

# Early Childhood Education Taskforce Consultation

## Introduction

This survey seeks your views on the recommendations made in the ECE Taskforce report. A full set of the recommendations made in the ECE Taskforce report can be found on the ECE Lead website:

<u>Part 1</u> – Your details	<b>2</b>
<u>Part 2</u> - The ECE <b>Funding System</b> : a new, simpler ECE funding system	<b>7</b>
<u>Part 3</u> - <b>Quality and Innovation</b> : a strong focus on quality and innovation	<b>9</b>
<u>Part 4</u> - <b>Accountability</b> : performance reporting for ECE services; information for parents	<b>14</b>
<u>Part 5</u> - <b>Supporting Families and Communities</b> : how ECE services and employers can support families and communities to participate in ECE	<b>16</b>
<u>Part 6</u> – <b>Te Kōhanga Reo National Trust</b> : reporting and compliance requirements	<b>19</b>
<u>Part 7</u> - <b>Staff and Teachers</b> : professional development, governance and management of ECE services, teacher pay rates	<b>20</b>
<u>Part 8</u> – <b>Actions for Government</b> : various areas for government to review, including curriculum, parent support programmes, ECE regulations, qualifications	<b>22</b>

The survey will take approximately 20 minutes to complete in full. You may skip sections or questions you do not wish to answer.

## ***Your privacy***

If you voluntarily provide personal information as part of completing this survey we will keep that personal information secure and will not disclose it to any third party, unless you agree. See the [Ministry's Privacy Policy](#).

Note that this survey is hosted by SurveyMonkey, a third party survey provider. All responses are kept in strict confidence. See the [SurveyMonkey privacy policy](#).

## **Please send completed questionnaires to:**

ECE Taskforce Consultation Response  
PO Box 1666  
Wellington 6140  
New Zealand  
Email: [ECE.Taskforceconsultation@minedu.govt.nz](mailto:ECE.Taskforceconsultation@minedu.govt.nz)

The Consultation on the ECE Taskforce report closes on 8 August 2011.

### Part 1: Your details

1. Please indicate whether you are responding:

- on behalf of an early childhood education organisation or association (go to question 2)
- as an early childhood education teacher or educator (go to question 4)
- on behalf of an early childhood education service provider (go to question 4)
- as a parent (go to question 5)
- as an employer [other than an ECE service provider] (go to question 10)
- other, please specify

### *ECE organisation details*

2. Please indicate the number of members your organisation or association represents.

**15 kindergartens representing 900 families and Parents as First Teachers program representing 251 families**

3. Please indicate the type of service(s) / people represented by your organisation.

**Early childhood education teachers**

- Education and care service (please circle the characteristic below)
  - i. Māori Immersion
  - ii. Pasifika
  - iii. Other, please specify

**Kindergarten**

- Home-based service
- Playcentre
- Playgroup
- Kōhanga Reo
- Hospital-based service
- Limited Childcare Centre

**Governance board members, managers and professional support teams**

**Parents as First Teachers**

**Teacher / Educator / Provider Details**

4. Please indicate the type of service you are employed / involved in or provide.

- Education and care (please circle the characteristic below)
  - iv. Māori Immersion
  - v. Pasifika
  - vi. Other, please specify
- Kindergarten
- Home-based Service
- Playcentre
- Playgroup
- Kōhanga Reo
- Hospital-based
- Limited Childcare Centre

**Parent details**

5. Which ethnic group(s) do you identify with (select one or more)

- European or Other (including "New Zealander")
- Māori
- Pasifika
- Asian
- Pacific peoples
- Middle Eastern, Latin, American, African

6. Please indicate your household income

- b. \$20,000 or less
- c. \$20,001 - \$30,000
- d. \$30,001 - \$50,000
- e. \$50,001 - \$70,000
- f. \$70,001 - \$100,000
- g. \$100,001 or more
- h. I do not want to answer

7. How many children do you have between the ages of 0 and 6 years?

- 0
- 1
- 2
- 3 or more

8. Are any of your children enrolled in an early childhood education service?

- Yes (go to question 9)
- No

9. What type of service is your child (ren) enrolled in (select one or more)?

- Kindergarten (e.g. run by a kindergarten association)
- Home-based Service
- Playcentre
- Playgroup
- Kohanga Reo
- Education and Care (e.g. pre-school centre)
- Hospital Based
- Limited Childcare Centre (e.g. gym crèche, drop-off centres)

