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FROM THE EDITOR

The future starts today, not tomorrow.

- Pope John Paul II

This year the ECC Conference is not only looking back to the past to celebrate its 25th birthday but also looking toward the future to define what best practice looks like in 2016 and beyond. To assist us looking toward the future the ECC has asked Rohit Talwar, a global futurist and strategist to speak (via video link). No one knows exactly what the future will hold, but there are many in the science and technology fields researching and experimenting with ideas that read like a sci fi movie, but at the heart of what Talwar is suggesting is that technology and science is moving faster than we are evolving and alongside this our average life expectancy is increasing. These advances in science and technology are transforming industries, with jobs being replaced and new fields of science and technology, new industries and new professions emerging. Talwar suggests that it's not unreasonable to suggest that future generations could live to 100+ years and careers may only last 7-10 years before you switch to a new one.

If this is what the future holds what skills

do we need to be teaching and learning? Skills in learning how to learn, accelerated learning techniques, creative problem solving and skills to cope with or 'manage' complex decision making under uncertainty are the type of transferable skills needed in the future suggests Talwar.

An increasing number of countries are looking to science and technology to create new industries and jobs that will drive future growth. Countries will need to evolve or transform their economies to have more socially, financially and environmentally sustainable models and ways of working. Science and technology lie at the heart of that agenda. With education beginning in early childhood what does this all mean for ECE educators? What skills should we be imparting to our children before they head to school? Is our teaching up-to-date with these future trends? For other thought provoking pondering head to this year's ECC Conference you won't be disappointed!

To compliment the above ideas read 'Exploring the State of Play in Aotearoa', on page 14, 'Risky play - what can it look like?', on page 17, plus 'The more things change, the more they stay the same', on page 32, a thought piece on change.

We'd love to have your feedback on any of the above topics or on any article, such as 'The male ECE teacher - where is he & how can we recruit him?'

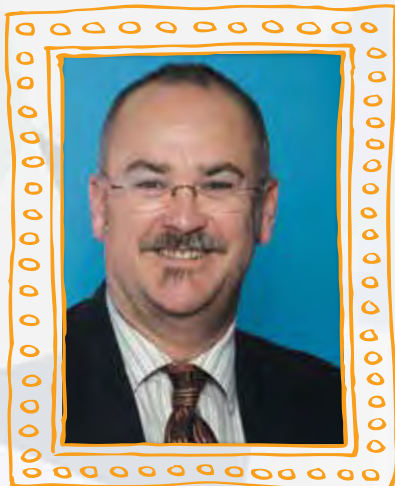
Upcoming themes in future *Swings & Roundabouts* include:

- What do you do to consider how Te Whaariki is implemented effectively at your centre?
- Men in ECE
- What does success and best practice look like in 2016 and beyond?
- How do you tell what difference your centre makes to the learning and development of each child?
- What does place-based education look like in NZ ECE?

If you'd like to write on the above themes or any other relevant ECE topic, we'd love to hear from you, contact Trudi at publications@ecc.org.nz

Trudi Sutcliffe
Editor
publications@ecc.org.nz





CEO's MESSAGE

I've been asked, in recent months, to outline my views on the immediate future of early childhood education. And while I have no crystal ball, a few things stand out.

Firstly, the shape of our sector is changing. Since 2012 the number of education and care centres has grown by over 4%, or roughly 100 centres. Home-based ECE has grown by a whopping 25%, or roughly 100 networks. Kindergartens have virtually flat-lined, and Playcentre and Kohanga have continued a slow but consistent decline. Conclusion: education and care centres remain by far the largest single grouping of services, but home-based is growing fast.

It is apparent also that our sector continues to experience a long-term consolidation of ownership. Best Start Educare (formerly known as Kidicorp) has more than 250 centres – plus home-based and after school services. The recently-listed company Evolve owns New Zealand's largest home-based provider Porse, Au Pair Link, and more than 100 centres nationwide including the Lollipops Educare group. It is buying still. Our sector remains fragmented by the standards of many markets, and this concentration of ownership is likely to intensify. Small ECE operations are exposed to ever-increasing costs of compliance, high levels of competition, and past and future cuts in universal government subsidies, and it is easy to see, in such circumstances, the temptation to sell out to a large player with deep pockets.

I expect the Government to shortly announce it has achieved its goal of increasing to 98% the number of children enrolling in primary school who have experienced some level of ECE. The Government is likely also to continue pursuit of this policy with help from

the strategy we call 'funding cuts by stealth': an approach in which it cuts universal centre revenue in real terms, and diverts the money saved to help fund services targeted at children from low-income, Māori and Pasifika families. Many in our sector will remain concerned therefore that access for the few is being part-funded by quality cuts for the many. And there will continue to be substantial fear that the Government will impose future cuts in universal subsidies to add to the many we have suffered since Budget 2010.

It is interesting to see, in this context, that the Minister of Education has signalled her interest in the quality issue this year, although we are yet to see what this might mean. We know that the new Early Learning Information system (ELI) is providing a clearer picture of our sector for the Ministry of Education, and it is likely that this new data will impact the new funding system the Government is planning. My biggest fear in relation to this new system is this: that it might institutionalise a transfer of revenue from universal to targeted funding, and confront the majority of centres with further revenue cuts.

We are dealing also with new health and safety laws, new food safety laws, new rules relating to the Vulnerable Children's Act... and a report outlining how Te Whāriki might be implemented more diligently. The Education Act is currently under review, but apparently not the ECE Regulations or licensing criteria, where most of the ECE detail is, and therefore most of the frustration.

The Early Childhood Council will be focusing this year on the need for consistency in government regulation, the need for a

level playing field between different types of service, and the need for 'equivalent regulated quality' for parents. The stand-out concern here is the chasm that exists between the way centres and home-based ECE are regulated. Most recently home-based services, but not centres, have been excluded from the requirements of the new Food Act on the basis that home-based ECE is not a commercial enterprise but 'an in-home domestic undertaking' – an absurd conclusion considering that a publicly-listed company owns the largest provider of home-based ECE in New Zealand, but a clear example of the current inconsistent and ad-hoc approach to regulation. Parents have a right to expect 'equivalent regulated quality' no matter what style of ECE they choose – and the Early Childhood Council intends to campaign on this principle.



Celebrating 25 years of the ECC

ECC Life Membership -recognising members who make outstanding contributions

By Sue Kurtovich

From its inception in 1991, up until 1999, the ECC was both governed and managed by the Executive Committee. All positions, other than a part-time administrator, were fully voluntary. A small but very active and dedicated group of Executive Members and Local Area Contacts provided all of the association's services to its wider membership, and worked tirelessly to build the association from its humble beginnings.

These volunteers ran conferences and seminars, produced newsletters, provided free advice and support to members, represented the association at policy forums and on government working parties, and were active advocates for the sector.

During the 1990s, thanks to the commitment of these volunteers, the association was gaining in popularity. The benefits of belonging to the ECC were clearly evident and membership was growing rapidly.

The workload of providing services to this ever increasing membership began to become too much for volunteers alone, all of whom were also running their own ECE centres.

It was decided that a CEO was needed. My appointment to what was initially a part-time CEO in 1999, then on to become full time shortly after, saw the ECC Executive Committee take on a fully governance-only role for the first time. As CEO I took over the day-to-day management of the association, and the Executive was able to then concentrate on visionary and strategic matters.

In July 1999 at a Special General Meeting of the Early Childhood Council, a constitutional amendment was made which introduced the ability for the general members to award Life Membership to the association, and for the Life Members to be able to appoint up to three of their own to the position of Patron of the association.

