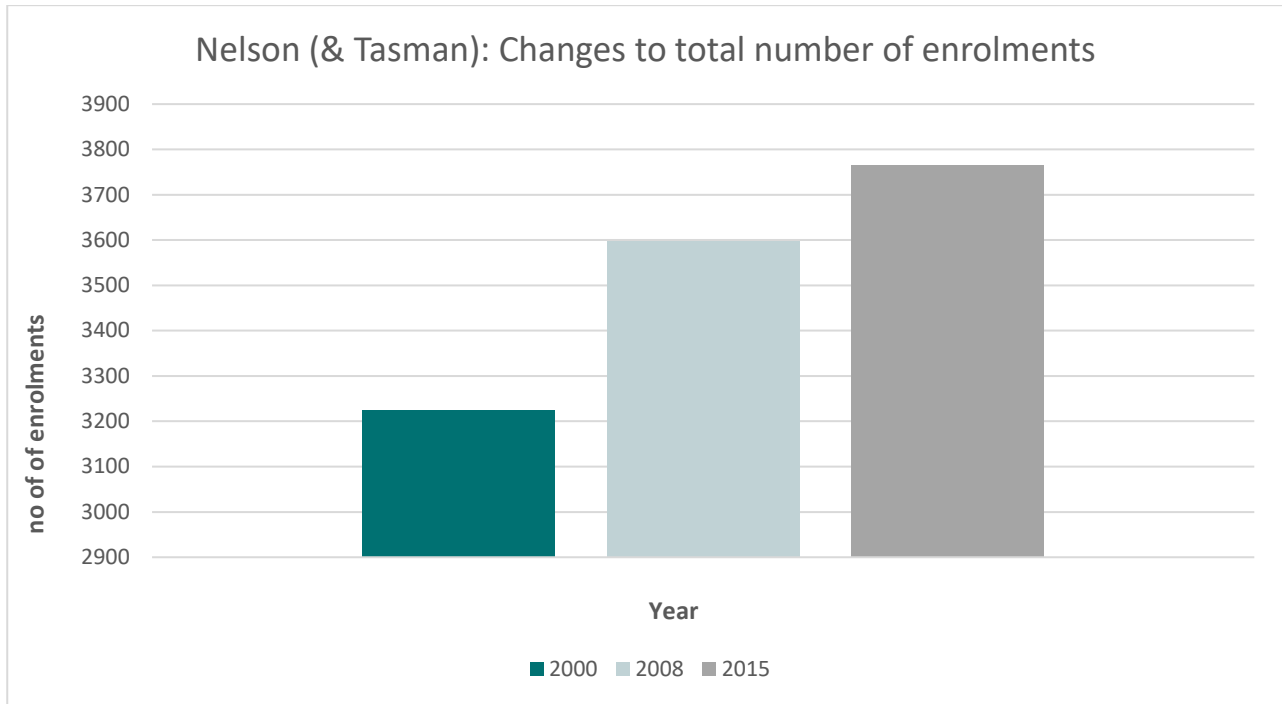
* There is also 1 Hospital-based service in this region (2016)

Appendix 4: Graphs showing regional trends in the number of enrolments at 2000, 2008, 2015 by type of service provider