***Employer details***

10. How many employees do you have?

- 0
- 1 – 5
- 6 – 9
- 10 – 19
- 20 – 49
- 50 – 99
- 100+

11. What industry are you in?

- Agriculture
- Mining
- Manufacturing
- Electricity, Gas, Water and Waste Services
- Construction
- Wholesale Trade
- Retail Trade
- Accommodation and Food Services
- Transport, Postal and Warehousing
- Information, Media and Telecommunications
- Financial and Insurance Services
- Rental, Hiring and Real Estate Services
- Professional, Scientific and Technical Services
- Administrative and Support Services
- Public Administration and Safety
- Education and Training
- Health Care and Social Assistance
- Arts and Recreation Services
- Other services
- Not Elsewhere included

***Further details (optional)***

If you wish, you can choose to complete this consultation anonymously. However, we'd prefer that you provide details so we can contact you for any further information we may require.

In particular, if you are responding on behalf of an organisation, it would be helpful if you identify the name of the organisation.

**12. Your Name (optional) Helen McNaughten, General Manager**

13. The name of your organisation, if you are making a response on behalf of an organisation, association, service provider or as an employer (optional)

**Napier Free Kindergarten Assn**

14. Your contact number (optional) **06 835 7890 extn 1**

15. Your email address (optional) **gm@napierkindergartens.co.nz**

16. As part of the consultation process, the Ministry may publish examples of the feedback we have received. Do you agree to have your comments and responses published alongside name of your organisation?

- No, please don't publish my name or organisation
- Yes, I am happy for my name or organisation to be used

## Part 2: Funding System

This section seeks your views on the ECE Taskforce's recommendations on the funding system. (See the Taskforce Report *Essay 3: Reforming Funding Mechanisms*, pp 72-81.)

The ECE Taskforce has recommended a new, simpler funding system be developed that:

- 1 subsidises at least twenty hours per child per week
- 2 prioritises Māori, Pasifika, children from lower socio-economic backgrounds and those with special education needs
- 3 pays higher quality services more
- 4 differentiates between *teacher-led services* and *other services*
- 5 supports parents to work
- 6 meets the needs and circumstances of individual children
- 7 develops the capacity and improves the quality of ECE services
- 8 is developed in partnership with the ECE sector and trialled before full implementation within four years.

### 17. Please rate your agreement with the following statements.

- i. Existing early childhood education funding should be targeted towards disadvantaged children and communities.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Don't know
1	2	3	4	5	6

**The United Nations Convention on the Rights of the Child to which NZ is a signatory to – in particular to articles 28 and 29 which relate to Universal provision of Education though not specifically ECE.**

**We strongly believe every child has the right to participate in high quality early childhood education and that this is best supported by a universal funding system. If a need for additional targeted funding is established this should be available.**

**A universal system that supports equitable access for all families and children and which provides incentives for provision of high quality ECE is needed. This means the funding model should support 100% trained registered teachers and at a level that does not increase costs to parents participating in ECE.**

**20 Hours ECE has made a huge difference to our Association. By providing certainty of income with realistic funding rates we have been able to reduce staff to child ratios, achieve better educational outcomes for children and**

**deliver on going professional development for our teachers. In addition to this we have also been able to subsidise the costs of families attending to the extent that 98% of our families pay no fees and we do not have any optional charges.**

**To remain fiscally neutral by moving funding from one area to others is likely to be counterproductive in terms of overall increased participation. It would increase the costs to some families who would no longer be able to afford to access ECE.**

- j. If you think funding should be targeted towards disadvantaged children and communities, how should this be done?