The reason for this amendment was two-fold:

1. To be able to recognise outstanding service to the association by way of time, effort, skills and knowledge by a person who has had a minimum of 8 years as a member of the association, and
2. To provide a pool of expertise to draw from in the form of Patrons, whose role it is to

support the Executive Committee by bringing both historical knowledge of the association, as well as considerable sector expertise to the Committee.

In 2000 the first Life Members were appointed – a group of five members who absolutely met the criteria of outstanding service. This group of inaugural five Life Members was made up of Brian Elliott – Palmerston North, Ross Penman – Auckland, Janette Walker – Auckland, Sheri Walsh – New Plymouth, and Allan Wendelborn – Auckland – (see photo). All five had been there right at the start of the ECC.

In subsequent years Life Membership has been awarded to a further three members – Raewyn Ramage – Christchurch, Margie Blackwood – Auckland and Sue Kurtovich (formerly Thorne) – Auckland.

In total, these eight ECC Life Members have provided a valuable contribution to not only the association, but to the wider ECC sector, through their commitment to ensuring centre owners have been able to access sound advice and support that assists them to manage their centres better.



From left to right, ECC Inaugural life members: Ross Penman, Sheri Walsh, Brian Elliott, Janette Walker, Allan Wendelborn

About the author

This article is contributed by Sue Kurtovich, ECC Life Member, ECC Former President and CEO. Sue now offers practical, plain language management advice, support and professional development designed exclusively for the early childhood education sector through Kurtovich Consulting. To find out about Sue's services go to www.kurtovichconsulting.co.nz

SO YOU KNOW

WELCOME

The following early childhood centres joined the Early Childhood Council recently:

- Corkin Preschool, Christchurch
- Kereru Kindy, Wellsford
- Lower Hutt Childcare Centre, Lower Hutt
- Oxford Early Learning Centre, Oxford
- Te Pahu Preschool, Hamilton
- Early Discoveries Centre Manurewa, Manurewa
- Weymouth Early Discovery Centre, Manurewa
- Busby Street Early Learning Childcare Centre, Auckland
- Castor Bay Infant Care Centre, Auckland
- Garden Grove Montessori, Timaru
- Kidstown Childcare, Auckland
- Montessori Childrens House Wanaka, Wanaka
- Whitby Educare, Porirua
- Bubba Bears Childcare, Whangaparaoa
- Kids at Play Childcare Centre Inc, Auckland
- Luna Montessori Preschool, Auckland (Provisional)
- Milly's Educare Limited, Waikato (Provisional)

The ECC Professional Development Programme

The Early Childhood Council (ECC) offers a series of half-day practical and interactive workshops for both Centre Managers and their teaching team.

inspirED ECE deliver the teaching stream. The directors and facilitators of inspirED ECE have been successfully delivering professional learning and development to the early childhood sector for over 7 years.

They were previously members of the EC Professional Support team at the University of Auckland. They have been delivering the ECC teacher workshops since 2012. Their skilled professional learning facilitators are experienced and fully registered teachers.

2016 Teacher workshops include:

- Back to basics - Notice, recognise, respond
- Enacting & evidencing Practicing Teacher Criteria & Tātaiako in everyday practice
- Introduction to Self Review
- Authentic bi-cultural practice: More than waiata and poi
- Taking another look at Te Whāriki
- Meaningful Maths

ECC Centre Manager workshops are delivered by ECC's CEO Peter Reynolds and educational provider Whitireia.

2016 Centre Manager workshops include:

- Health & Safety
- Good Governance
- Compliance
- Managing People
- ERO workshop
- Business Planning

Community of Learning groups

Communities of Learning (CoL) groups are emerging throughout the country. Is there one in your area? Are you involved? Education starts at zero - we in the ECE sector know and understand this. These CoL groups are an opportunity for ECE to have a voice around the table for regional educational planning and initiatives. How long have we said that addressing some of the challenging behaviours in children at ECE level can curb the problems experienced later in school and beyond? Now is your chance. Get involved. To find out more go to <http://www.education.govt.nz/ministry-of-education/specific-initiatives/investing-in-educational-success/>



ECC Conference 2016 Defining Best Practice in ECE

40 Workshops to stretch your thinking on best practice

For managers:

- Dealing with difficult employment issues
- What is best practice in a childcare setting?
- Food Act and Health & Safety at Work briefings
- What does it take to get a "4" from ERO

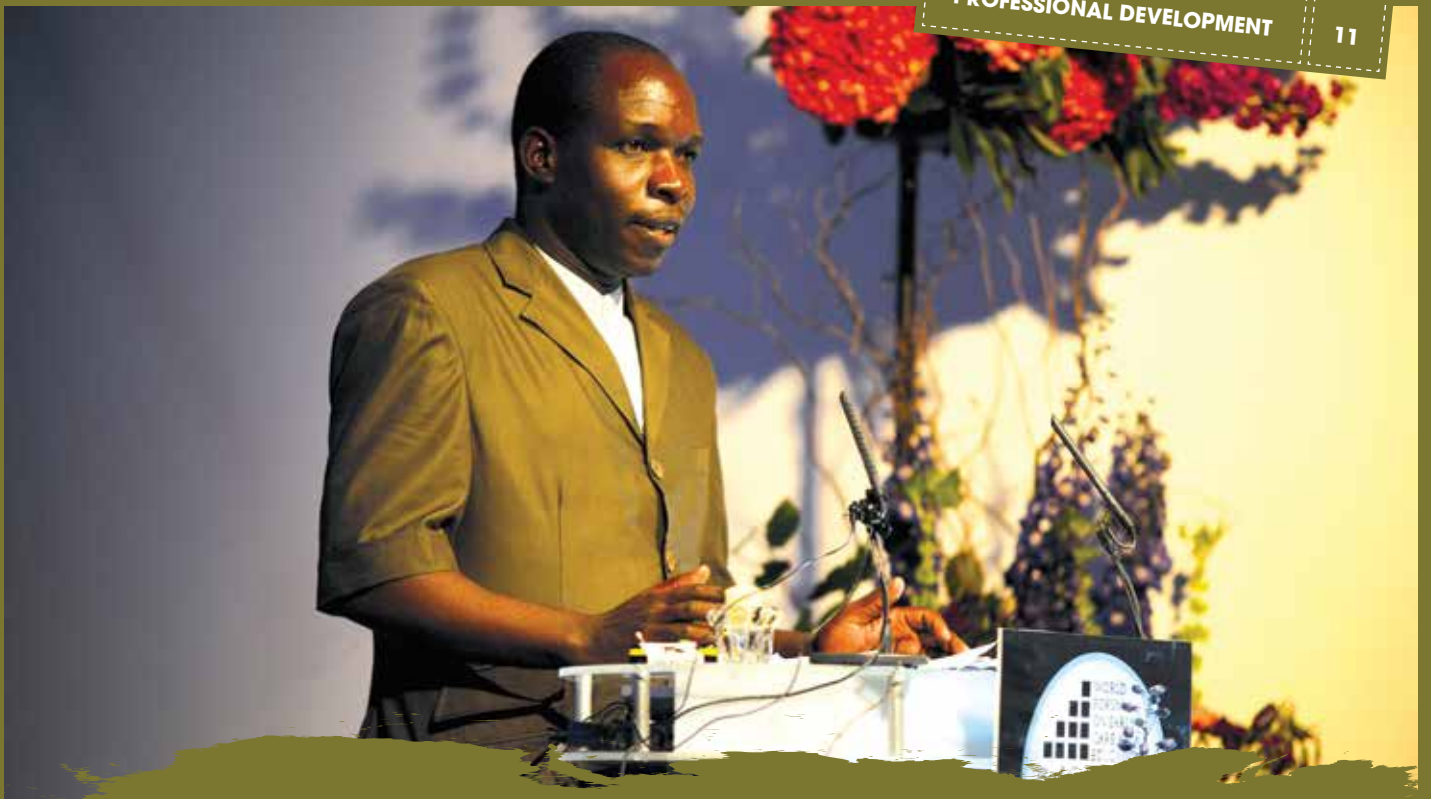
For teachers:

- In the age of Google and Wikipedia, why do we need teachers?
- Is the role of the ECE teacher to teach the curriculum or to teach the child?
- Is our curriculum - Te Whāriki - a secret garden to which parents and children are excluded?