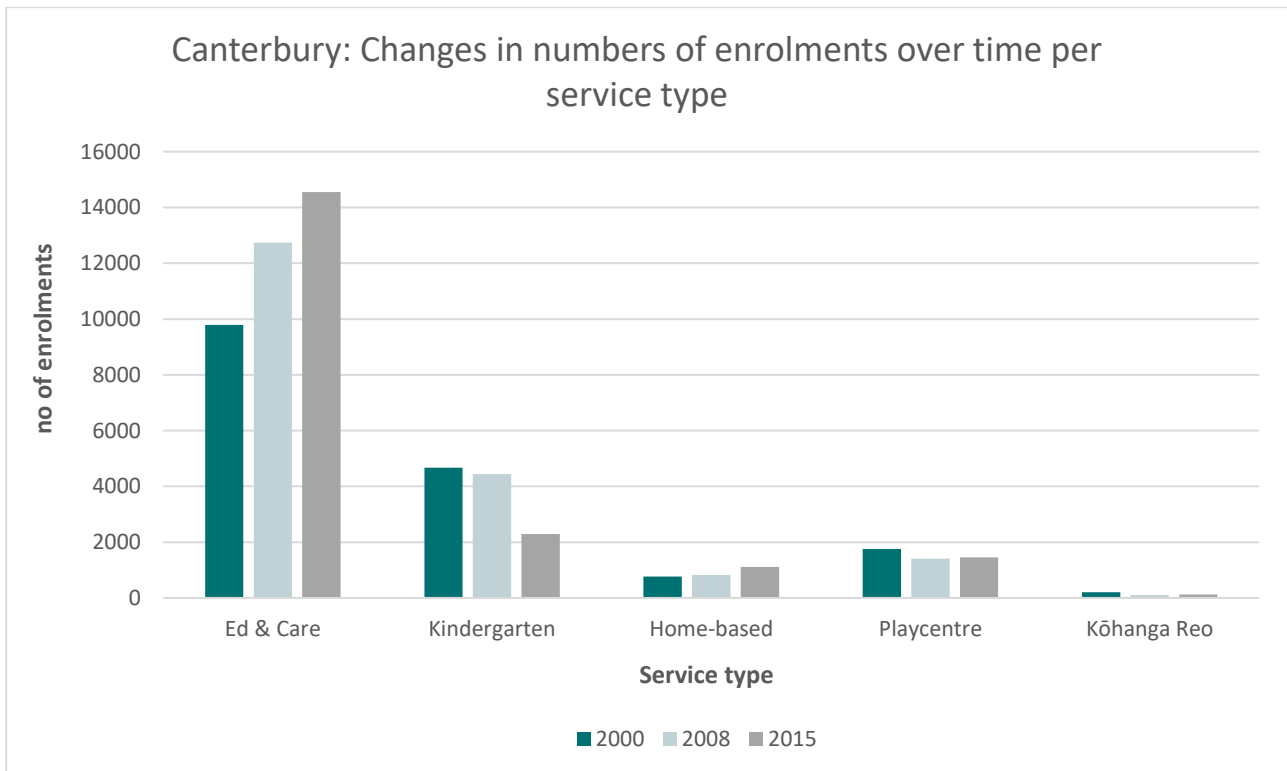
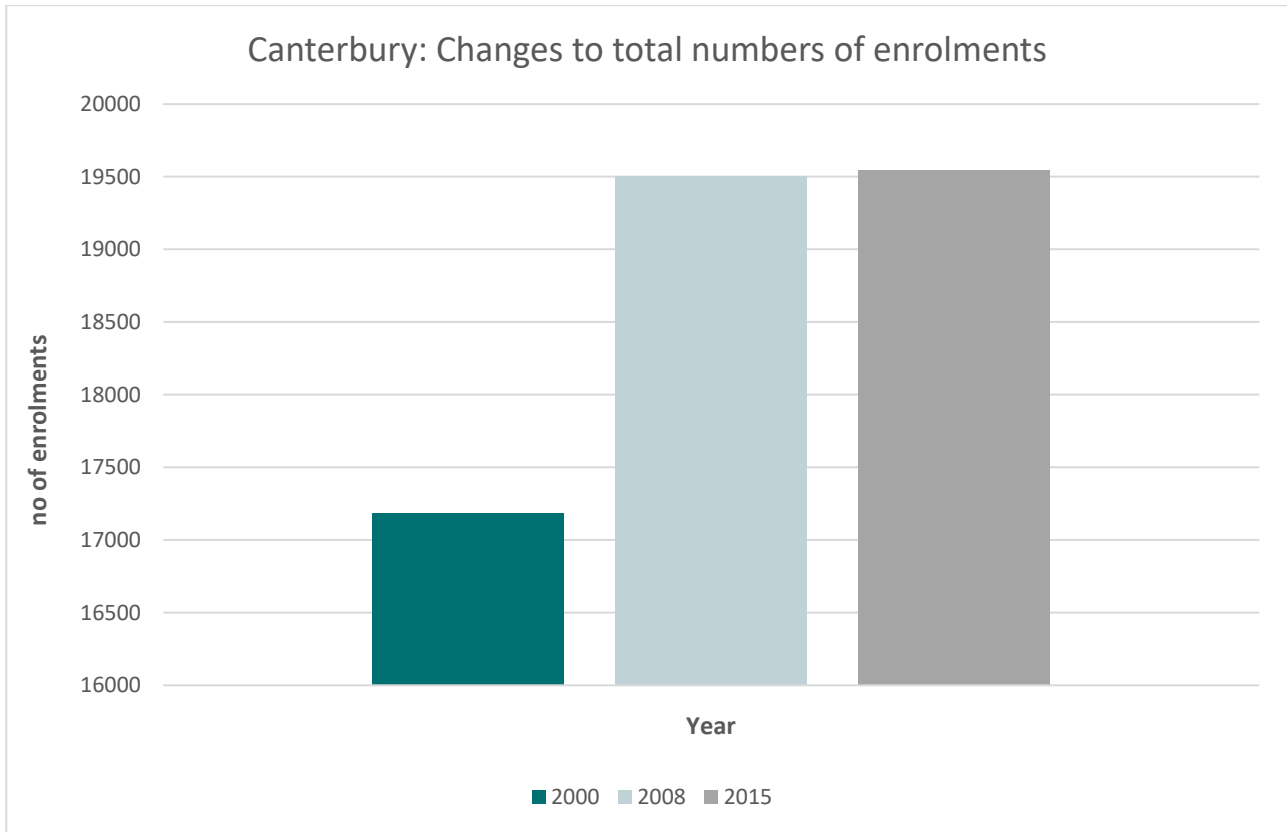
Marlborough



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Canterbury



Chatham Islands