**There are more complex issues that need to be understood here than just funding. A number of our kindergartens already operate in low socio-economic and multi cultural communities. Despite the fact that we offer high quality ECE in incredibly well resourced kindergartens at no cost to families, we struggle at times with enrolment levels and regular attendance.**

**The barriers to participation include the cost of transport, health, frequent changes in caregivers and housing, financial circumstances, bureaucracy, lack of understanding about the importance of ECE, constant changes in work demands and availability, family size and ages (ie the number of other siblings to care for and the position of schools in relation to the ECE centre location) and awareness of where centres are located.**

**Community based services are often the only service providing ECE in the lower socio-economic communities. We need to be better supported to continue to provide these services and where possible, to expand them.**

**We have a number of concerns about how 'disadvantaged' children will be identified - what criteria will be in place, who decides if the criteria is met, what regulations and monitoring will be required, how will families feel about their children/family being identified as disadvantaged, who measures changes in family circumstances.**

**We support incentives for high quality standards across the sector but with regard to the proposal that high quality services attract additional funding we have questions around how this is going to be measured and by whom.**

**The funding proposals seem to be more complex than what we currently have**

**in place and for service providers reduce certainty around income - seriously eroding our ability to forecast budgets and plan for future sustainability with any degree of confidence.**

**Our current funding system is easy enough to understand, the real problems are around the complex rules that are in place around the funding (eg frequent absence rules).**

**Initiatives which increase the awareness of parents to the importance of high quality ECE would be a better way of addressing participation.**

Parents should pay more for early childhood education where they can afford to.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Don't know
1	2	3	4	5	6

**As a general concept this raises concerns around who determines which parents can afford to pay more and how they will do so. Families with young children are normally operating on a reduced family income and are struggling with rising household costs.**

**Parents already contribute to ECE through fees, donations, fundraising, helping at kindergarten, serving on committees and governance boards and helping with projects. In addition to this, the costs of ECE for parents rose by 11% nationally in 2011. To increase costs to parents further will, from experience, reduce participation. Parents will either reduce the hours of attendance or withdraw completely.**

**The changes in a family's financial circumstances may determine under this proposal whether they can continue to access ECE, and will also affect the service providers ability to forecast their income levels and plan for future expenditure.**

k. Work and Income's Childcare Subsidy should be combined with the early childhood education funding system into a single funding system.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Don't know
1	2	3	4	5	6

**We see some merit in exploring this idea, however we are cautious that in moving to one rate it would be to bring the childcare subsidy under Ministry of Education funding policy. This could be achieved through adjusting the current funding system as proposed by this submission.**

- l. The ECE Taskforce recommended a new funding system developed in partnership with the sector and trialled before full implementation within four years. Please state your level of agreement with this recommended timeframe.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Don't know
1	2	3	4	5	6

- m. What incentives do you think need to be considered in any new funding system?

**As stated previously we strongly advocate for a universal funding system that equitably benefits all children, not just targeted families. Research supports that all children benefit from access to high quality ECE. Children with learning difficulties are present in all sectors of the community; it is unreliable to assume parents income is a measure of the resources they have available for the child.**

**Children benefit greatly from having the opportunity to mix with other children from a diverse range of social, cultural and financial backgrounds. To provide funding incentives that target particular sections of the community would result in less diversity.**

**It would be easier, and less costly, to make changes to the existing system, rather than implement a whole new, and more complex, system. To target certain families for funding will carry higher compliance costs to ensure the funding is getting to where it is intended.**

**The funding should be based on the delivery costs of the service provider, rather than on the circumstances of the families. It is easier to monitor the performance of the provider rather than the individual circumstances of families**

**Targeting sections of the community for additional funding support carries the potential to be demeaning to the family and reinforce negative social perceptions.**

**Disadvantaged families already struggle with the degree of intrusion that comes from dealing with Government departments and agencies that provide support. What they need is to be treated as respected, functioning members of society who have aspirations for their children and the ability to have good choices about where and how their children are educated.**

**Redirecting funding to targeted groups isn't a guarantee of higher participation – what you may gain in participation levels in some areas of the community you could lose in the areas where parents have to pay more of the costs. What will really increase participation will be dealing with the issues that are barriers to access such as costs to families, locations of services, awareness of the importance of ECE and quality.**

**Incentives should be provided to encourage movement towards 100% trained registered teachers, to assist services to be set up in areas where they are needed and to professionally develop and support all newly registering teachers.**

**We would welcome a genuine consultation process to explore the ideas around funding.**

18. Thinking about the Taskforce recommendations about the early childhood education funding system, do you have any other comments to make?