And so much more...

Our 2016 Annual Conference celebrates 25 years of the Early Childhood Council. Join us in Rotorua, at the Energy Events Centre, from Friday 27th May through to Sunday 29th May ...and bring your party hat!

Go to www.ecc.org.nz to register NOW!



World Forum on Early Care and Education coming to NZ!

Early childhood leaders, practitioners and international representatives from over 80 nations will gather in Auckland, 9-12 May 2017 at the SKYCITY Auckland Convention Centre for the World Forum on Early Care and Education.

New Zealand Tertiary College (NZTC), working alongside the Early Childhood Council (ECC), will be the lead support for the World Forum which will see over 700 early childhood professionals gather to discuss the delivery of quality services to young children in diverse settings.

NZTC has been a long-time supporter of the World Forum Foundation with Chief Executive Selena Fox involved with the organisation since 2000 in various positions including New Zealand National Representative, Vice President and current Board Member.

"The World Forum provides a unique opportunity for early childhood practitioners and specialists from around the globe to come together to share ideas about education for young children worldwide.

"New Zealand had the opportunity in 2002 to host the World Forum and many will remember the learning and sharing experiences, and the lasting international friendships made. 2017 sees its return after 15 years, presenting us with an exceptional

opportunity to once again host and be a part of this special global event. Like 2002, international delegates will be offered the opportunity to visit early childhood care and education centres in Auckland," said Fox.

Following an intensive international bidding process from a multitude of nations, New Zealand was selected to host the World Forum because of its progressive, enthusiastic early childhood community offering support to make the event a success and firm determination to use this opportunity to advocate for children and families.

"For children of the world to have promising futures," said Roger Neugebauer, Executive Director for the World Forum Foundation, "early childhood programs must meet their needs for optimal growth and development.

The goal of the World Forum event is to promote the improved delivery of services by bringing together early childhood leaders from six continents to explore the hallmarks of quality."

The four days will see early childhood professionals share their unique areas of expertise. Topics that will be addressed include: Children as Peace Builders in Conflict Situations, Children Impacted by HIV/AIDS, Children Living in Children's Homes, Children's Rights, Connecting Children with Nature, Curriculum, Indigenous People's Rights and Issues, Men in ECE and much more.

Registration information and continuing updates are available on the World Forum Foundation website:

www.WorldForumFoundation.org



NZTC Chief Executive Selena Fox



Peter Reynolds
Chief Executive Officer
Early Childhood Council
PO Box 5649
WELLINGTON 6145

Tēnā koe Mr Reynolds

Thank you for your letter and for providing me with your assessment regarding Budget 2016. I understand you intend to publish my response in ECC's Swings and Roundabouts.

I would like to take this opportunity to thank early childhood education (ECE) teachers for the hard work they do helping our youngest children develop and grow. The Government shares the same focus as teachers on ensuring ECE centres continue delivering quality services fit for the 21st century.

This Government is committed to investing in quality ECE

I am committed to ensuring that all children have access to affordable, high quality ECE services. We all want our children to have the best possible start to their learning and I will always advocate on behalf of our youngest students.

The Government recognises the importance of quality ECE to give children a better chance to achieve in life. The investment made into ECE has increased significantly, with funding nearly doubling from \$860 million in 2008 to \$1.6 billion in 2014. In Budget 2015, it was announced that an additional \$74.9 million over the next four years would be invested in ECE services so more children can attend for more hours. Funding is increasingly being targeted toward areas of greatest need.

Minister's MESSAGE

Participation in quality ECE services is important for all children. It is particularly important for our priority learners, including students with special needs as well as Māori, Pasifika and children from lower socio-economic communities. It is our vulnerable children who benefit the most from participating in quality ECE. This is why our focus has been on ECE participation, quality and funding. Any additional funding will need to be considered as part of the Budget 2016 process.

As you know, this Government has set a Better Public Services target that by 2016, 98% of children starting school will have participated in quality ECE. As at September 2015, 96.3% of children have participated in quality ECE prior to starting school. This is a sizeable increase from 2012, when 94.7% of children were participating in ECE.

Improving the quality of ECE that is available in all of our communities is a priority for this Government. Government funding has supported improving the qualification levels of the ECE teacher workforce. As at July 2015, around 96% of teacher-led, centre-based ECE services are funded at the 80%+ funding rate. There is no evidence to suggest that a fully registered workforce by itself guarantees high quality ECE. Many factors also contribute, including the leadership, relationships and interactions ECE teachers provide, along with professional learning and support.

In 2013, investment was consolidated into initiatives that would provide high intensity intervention for priority communities. We are focused on the areas of greatest need and where we stand to make the biggest impact.

As part of its work improving the provision of ECE, the Government established the Advisory Group on Early Learning, made up of representatives from the ECE sector. The Group's report continues to play a valuable

role in supporting the Ministry of Education's directions in ECE.

Strengthening Early Learning Opportunities (SELO) is one such initiative that provides targeted support for priority learners. In Budget 2013, we invested \$12.1 million into this programme over a four year period. This funding has been used to identify services that require support with professional development and providing quality teaching. Investment in SELO has helped existing and newly established ECE services in our most vulnerable communities operate sustainably.

Government supports a wide range of ECE services. The availability of home-based services provides many families with more choice. Many parents and families, for example, prefer a home-based service for children under two.

Home-based services are expected to meet the regulated quality standards. Home-based ECE services are also subject to 3 yearly reviews by the Education Review Office, and the home-based programme is guided by the early childhood curriculum framework Te Whāriki.

We all understand that quality ECE supports children to become confident and engaged learners. I once again extend my appreciation for the ongoing efforts of the Early Childhood Council's members in equipping our children with the best possible start to their education.

Thank you again for writing to me. I look forward to continuing to work with you.