**The introduction of 20 Hours ECE certainly encouraged greater participation in ECE and should be retained rather than reduced to a partial subsidy of costs.**

### **Part 3: Quality and Innovation**

This section seeks your views on the ECE Taskforce's recommendations about quality and innovation in ECE. (See the Taskforce report, *Essay 2: Aiming for High-Quality Services at p 40 and Essay 11: Promoting an Innovative, Continuously Improving Sector*, at p 162.)

The ECE Taskforce has recommended a strong focus on quality and innovation, including:

- 1 regulating for a minimum of 80% registered staff in teacher-led, centre-based services and incentives to 100%
- 2 allowing the remaining 20% of staff to include staff with other relevant expertise such as health professionals or staff with fluency in languages other than English
- 3 reducing ratios of adults to children to 1:4 for under two year olds and 1:10 for three to six year olds

- 4 strengthening quality measures for home-based services and services for under-two year olds
- 5 more investment in targeted professional development for teachers and managers
- 6 a National Innovation Award system

**20. Please rate your agreement with the following statements.**

- n. The Government currently regulates for 50% qualified teachers and has a goal of 80% by 2012. Government should put the current goal of 80% registered teachers into the regulations.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Don't know
1	2	3	4	5	6

**We agree that the regulated % of teachers should be lifted, but the goal of 80% should be part of a process to move to an ultimate goal of 100%.**

**We would welcome the opportunity to explore ideas around other professionals and people fluent in other languages in training to be teachers to be able to employed as additional staff to the 100% trained teachers employed.**

- o. Government should improve adult: child ratios for under 2s, even if this increases costs to parents.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Don't know
1	2	3	4	5	6

**We fully endorse the recommendation to improve the ratios but question the raising of costs to parents for doing so.**

- p. Government should take a stronger role where there are poor-quality early childhood education services.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Don't know
1	2	3	4	5	6

**We endorse action being taken to phase out poor quality services if they are unable to make required improvements. These services may be actually doing more harm than good. It would seem prudent to ensure**

**new ECE services starting up have the capability and capacity to achieve expectations, thereby providing a sustainable service, before they are supported through Government grants and funding to establish their service.**

q. If you agreed with the above statement, in what ways should government intervene in poor-quality early childhood education services? (Select one or more)

- Provide intensive advice and support
- Provide financial assistance
- Close the services
- Other, please describe

**Services who are poorly performing should be provided assistance to lift their performance in the first instance, and then removed if they fail to improve. The focus on quality ECE is paramount here – low quality provision does not achieve the desired outcomes and may, at worst, place children at risk.**

r. Funding should be linked to performance.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Don't know
1	2	3	4	5	6

**Incentives should be provided to reward the delivery of high quality ECE**

s. Poorly performing services should receive less funding.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Don't know
1	2	3	4	5	6

**Services that are performing poorly should, after failure to improve performance, lose their funding**

- t. If you agreed or strongly agreed with question e or f, above, how should performance be judged and managed?

**Performance measurement undertaken by an independent body is best. It provides fairness and consistency. ERO already carries out a monitoring and evaluation role with regards to ECE. Evaluation should include the outcomes for families and children, as well as the practices and processes used in the service to deliver those outcomes.**

- u. ECE services should be required to produce reports on the performance and quality of their service, to enable parents to compare ECE services and make an informed choice.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Don't know
1	2	3	4	5	6

**There would appear to be wide divergence on the levels of reporting that occur across the sector. As a community based organisation and a registered Charity we are required to report annually against our strategic goals to our Members and the public. Our financial accounts are required to be independently audited and are available also to the public. Our parents receive regular communications from the kindergartens as well as our Board of Trustees. ERO monitors and reports on our Association and each kindergarten every 3 years, the findings are available to the public. We have a strong culture of self review, which forms that basis of our internal reporting systems and self monitoring. Members of the public as well as Minister's and MP's have been able to make public comment on our performance based on the information available to them. Apart from the ERO reports, other services performance information, and certainly their financial positions are not widely available to the public. It would seem timely to review the various reporting mechanisms and to make decisions about the level of reporting that is actually required.**

**The proposal assumes that most parents have access to the internet where they can search for information in order to make comparisons and that there will be a range of services to choose from within a particular area. These assumptions are**

may not be correct, particularly in lower socio economic communities.

The reasons behind parent's choice of ECE provider are many and varied. Their choice can be affected by service location, available hours, waiting lists, cost, reputation, location of nearby schools, advertising and incentives offered (for example providers offering gift vouchers for food, clothing and petrol) to name a few.

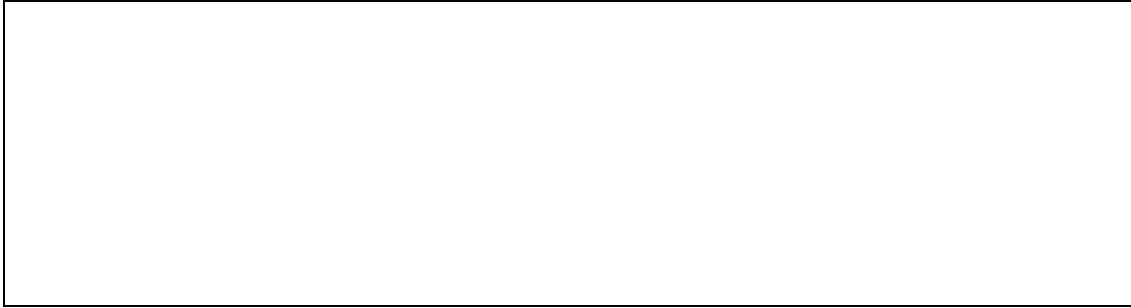
From the taskforce report it sounds as if a rating system would be used to evaluate service providers in a similar manner to how hotels and motels are rated. If a rating system does not capture the information parents really want or if it is not regularly updated the risk is that changes made to the service's performance will not be reflected, and may be unfairly influencing parent's choices.

21. How should more funding for research into ECE be managed?

22. Who should pay for research into ECE?

**Research should be financed in the same way as the wider education sector – via research contracts funded by the Ministry of Education. A focus on ECE could form part of future research into areas such as transition to school, special education etc.**

23. How can the early childhood education sector and government encourage good practice and share innovation across the early childhood education sector?



**Good practice can be encouraged by lifting the standards of professional teaching – achieved by employment of qualified, registered teachers who are supported through access to ongoing professional development and review. We would welcome opportunities for our teachers to access the same professional development opportunities that are available to other leaders within the education sector, allowing a cross sharing of ideas and experiences and a greater understanding of the ECE sector. A primary trained teacher has reflected that until she had her own children enrolled in kindergarten she had always regarded Primary education as being the cornerstone of children’s education. She has now revised that opinion and considers ECE to be the cornerstone.**

**Another area that good practice could be encouraged in is in Governance. Boards who have access to training and information about governance roles and responsibilities will develop a culture of good practice that flows on to all levels of their organisation.**

24. How do we ensure quality in the home-based ECE sector?



25. How can we support services to improve their quality?

**26. Please rate your agreement with the following statements**

v. There is a need for a governance support function for Maori immersion and bilingual ECE services.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Don't know
1	2	3	4	5	6

**All community based services benefit from good governance and management. We believe this is an area the Government could make a difference in for Maori and Pacific Island immersion services. Regard would need to be had for how governance and management would operate within different cultural contexts but it can be achieved, as evidenced by our Associations' work and relationship with Upu Amata (Pacific Island service)**

w. If you agreed or strongly agreed with the statement above, please set out what the functions should include and who should provide them.

x. There is a need for a governance support function for Pasifika ECE services.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Don't know
1	2	3	4	5	6

y. If you agreed or strongly agreed with the statement above, please set out what the support functions should include and who should provide them.

27. Thinking about the Taskforce recommendations about the good practice and innovation, do you have any other comments to make about how we can encourage this across the sector?

**The ability for governance boards and teachers to access the same resources as the wider education sector will not only strengthen the relationships with and understanding of ECE but is more likely to lead to new innovations in practice.**

#### Part 4: Accountability

This section seeks your views on the ECE Taskforce’s recommendations about accountability in the early childhood education sector. (See the Taskforce report, *Essay 6: Enhancing ECE through Te Whāriki* at p 106 and *Essay 9: Improving Licensing Processes and Performance Reporting* at p 134.)