Heoi anō

Hon Hekia Parata
Minister of Education



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Exploring the State of Play in Aotearoa

Dr Scott Duncan and Julia McPhee, Human Potential Centre, AUT University

The importance of quality play experiences for children's physical, social, and emotional development is well established. Play provides opportunities for children to be physically active, and enhances motor, social and communicative skills, cognitive abilities, resilience, well-being, and creativity.¹⁻³ Over the last three decades, however, children in the developed world have shifted from mostly unstructured, unsupervised, outdoor play to structured, supervised, and/or indoor activities.^{4,5} Many outdoor public, school, and ECE playgrounds are static structures designed by adults to support a predetermined set of activities that prioritise injury prevention above all else.^{6,7} Furthermore, as parental efforts to safeguard their children increase, opportunities for

children to engage in risky and unstructured 'real' play diminish.⁸ Play spaces created by adults habitually align with their own perspective of children's play preferences, with safety being a key factor. This frequently leads to brightly coloured and highly structured play spaces, whereas it appears that children prefer to play in natural outdoor environments.⁹

In recent years, several overseas agencies have called for a return to a 'real play' culture that allows children the freedom to play creatively on their own terms, balancing exposure to risk with the potential developmental benefits.^{6,7,10,11} Real play has been described in the literature as any play that involves risky play (play involving

rough-and-tumble, fast speeds, heights, natural elements, adult tools, or independent exploration), nature play (climbing trees, playing with sticks, building huts, getting muddy) and object play (play that uses loose parts or objects to construct, move, or interact with others).^{12,13} Real play is associated with a range of positive physical and mental health outcomes, including increases in physical activity,¹⁴ social skills,¹⁴⁻¹⁶ resilience,^{11,14,15} creativity,^{14,15,17,18} risk management skills^{19,20} and a decrease in anxiety.²¹ Recently, real play was linked to increased executive function in children,²² an advanced cognitive system essential for planning, problem solving, inhibitory control, and managing novel or potentially dangerous situations. Furthermore, there is evidence



that providing real play opportunities for children does not increase the prevalence of injuries.¹⁴

Despite the prospective benefits of promoting real play in children, we know very little about the real play perceptions and practices in NZ families. This information is essential if we are to map a way forward, building real play back into the lives of kiwi kids. Consequently, AUT University's Human Potential Centre, in partnership with Persil, developed the first nationwide survey of real play perceptions and practices in over 2,000 New Zealand parents. The purpose of the 'State of Play' survey was to determine where the greatest areas of concern lie with regard to children's play, and how we might best engage with parents to adopt real play philosophies in their daily lives. We believe this information is essential for educators in both primary and early childhood settings; if we are to achieve widespread change, it is the teachers who need to lead the way, setting the example for parents to follow.

Several major findings arose from the survey. Firstly, it is clear that most NZ parents recognise the potential development benefits

of real play: climbing trees, using loose objects, riding bikes or scooters, rough-and-tumble, messy play, using adult tools, and (in older children) roaming the neighbourhood unsupervised by adults. While this is a positive finding, our other results showed that these parental beliefs do not necessarily translate into actual real play practices. The majority of children do not often participate in a wide range of real play activities; in fact, a reasonable proportion do not engage in real play at all. Clearly, translating generally positive parental perceptions about real play into action is the next challenge we face.

Some other interesting findings include the relatively small proportion of parents that regularly allow their children to play outside when it is raining. Playing in the rain is an excellent opportunity for children to connect with natural elements – water, wind, mud – and builds a resilience in children that can be beneficial as they age. Staying indoors when it's raining not only limits the amount of outdoor opportunities children have (especially in winter), but could decrease the

fun and learning that comes with playing in the wild weather.

Another key association was the link between parental tolerance of risk and the real play

About the authors

Dr Scott Duncan is the Head of Research at the School of Sport and Recreation and the Associate Director of the Human Potential Centre at AUT University. Primary areas of expertise include physical activity and risky play in children, programme design and evaluation, and environmental health. He is a father of three and sits on the Board of Trustees at Takapuna Primary School.

Julia McPhee is the Research Manager at the Human Potential Centre, AUT University. Julia plays a pivotal role in facilitating all research conducted within the research centre. Her areas of interest include nutrition and wellbeing, risky play in children, and the impacts of the built environment on health. Julia has recently completed a Master's in Public Health.

opportunities afforded to their children. The four groups we created in the analysis – risk-averse, somewhat risk-averse, somewhat risk-tolerant, and risk-tolerant – clearly distinguishes between parents that are already actively engaging in real play and those that may need assistance or advice to understand the potential benefits of real play. It is likely that a meaningful societal change would result if a proportion of those classified as risk-averse were able to transfer to a more risk-tolerant state. Whether or not this is possible (or if risk aversion is biologically-driven, static state) requires further experimental research.

Many of the issues identified above have particular relevance to those working in the ECE sector. We now know that many parents are eager to embrace real play practices, but require validation and direction from the trained professionals tasked with educating their children. In our experience,

kindergartens, playcentres, kōhanga reo, and other early childhood centres are generally much more receptive to allowing and facilitating real play in their play spaces when compared to primary schools. The emergence of centres that are adopting the European forest kindergarten philosophy, in particular, is a development that could greatly enhance learning opportunities for our children. However, we should also remember that real play opportunities provided in an ECE centre often cease when the child returns home. We suggest that an increase in communication and mentoring for parents, including reinforcing the key concepts and benefits of real play and managed risk, will help to extend this approach beyond education settings and into the wider community.

To conclude, it is clear that children are naturally drawn to real play, especially to the thrill and excitement of risky play, and

this approach may prove more effective at engaging children and parents than traditional health promotion messages centred on physical activity, sport, and exercise. Childhood educators have a crucial role to play in bringing more real play opportunities to our children. The time to act is now – the current generation of New Zealand parents is likely to be the last to have experienced a ‘free-range’ childhood, and so may be the last to be amenable to initiatives that promote independence and managed risk in their own children.



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Risky play – what can it look like?



If you're old enough you'll remember the 'good old days' at school playing bullrush, rugby with tackling, climbing trees and walking to and from school. You may have ridden your bike on the street and spent hours away in the local park, playground or bush... and all with no adult in sight. However, some younger educators may not have had this experience, and many may have been brought up during a time, when it wasn't deemed safe for children to walk the streets by themselves, or maybe there just wasn't time, when you had so many structured after school 'enrichment' activities to attend.

Technology now plays an even stronger role in how we spend our day, with heavy evidence that for many of us home and work is blurring, as we find ourselves 'connected' 24/7. A report released from Common Sense Media in 2013 found that 38 percent of children under the age of 2 have used tablets or smartphones. In 2015 findings from the market research firm, Childwise, found children aged five to 16 spent an average of

six and a half hours a day in front of a screen compared with around three hours in 1995.

Alongside these statistics there is mounting pressure and focus on academic achievements in our school system, and the push to validate early childhood funding. Plus the squeeze many ECE educators feel from parents who too focus on academic achievement and who find it hard to see the benefits of 'play'.

But times are changing, and more and more research is suggesting that children (and adults) need more unstructured time to play/ think/explore/create or even do nothing and during these 'down times' discover how to be adventurous and create opportunities to take risks.

Risk taking supports a can do attitude, and to see oneself as capable and who can take on a challenge without the certainty of success, learn from the experience and have the knowledge and belief that it can be conquered through testing and strategising. If a child grows up in a risk adverse society,

how will they practice risk-assessment, to fight the fear of failure knowing they can try again and again if needed, and have the knowledge how to keep themselves safe when they haven't had the opportunity to assess their own skills?

Six categories of risky play

Ellen Sandseter, a professor at Queen Maud University in Trondheim, Norway, has identified six categories of risks that seem to attract children everywhere in their play. These are:

Great heights. Children climb trees and other structures to scary heights, from which they gain a birds-eye view of the world and the thrilling feeling of *I did it!*

Although we want to encourage children to try, it's important to remember to not force a child to climb higher than they are prepared to or place a child in a tree or playground because if they didn't climb up themselves they will have trouble accessing the risks involved in climbing higher or getting down.

If you haven't got trees in your ECE environment, how about your neighbourhood, is there a park close by? Or are you limiting further exploration with your current outdoor structures, can they be used differently? For example how about letting children climb up slides if you lack climbable trees or playgrounds? Or even using a rope to climb up a slide?

Many ECE centres are exploring their local community environment after being inspired by the European Forest Schools, and adapting the concept to one that aligns with Te Whāriki and their own community/environment. If you want to know more, attend workshops and conferences such as the The Natural Phenomena 2016 - a nature education conference in the outdoors.

Rapid speeds. Allow children to swing on vines, ropes, or playground swings; or play on slides; and ride bikes, and other devices fast enough to produce the thrill of almost but not quite losing control.

Many ECE centres are providing bike tracks, but how about adding dirt hills to encourage risk taking and allow children to test out how fast they can go without losing control.

Dangerous tools. This is an area many ECE centres succeed in, especially at the carpentry table, such as letting children use glue guns, saws, hammers and cordless 12 volt drills. There is great satisfaction in being trusted to handle such tools, but there is also thrill in controlling them and knowing that a mistake could hurt.

How about allowing the opportunity for

children to work in the garden using real tools to grow vegetables and herbs and then let them prepare and dish food for one another. Cooking is a great experience in being self-sufficient, and the opportunity to use real kitchen utensils such as knives to slice vegetables, etc.

There is also a new trend of adventure playgrounds that provide child-centred and child-directed play spaces where children create and modify their own environments. Children have access to raw materials such as building supplies and tools, pallets, tyres, wheelbarrows, ladders, fishing nets, hammers, old furniture, ropes, driftwood, logs, etc.

Dangerous elements. Children love to play with fire, or in and around deep bodies of water, either of which poses some danger.

Many Forest Schools have these types of elements within the environment they explore, whether it's a creek in the bush or out at the rocky shore. Or how about making a natural water feature within in your outdoor space?

Rough and tumble. Children everywhere chase one another around and fight playfully, and they typically prefer being in the most vulnerable position—the one being chased or the one underneath in wrestling--the position that involves the most risk of being hurt and requires the most skill to overcome.

In the last ECE centre I worked in we had a wrestling mat, and the rules were simple, if someone hit the mat with their hand, it meant release me...as simple as that!

Disappearing/getting lost. Children enjoying playing hide and seek and experiencing the thrill of temporary separation from their companions. Older children like to venture off, on their own, away from adults, into territories that to them are new and filled with imagined dangers, including the danger of getting lost.

Again Forest Schools fit into this category of allowing the sense of being separated when exploring your wider community/environment, but also great outdoor design in your ECE centre can make a difference. Have a living willow tree, use sheets or sheer fabric for tents, a sunflower teepee, mini 'bush/nature walks' or small quiet spaces among flowers and trees where children can safely watch without necessarily getting involved.

Creating risk taking is also about building confidence through using words and actions to encourage children to keep going and not give up; 'you can do it', 'how can we try that differently?', 'you did so well', 'we can try it again', etc.

Need inspiration? Explore websites like Pinterest, find workshops on outdoor design, outdoor play, Forest Schools or outside learning, read books and articles, start a wishlist with your colleagues, parents and children...and start planning....

If you would like to share your centre's risk taking environment with your ECE community, contact Trudi, at publications@ecc.org.nz to submit your centre's story/journey.



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The male ECE teacher – where is he & how can we recruit him?

Over the twenty years I've been involved in the early childhood sector as a teacher and as a parent I've come into contact with only a few male ECE teachers, so few, I can easily count them on one hand. The first male ECE teacher I was lucky to work with was just 'filling in' due to a shortage of teachers that day and his girlfriend being on staff. What was just a few days of work turned into a permanent relieving position. He was a rugby playing gentle giant beloved by parents and all of our children and staff. Staff who were relieved to have someone with fresh and different ideas and perspectives, who enjoyed rough and tumble play and somehow managed to get even the most reluctant 'mover' into music and movement. His key wording was more about the exercise than dance, more All Black than ballet, but hey it worked! He also had the amazing capacity to have several children hanging off each arm, and several hanging off his back and all at the same time. We teachers loved the balance of having a male 'in the house', although I'm sure being that he worked in an all female environment, there were times when he wanted to cover his ears and say 'I don't want to hear this'.

So what happened to this gentle giant? Did he stay working in the early childhood sector? He seriously considered it. But in the end he turned to primary schooling, at that time it was better pay, more males teaching in the primary sector, more prestige, and less concern about child abuse.

Nationally, 1.95 per cent of early childhood

education (ECE) teaching staff at licensed teacher-led centres are male. There's been a call for a while now for the need to rectify this and to encourage more males to enter into ECE, but any improvements have been slow.

According to Unitech researcher Alex Williams the most commonly perceived reasons why men don't enter into the early childhood profession is the low pay rate, the low status of the work, and the fear of being accused of child abuse. Williams says that these issues over the last few years have been readdressed, with the status and pay of ECE teachers improving, and that most centres are now designed to keep all teachers 'safe'. Williams says the main reason that keeps males from entering is the traditional stereotypes of what men and women are meant to do.

Ironically, research studies show that more male educators in ECE could benefit both boys and girls through observing and interacting with men in a non-traditional role and counter children's sex-stereotyped views of gender roles, reduce sexism and generally advance gender equality.

So what other advantages are there?

Further research shows that a more gender diverse ECE workforce encourages different viewpoints, ways of working and with this diversity enhances the quality of ECE for our children. Plus having a male in the teaching team can encourage other males such as dads and grandfathers to participate more at the centre and in the education of their own

children, normalising the male role in young children's learning.

So despite the odds, why do men enter into ECE teaching? Williams said he interviewed 10 male ECE teachers working in Auckland and the majority said they were attracted to early childhood teaching as it was socially valuable work and you could have fun while doing it! He also found that for most male ECE teachers it wasn't their first career and many entered after being involved in their own child's early education and seeing the value in ECE.

So what's keeping men from entering the ECE sector and how do you think we, who are working at the grass roots, can encourage men to do so? Can we rely on government initiatives to do this or do we as ECE educators have a role to play in recruiting men into our workforce and keeping them there?

If you are a male ECE teacher *Swings & Roundabouts* would love to share your story of why you entered the ECE profession and how your journey has been. Or if you have any great ideas on how we can encourage more male teachers share them with us. Contact Trudi at publications@decc.org.nz.

If you are a male ECE teacher and you'd like more support or camaraderie contact EC Menz, the New Zealand based network for men in ECE.

Find out more at www.ecmenz.org.nz.



Defining Best Practice in ECE

Rotorua, NZ, 27-29 May, 2016

Keynotes include:

- Jamie Fitzgerald, adventurer, motivator
- Robyn Pearce, time management, productivity
- Wendy Lee, educational leadership and PD
- Stuart Stotts, author, storyteller, educator, songwriter
- Rohit Talwar, global futurist
- Christy Isbell, sensory development specialist

And more!

What does success and best practice look like in 2016 and beyond?

- How have childcare centre designs changed and what will the future bring?
- Was it easier to run a successful childcare business (community-owned or privately-owned) then or now?
- Do children learn more today under our guidance, or are we beating them down with "PC-ness?"

These and many other topics will be covered for both centre owners and managers, committee members and teaching staff

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ECC KEY NOTE SPEAKERS

7 REASONS WHY YOU NEED TO ATTEND!



STUART STOTTS

**Everybody Started Out Small:
Nurturing Creativity, Kindness, and
Joy in Young Children**

What are the essential attributes we want our children to embody? How will we help them to prepare for an uncertain future? And what will nurture them throughout their lives? Drawing on brain research, art forms, and thirty years of experience, author, musician, and storyteller Stuart Stotts will explore these questions in his presentation. Stuart will include hands-on approaches that can be used immediately.