The ECE Taskforce recommends more stringent accountability for ECE services, including

- 1 mandatory performance reporting by services linked to funding
- 2 better reporting on ECE expenditure by Government
- 3 better information for parents
- 4 More action when services receive poor Education Review Office reviews
- 5 An evaluation of the ECE curriculum *Te Whāriki*

#### 28. Please rate your agreement with the following statement.

- z. Early childhood education services should be more accountable to parents.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Don't know
1	2	3	4	5	6

**We’re struggling to determine how kindergarten could actually be more accountable to parents. Parent representation is present at every level of our organisation, with parent members having the ability to share in decision making.**

**Every staff and board member is accountable to parents.**

**Not only do we communicate regularly with our parents, we report annually to them and present our audited financial accounts. We have reporting obligations under the Charities Act and as a registered incorporated society.**

**We also have reporting obligations with the Ministry of Education and the NZ Teachers Council. We are reported on by ERO.**

**Under our licencing requirements we make information available to parents about our policies, guidelines and regulations, as well as the qualifications of our staff.**

**We regularly review our methods of contact with parents to include the use of new technologies and social media.**

**Perhaps the focus should be on services improving their accountability to parents where there is evidence of poor, limited or no accountability.**

29. What information do parents need about early childhood education services?

**From our experience parents most commonly ask the following queries are:**

- **Where are services located and are they zoned**
- **What do they cost**
- **How soon can they get their child enrolled**
- **What is the best way to choose a kindergarten**
- **What are our hours of operation**
- **What level of involvement is expected of parents**
- **What schools does the kindergarten feed into?**

**In addition to the above, parents will use the referrals of other parents to establish what the reputation of a kindergarten is and whether the philosophy of the kindergarten is appealing.**

30. Who should make this information available to parents?

**ECE services are best placed to make information about their service available to parents and currently do so through a variety of mediums, including the internet. Links to other affiliated organisations or ERO are often included and provide additional information. To assist our parents we also provide links to the Ministry's website with information that may be helpful, for example, how to choose a school, how to prepare a child for school.**

31. What information should Government provide to parents?

32. How could services be more involved in supporting successful transitions to school?

**The relationships we have with schools are an important factor in ensuring children have a successful transition to school. This relationship is definitely enhanced when primary teachers have a greater understanding of what happens for children at kindergarten and if schools have a willingness to work collegially with our teachers. Providing opportunities for teachers to interact with each other in a collegial and professional setting would be beneficial.**

33. Please rate your agreement with the following statement:

aa. The early childhood education curriculum *Te Whāriki* should be evaluated.

Strongly disagree	Disagree		Agree	Strongly Agree	Don't know
1	2	3	4	5	6

**The curriculum has been in place for 15 years, it would be good to have an evaluation of its achievements which will include any research or reports released during this time. Fundamentally we believe the curriculum itself is sound and relevant.**

bb. If you agreed or strongly agreed with the previous question, what should an evaluation of *Te Whāriki* focus on?

**We believe the focus of a review should be focussed around evaluation of the learning outcomes for children and implementation of the curriculum.**

34. What could a set of performance requirements for ECE services look like?

**Performance requirements should focus on the learning outcomes for children – these have been clearly identified in Te Whaariki**

35. Thinking about the Taskforce recommendations about accountability, do you have any other comments to make?

## Part 5: Supporting Families and Communities

This section seeks your views on the ECE Taskforce's recommendations about supporting families and communities. (See the Taskforce report, *Essay 4 Achieving Access for All Children and Essay 5: Ensuring Access for Children with Special Education Needs*)

The ECE Taskforce has recommended:

- 1 giving ECE services more help to support families, especially those with high needs
- 2 amending licensing requirements to ensure new services promote the participation of Māori, Pasifika and children from lower socio-economic backgrounds
- 3 improving what we know about children with special education needs
- 4 employers be encouraged to provide more support to employees with young children

36. New ECE services should (*select one*):

- have to promote the participation in ECE of Māori and Pasifika children, and those from lower socio-economic backgrounds or
- ECE services should be allowed to open anywhere.

cc. Please provide any comments you wish to

**New ECE services should be allowed to operate where there is evidence of established need. Community based services should be supported more financially to establish services where there is evidence of community need.**

**At the moment there is no regulation or control over the location of new services, with the result that some communities are over supplied, while other communities go without.**

37. How can government and/or communities promote community hubs (e.g. ECE services that house other social services)?

**Greater clarity is required around the purpose for which community hubs would be set up. Whilst it might seem desirable to have multiple services located together there is potentially a concern around privacy issues for families. Another issue for services is the ability to accommodate more than one service. We already struggle to be able to provide suitable facilities for**

hearing, vision and before school checks within our existing premises. We are not aware that parents consider the availability of other services to be an incentive for placing their child in an ECE centre.