DR PAUL WOOD

**Inspirer extraordinaire "What's
your prison?"**

His presentation at TEDxAuckland, the largest event of its kind in the world, has received more than 78,000 views on YouTube and was named one of the Top 10 TED talks by the *New Zealand Herald*.

Wood spends most of his time working with senior leaders and organisations across both the Private and Public sectors to help them reach and maintain peak performance.



DR CHRISTY ISBELL

**Why can't he sit still? A Sensory Integration
Approach for the "Overactive" Preschooler**

This presentation is based on the award-winning book, *Sensory Integration: a Guide for Preschool Teachers* (2007). Participants will learn about the brain process, sensory integration, and how it is related to preschoolers who appear to be "overactive". Participants will receive practical, easy-to-use solutions to address challenging behaviours such as impulsivity, risk-taking, and constant movement.



ROHIT TALWAR

**What are the jobs and the life
today's preschoolers can expect?**

Rohit Talwar advises global firms, industries and governments on how to survive, thrive, spot and manage emerging risks and develop innovative growth strategies in the decade ahead. Profiled by the *Independent Newspaper* as a top ten global future thinker, his interests include the evolving role of technology in business and society, the future of education, sustainability and embedding foresight in organisations. (presented via video link)

ROBYN PEARCE

**Time management and getting
things done**

For 22 years author and speaker Robyn Pearce (known by her clients as the Time Queen) has been sharing her experiences and knowledge about time management and productivity. Robyn's practical message is exactly what people need to get past the stress, clutter and pressure of daily work.



WENDY LEE



Wendy Lee, is director of the Educational Leadership Project (Ltd), a professional development for ECE teachers. Recently Wendy worked as a researcher with Professor Margaret Carr on a number of projects including: the Assessment in Early Childhood Settings Research Project; the Marsden Project Dispositions in a Social Context; and the Centre of Innovation Projects with Roskill South Kindergarten and Greerton ECC.

JAMIE FITZGERALD


**Adventurer,
motivationalist,
success enthusiast!**

Jamie Fitzgerald, a world-class adventurer, motivational speaker and leadership development consultant, will inspire you and your teams to achieve more. Some of his achievements include: being the first New Zealander to walk to the South Pole unaided and co-hosting television series *First Crossings*.

THE PRACTISING TEACHER CRITERIA AND CENTRE MANAGERS

Presented by Christina Thornley, Education Council of Aotearoa NZ; Barbara Watson, inspired ECE

When Centre Managers are confident in using the *Practising Teacher Criteria* (criteria) for their appraisal; valuable and manageable appraisal practices more naturally occur. These Centre Managers will also likely be well prepared for the renewal of their full practising certificates by the Education Council.

Creating and using an appraisal system that fosters best practices for Centre Managers, while providing the assurance of professional accountability is often not well understood. In this workshop participants will engage 'hands on' with scenarios, frameworks and templates that can be immediately implemented by Centre Managers' as they design and refine effective appraisal systems and evidence gathering processes.

".... OF CULTURE AND OF COMPETENCE IN A DEFINITION OF BEST PRACTICE IN ECE"

Presented by Brian Ruawai-Hamilton, Jayne Franklin & Glenda Rowe, The Education Council of Aotearoa, NZ

This workshop approach will provide participants the opportunity to explore centres ;

- As a collective of values and beliefs that include economic, social and cultural dimensions all of which impact on the type and nature of relationships between kaiako / teachers and their colleagues, ākonga (tamariki/ mokopuna) and their whānau; i
- Through the concept and practice of "cultural competence" and the conceptual lens of Te Whāriki and Tātaiako. The entire workshop will be based upon best practice in Kaiako / teacher appraisal processes and the production of "evidence" to meet the *Practising Teacher Criteria*. Intended to complement the other Education Council presentations.

TAKING ADVANTAGE OF THE INTERNET TO INCREASE ENROLMENTS IN YOUR CENTRE

Presented by Jamie Lainson, Zesty Design Limited

With advancements in technology occurring at an ever-increasing rate, it can sometimes feel impossible to keep up; and yet, it is becoming increasingly important to do so. Learn how to stay relevant in a world where 9 in 10 New Zealanders have internet access by having an effective website and using social media in your marketing efforts for your ECE centre. Regardless of your current level of knowledge or engagement with the internet for marketing your ECE centre, this workshop will teach you useful skills that you will be able to take back to your centre and apply for yourself. Take advantage of the opportunities provided by the internet to ultimately increase enrolments in your ECE centre by having a strong online presence.

ORGANISATIONAL CULTURE AND EC SETTINGS: WHAT'S FEEDING YOUR ELEPHANT?

Presented by Sandy Radford, Portobelo Preschools and Nurseries

In this workshop I will use real stories from my recent PhD research to show the impact of organisational culture for NZ early childhood settings. The stories will raise questions about the organisational culture of your own early childhood settings – the things that become invisible with familiarity, but are striking to newcomers, including prospective families and incoming staff members. Do you really know your setting's culture? What's feeding it? How is it influencing what your staff do, and what the children experience?

By the end of the workshop you will have some tools to use in your own setting to better recognise the influence of organisational culture, and identify opportunities to strengthen your organisation's heart to boost success.

BACK TO THE FUTURE: UNDERSTANDING ESSENTIAL DESIGN ELEMENTS

Presented by Darren Engelbrecht

Since introduction of bulk funding there has been an aggressive campaign to promote staff training as the foremost measure of quality for early childhood services. It is our view that centre owners and managers need to review other structural elements in their centres in order to begin a programme of improved quality services.

These structural elements include:

- Child staff ratios
- Space requirements; both indoor and outdoor
- Group size for various ages of children

It is our observation in many centres that there are presently too many children in too small spaces to provide an effective learning environment.

Our presentation will also cover essential elements on how to develop an optimal learning environment for a classroom. We will advise:

- How to develop a classroom layout
- The importance of barriers between learning centres
- How to display materials for children
- Alternative working and playing surfaces
- How to functionally and aesthetically enrich the learning environment

PUTTING YOUR BEST FOOT FORWARD: A PRACTICAL GUIDE TO DEALING WITH DIFFICULT EMPLOYMENT ISSUES

Presented by Jennifer Howes, Solicitor (employment and litigation), Buddle Findlay

Are you confident in dealing with difficult employment issues? Wondering the best way of dealing with a staff member or conducting a process? This practical workshop will give you an understanding of the best strategies and tools to deal with issues including:

- Implementing a successful restructuring
- Demystifying the disciplinary process
- Managing poor performance
- Dealing with misconduct inside and outside work
- Having the 'honest conversation' with staff members
- Managing medical incapacity



TWO BIRDS: ENHANCING ORAL LANGUAGE COMPETENCE

Presented by Annette Stock & Erin Devlin

Discover how you can enhance oral language competence through culturally and linguistically appropriate poems, storybooks, puppets and songs for New Zealand children.

WE LIVE IN A CHANGING WORLD - LIKE IT OR NOT. WHAT IS THE FUTURE OF THE TEACHING PROFESSION?

Presenters: Christine Murray, Kim Wyborn, Rose Coppen

Our workshop will open with video footage of a scenario of what the future could be. We need to be open to the future. In this modern world the Te Whāriki strands of belonging and contribution goes broader than a connection between home and the centre. With internet technology we are now connecting across continents. We will showcase future focused learning from Auckland Kindergarten Association and the wider community. This will include innovative work being implemented at Head office and Kindergarten levels.