38. How should community hubs be funded?

**39. Please rate your agreement with the following statements:**

dd. Employers should have a bigger role in ECE. For example, access to incentives and assistance so that they can support employees with young children.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Don't know
1	2	3	4	5	6

**Employers already have the ability to provide working terms and conditions that support employees with young children if they wish – ability to work from home, flexible working hours, job sharing etc. It would require significant incentives for employers to make further changes to support employees with young children. Unsure of whether this is an area Employers wish to have an involvement in, even if incentives were available.**

ee. If you agree or strongly agree with the above statement, what incentives would you like to see?

ff. An advocacy service should be established for families of children with special education needs, to help them enrol their children in an ECE service.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Don't know
1	2	3	4	5	6

**The cost of funding an advocacy service would be better spent on increasing the funding to Group Special Education and recruitment of health professionals and early intervention specialists to help support providers. Parents should not have to go into battle against bureaucracy to gain professional support for their children.**

gg. If you agreed or strongly agreed with the question above, who should provide this advocacy service?

40. In what ways can early childhood education services and government better support communities with low rates of early childhood education participation, for example, Māori, Pasifika, and children from lower socio-economic backgrounds?

**As commented on previously in this survey the issues around barriers to participation are wide ranging eg cost, access, affordability, location, health, quality etc. Expecting parents to apply for subsidies, understand complex attendance rules and fill out forms with detailed and personal information are additional barriers. Our experience is that families will withdraw if they feel uncomfortable with the expectations.**

41. Thinking about the Taskforce recommendations about supporting families and communities, do you have any other comments to make?

## Part 6: Te Kōhanga Reo National Trust

This section seeks your views on the ECE Taskforce’s recommendations about Te Kōhanga Reo National Trust. (See the Taskforce report, *Essay 2: Aiming for High-Quality Services* at p 40 and *Essay 9: Improving Licensing Processes and Performance Reporting* at p 134)

The ECE Taskforce has recommended that:

- 1 previous reviews into Te Kōhanga Reo National Trust be revisited, and where appropriate, their recommendations (around funding, outcomes and governance arrangements for kōhanga reo) implemented
- 2 Te Kōhanga Reo National Trust’s reporting and compliance requirements be the same as those required of other ECE services.

### 42. Please rate your agreement with the following statement:

- a. Compliance requirements for Te Kōhanga Reo National Trust should be the same as other services.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Don't know
1	2	3	4	5	6

**Yes, parents need to have consistency across the sector to ensure quality.**

- b. If you disagree or strongly disagree with the above statement, please explain.

- c. Recommendations of the previous reviews of Te Kōhanga Reo National Trust should be revisited.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Don't know
1	2	3	4	5	6

43. Do you have any other comments to make about the Taskforce’s recommendations about Te Kōhanga Reo National Trust?

**Part 7: Staff and Teachers**

This section seeks your views on the ECE Taskforce’s recommendations about staff and teachers. (See the Taskforce report *Essay 10: Improving Staff Education and Professional Development* at p 150 and recommendations 49-60)

The ECE Taskforce has recommended

- 1 more specialist professional development for teachers to support families, and to work in te reo Māori and Pasifika, and to work with children with special education needs
- 2 more support for governance and management of services
- 3 services no longer be required to pay teachers at the rate published in the Education Circular

**44. Please rate your agreement with the following statements:**

- d. The current funding structure inhibits the ability of staff to undertake professional development

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Don't know
1	2	3	4	5	6

**The service provider is the main determiner of the level of PD staff will have access to, not the funding *structure*. Our Association is committed to ensuring**

**teachers remain current in theory and practice and provide a level of funding to support this. We have the ability to deliver some of that PD to staff ourselves, utilising the skills and knowledge of our highly trained Education Managers.**

45. If you agreed or strongly agreed with the above statement, please suggest what changes could be made to the current funding structure to better allow staff to undertake professional development.