INTRODUCING AN INNOVATIVE MODEL OF ASSESSMENT OF LEARNING AND DEVELOPMENT IN EARLY CHILDHOOD EDUCATION

Presented by Qilong Zhang, Waiariki Institute of Technology ; Val Morrison, Small is Beautiful

Our assessment model incorporates Learning Stories but is much more than Learning Stories. It comprises two equally important objectives: tracking the children's progress; and checking for learning difficulties and developmental delays. In addition to Learning Stories, we implement several mutually corroborating assessment tools: constant and cumulative Learning Notes; a 20-minute assessment meeting every morning; a workbook for each child with the daily tasks; authentic assessments that do not exclude traditional methods such as checklists for dispositions and interests. The comprehensive approach celebrates the children's achievements, identifies school readiness, giftedness and areas of learning difficulties, and fully addresses all the Te Whāriki principles and strands. The assessment model contributes to mitigate the current lack of alternative ways to assess children's learning and development in NZ early childhood education.

EDUCATIVE MENTORING - WHAT IS THAT?

Presented by Deborah Wansbrough, Education Council of Aotearoa New Zealand

The move to educative mentoring in an induction and mentoring programme has been slow to happen, probably because mentors have not had the opportunity to fully understand what is expected.

Participants will work in small groups using a variety of resources to construct and understand what this means for their mentoring of other teachers. The session will involve developing a robust induction and mentoring programme and role plays to demonstrate educative mentoring in practice.



IS OUR CURRICULUM TE WHĀRIKI A SECRET GARDEN FROM WHICH FAMILIES AND CHILDREN ARE EXCLUDED?

Presented by Trish Thomas, New Zealand Tertiary College

Te Whāriki has been in the early childhood environment for 20 years and is now moving into its third decade of implementation. Together we will consider Te Whāriki from multiple perspectives to provoke our thinking in terms of how children and whānau are experiencing Te Whāriki in our early childhood services in the hope of further understanding what is strongly valued and promoted and what might be neglected or missing.

AROHATIA TE REO: LEAVING BEHIND FEAR, FINDING PASSION, CREATING PARTNERSHIP

Presented by Roimata Rokx and Carla Hedgeman

This workshop aims to support early childhood professionals developing their journey towards enhancing te reo Māori in early childhood education, focusing on a shift from the use of simple and one word to reo Māori to the formation of sentences drawing from the participants passions and talents.

STRIVING FOR EQUILIBRIUM: A BALANCED APPROACH TO SUCCESS

Presented by Heather Hobbs, Melissa Hobbs and Tony McCabe, St Clair Corner

In the holistic world of early childhood education, we know that no one component of practice ensures success. Gender, biculturalism, risk, age and funding all play their part and our journey has been about finding a balance in all of these and more. In the process, we have learnt a lot about the whānau attending our centres, the staff who work there and the attitudes and needs of our wider community.

Our strengths include a 50/50 gender ratio in our early learning centre, ongoing hui with whānau Māori, a huge belief in the importance of risky play and a specialised 0-3 standalone centre. We invite you to examine our ideas and solutions, compare and contrast with your own settings and share thoughts in a supportive atmosphere to jointly find the path to "best practice".

THE CHANGING WORLD OF AN INQUIRING TEACHER

Presented by Michela Homer, Rene Novak, Rukshat Singh & Layla Barker, BestStart Educare

This practical workshop will describe how teachers can use a framework of inquiry to support and extend their practice in their centres with tamariki. We will also explore practical ideas and suggestions of what they should expect from their mentors. It has been developed from our participation with the Education Council registration and appraisal projects. We have refined our appraisal process and will describe how we utilise this to engage in teacher inquiry. Using this framework we hope to influence our sector to become a community of reflective teachers who will shape what educational success may look like in the future.

THE PRACTISING TEACHER CRITERIA: WHAT IS EVIDENCE?

Presented by Barbara Benson, Education Council of Aotearoa New Zealand & Bridgit Watson, inspirED ECE

Are you confident in understanding and using the *Practising Teacher Criteria* (criteria) for reflecting on your everyday practice? If you answered "Yes!" your appraisal is likely to be learner centred, future focused, valuable and manageable. If you answered "No" this workshop is for you!

The workshop is designed for you to gain increased confidence in knowing what the criteria are and identifying what they would look like in your practice. This will contribute positively in preparing you for an application to renew your practising certificate.

COMPLEXITIES OF ASSESSMENT

Presented by Shirley Harris & Anna Niles, New Zealand Tertiary College

Assessment in early childhood settings is a complex task. As sector narrative forms of assessment, such as learning stories have become commonly used. Learning stories can provide rich descriptions of children's ongoing learning pathways, however they are not without challenges. One of the key challenges faced by teachers is how to include the perspectives of all members of the learning community in meaningful and manageable ways. This workshop will draw on findings from a research project that focused on investigating current and future possibilities for assessment within early childhood.

FUN, SIMPLE, PRACTICAL, HANDS-ON ACTIVITIES AND IDEAS: HOW TO BEST CATER FOR, AND ACTIVELY ENGAGE, OUR YOUNG GIFTED LEARNERS WITHIN THE REGULAR CENTRE SESSION.

Presented by Sue Breen (Lead Teacher, Small Poppies), New Zealand Centre for Gifted Education

The workshop covers working with young children effectively, using a variety of extension and enrichment activities in science, numbers and shapes, letters and words helping children to predict, estimate and take risks, especially when encountering unpredictable situations.

This workshop is of particular benefit to teachers working with gifted children and looking for ways to provide challenge for them and to help them to become confident, independent learners. This approach, within a sensory-rich, activity-based environment, seeks to engage fully all aspects of the learner – mind, body and spirit.

THE UNINTENDED CURRICULUM: WHAT'S FEEDING THE ELEPHANT? ORGANISATIONAL CULTURE OF EC SETTINGS AND CHILDREN'S LEARNING

Presented by Sandy Radford, Portobelo Preschools and Nurseries

In this workshop I will use real stories from my recent PhD research to show how the culture in early childhood settings impacts on children's experiences. The stories raise questions about the organisational culture of your own setting. How well do you know your setting's culture? What's feeding it? How is it influencing what you do and what the children experience each day? Do you know what sense the children are making of the culture, and what are they learning through it? How does that fit with Te Whāriki, and with your centre and personal beliefs about what really matters?

By the end of the workshop you will better recognise the impact of organisational culture for children's learning, and what you might do to strengthen or change this in your own setting.



IN THE AGE OF GOOGLE AND WIKIPEDIA, WHY DO WE NEED TEACHERS?

Presented by Rosina Merry, Waikato University

Whilst there are many examples of teachers integrating ICT into their teaching practice it raises the question, will there come a time, or have we already reached that point where technology such as Google and Wikipedia will replace teachers? This workshop will explore the role of teachers or not, in relation to teaching in the world of Google and Wikipedia. Do we need teachers to embrace these tools? If so, how and why? Do we need teachers to explore using such tools for pedagogical purposes? If so, what might this look like in practice?

BRING TE REO MAORI INTO YOUR PRACTICE

Presented by Sharon Holt, The Writing Bug

Most early childhood teachers know how to greet children in te reo Māori. They know how to ask children to sit, stand and come to the mat. But is that really enough? Is that really best practice? Could it be possible to integrate more te reo Māori into our play with children?

The answer is "yes". We could be doing all of this. But for many of us, there is a hesitation. Where to start? The workshop will start with a 5 step plan to give you confidence in pronouncing any word in te reo. This will be followed by a practical session that will teach you how to begin to integrate simple te reo sentence structures through play.