46. If you disagreed or strongly disagreed with the statement that the funding structure currently inhibits the ability of staff to undertake professional development, please explain the reasons for your view.

47. Who should set the pay rate for early childhood education staff?

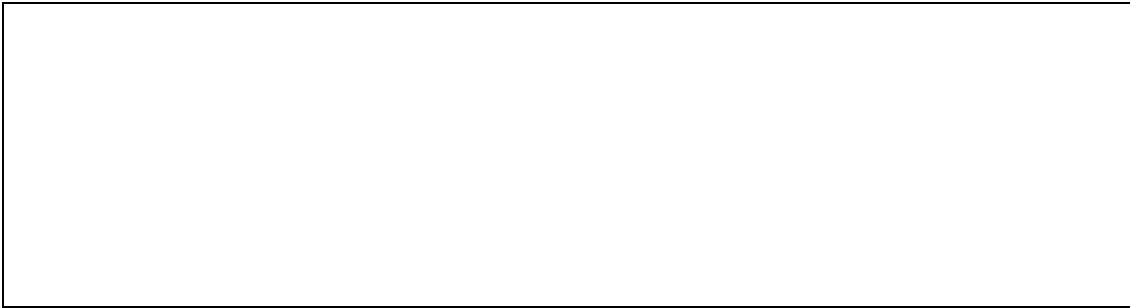
- Employers
- Government
- Other, please describe

**Professional expectations of teachers are enhanced when they have the same recognition as other teachers in the education sector. The age of the children they teach should not be relevant when it comes to establishing pay rates.**

**There are a number of benefits to having centralised bargaining – it ensures consistency within the sector and with other teachers, reduces bargaining costs, stipulates funding tagged for salaries and professional development, reduces costs in areas with limited teacher supply.**

**We support the Government's role in this area and see the merits of it being extended to other teacher-led, centre based services.**

48. Do you have any other comments to make about the Taskforce's recommendations about staff and teachers in ECE?

A large, empty rectangular box with a thin black border, intended for the respondent to provide their comments on the Taskforce's recommendations regarding staff and teachers in ECE.

## Part 8: Actions for Government

The ECE Taskforce has recommended a number of reviews of different aspects of ECE be set up, including:

- 1 a group be set up to provide advice on ECE for under-2s and children with special education needs
- 2 a cross-government investment strategy that moves Government funds into services for young children
- 3 an evaluation of the implementation of the ECE curriculum, *Te Whāriki* and the development of a framework to measure its outcomes
- 4 an evaluation of the effectiveness of the schooling sector and building on skills children bring from ECE
- 5 a review of parent support programmes
- 6 an assessment of the quality of home-based ECE services
- 7 two-yearly reviews of ECE regulations
- 8 a review of the content of all ECE teaching qualifications
- 9 a review of accountability arrangements for the New Zealand Teachers Council
- 10 two-yearly reporting on how policies in ECE are minimising barriers to innovation
- 11 a system to quality assure Education Review Office activities be developed

49. Do you have any comments on any of these reviews?

**We agree that the majority of these reviews are timely and in the case of children under 2 and children with special needs the reviews are overdue.**

**As we manage a highly successful and reputable Parents as First Teachers programme we are deeply concerned by the Taskforce report comments about this parenting support programme and would welcome a review. We don't believe the programme itself is seriously flawed but rather that outcomes are dependent on the commitment to quality of its delivery. That commitment is demonstrated by the calibre, qualifications and experience of the educators employed and the level of support and resources available to them.**

50. Do you have any comments to make about the Taskforce's recommendations about actions for Government?

**Any final comments**

Please provide any additional comments or feedback you wish to make about the Taskforce's recommendations.

**The increase in group sizes is of concern to us – we consider it fails to consider what is in the best interests of the child on many fronts including their health and wellbeing, their ability to cope with such large numbers, to develop attachments and to develop and sustain positive interactions.**

**You're done!**

Thank you for completing the survey on the recommendations made in the ECE Taskforce report.

You can find further information about the ECE Taskforce on their website at [www.taskforce.ece.govt.nz](http://www.taskforce.ece.govt.nz).

Up-to-date information regarding consultation on the ECE Taskforce report can be found the ECE Lead website at [www.lead.ece.govt.nz](http://www.lead.ece.govt.nz).