ECC CONFERENCE PROGRAMME: FRIDAY 27TH MAY








★ ★ ★	MANAGER'S STREAM	TEACHER'S STREAM
08.30 am	REGISTRATION	
10.00 am	Whakatau and Official Opening	
10.30 am	Key Note Presentation - Minister of Education, Hon Hekia Parata	
11.15 am	Key Note Presentation - Peter Reynolds	
12.00 pm	LUNCH	
	CENTRE MANAGER 45 MINUTE WORKSHOP OPTIONS:	TEACHER 45 MINUTE WORKSHOP OPTIONS:
13.00 pm	<div> <div> <p>Funding for both Quality and Participation - better than 20 Hours <i>(Lonnie Parker, Bright Sparks)</i></p> <p>Back to the Future: understanding essential design elements <i>(Darren Engelbrecht)</i></p> </div> <div> <p>Is our curriculum Te Whāriki a secret garden from which families and children are excluded? <i>(Trish Thomas, NZ Tertiary College)</i></p> <p>The unintended curriculum: What's feeding the elephant? Organisational culture of EC settings and children's learning <i>(Sandy Radford, Portobelo)</i></p> <p>Introducing an innovative model of assessment of learning and development in early childhood education <i>(Qilong Zhang, Waiariki; Val Morrison, Small is Beautiful)</i></p> </div> </div>	
13.45 pm	Jamie Fitzgerald Adventurer, motivationalist, success enthusiast!	
14.45 pm	AFTERNOON TEA	
	CENTRE MANAGER 90 MINUTE WORKSHOP OPTIONS:	TEACHER 90 MINUTE WORKSHOP OPTIONS:
15.15 pm	<div> <div> <p>Putting your best foot forward: A practical guide to dealing with difficult employment issues <i>(Jenny Howes, Buddle Findlay)</i></p> <p>".... of Culture and ... of Competence – in a definition of Best Practice in ECE" <i>(Brian Ruawai-Hamilton, Jayne Franklin, Glenda Rowe) Education Council of Aotearoa NZ</i></p> <p>Panel Discussion - tba</p> </div> <div> <p>In the age of Google and Wikipedia, why do we need teachers? <i>(Rosina Merry, Waikato University)</i></p> <p>Fun, simple, practical, hands-on activities and ideas for gifted learners <i>(Sue Breen)</i></p> </div> </div>	
16.45 pm	MENTORING IN 10 MINUTES: <ul style="list-style-type: none"> * day-to-day management * employment matters * financial management 	TEACHER 45 MINUTE WORKSHOP OPTIONS: <p>Jamie Fitzgerald, join Jamie for a hands-on workshop on succeeding and getting things done!</p> <p>Complexities of Assessment <i>(Shirley Harris and Anna Niles, NZ Tertiary College)</i></p>
17.30 pm	WELCOME RECEPTION	



SATURDAY 28TH MAY

★ ★ ★	MANAGER'S STREAM	TEACHER'S STREAM
08.30 am	WELCOME	
09.00 am	Robyn Pearce - Time management and getting things done	Wendy Lee
	CENTRE MANAGER 45 MINUTE WORKSHOP OPTIONS:	TEACHER 45 MINUTE WORKSHOP OPTIONS:
10.00 am	<p>Robyn Pearce, following on from Robyn's key note, learn practical skills to increase other's productivity as well as your own</p> <p>Taking Advantage of the Internet to Increase Enrolments in Your Centre <i>(Jamie Lainson, Zesty Design)</i></p> 	<p>What is the future of the teaching profession? We live in a changing world – like it or not <i>(Christine Murray, Kim Wyborn, Rose Coppen, AKA)</i></p> <p>Two birds: enhancing oral language competence <i>(Annette Stock & Erin Devlin)</i></p> <p>The Practising Teacher Criteria: What is Evidence? <i>(Barbara Benson, Educational Council of Aotearoa NZ; Bridgit Watson, inspirED ECE)</i></p>
10.45 am	MORNING TEA	
	CENTRE MANAGER 45 MINUTE WORKSHOP OPTIONS:	TEACHER 45 MINUTE WORKSHOP OPTIONS:
11.15 am	<p>What is best practice in childcare centre management? – a business perspective <i>(Peter Reynolds, ECC)</i></p> <p>Food Act Changes briefing <i>(Ministry of Primary Industries)</i></p> <p>Organisational culture and EC settings: What's feeding your elephant? <i>(Sandy Radford, Portobelo)</i></p>	<p>Educative mentoring – what is that? <i>(Deborah Wansborough, Education Council of Aotearoa NZ)</i></p> <p>Children's Action Plan - what it means for your centre <i>(MSD/MoE)</i></p> 
12.00 pm	LUNCH & AGM	
12.45 pm	ECC AGM	
13.30 pm	<p>Rohit Talwar (via internet)</p> <p>What are the jobs and the life today's preschoolers can expect?</p>	<p>Stuart Stotts</p> <p>Everybody Started Out Small: Nurturing Creativity, Kindness, and Joy in Young Children</p>
	CENTRE MANAGER 45 MINUTE WORKSHOP OPTIONS:	TEACHER 45 MINUTE WORKSHOP OPTIONS:
14.30 pm	<p>The role of Advisory Boards for privately-owned centres <i>(Peter Reynolds, ECC)</i></p> <p>Health and Safety at Work Act briefing <i>(Graham Bates, WorkSafe)</i></p>	<p>Stuart Stotts, following on from his key note, Stuart will share practical skills for developing strong values-based behaviour through music</p> <p>What is the future of the teaching profession? We live in a changing world – like it or not <i>(Christine Murray, Kim Wyborn, Rose Coppen, AKA)</i></p>

	AFTERNOON TEA	
	CENTRE MANAGER 90 MINUTE WORKSHOP OPTIONS:	TEACHER 90 MINUTE WORKSHOP OPTIONS:
15.45 pm	<p>The Practising Teacher Criteria and Centre Managers (<i>Christina Thornley, Education Council of Aotearoa NZ; Barbara Watson, inspirED ECE</i>)</p> <p>Surviving the next 25 years – marketing in a competitive world (<i>Peter Reynolds, ECC</i>)</p> <p>Effective practice in early childhood centres – very well placed to promote positive learning outcomes for children (<i>Sandra Collins & Pat Davey, ERO</i>)</p>	<p>The changing world of an inquiring teacher (<i>Michela Homer, Rene Novak, Rukshat Singh, Layla Barker</i>)</p> <p>Bring Te Reo Māori into your practice (<i>Sharon Holt</i>)</p> <p>Panel Discussion - tba</p> 
17.30 pm	MENTORING IN 10 MINUTES:	TEACHER 45 MINUTE WORKSHOP OPTIONS:
	<ul style="list-style-type: none">* day-to-day management* employment matters* financial management 	<p>Striving for Equilibrium: A balanced approach to success (<i>Heather Hobbs, Melissa Hobbs and Tony McCabe</i>)</p> <p>Educative mentoring – what is that? (<i>Deborah Wansborough, Education Council of Aotearoa NZ</i>)</p>
19.00 pm	GALA DINNER	
 SUNDAY 29TH MAY		
	MANAGER'S STREAM	TEACHER'S STREAM
08.30 am	WELCOME	
09.00 am	Dr Christy Isbell Why can't he sit still? A Sensory Integration Approach for the "Overactive" Preschooler	
	CENTRE MANAGER 45 MINUTE WORKSHOP OPTIONS:	TEACHER 45 MINUTE WORKSHOP OPTIONS:
10.00 am	<p>Putting your best foot forward: A practical guide to dealing with difficult employment issues (<i>Jenny Howes, Buddle Findlay</i>)</p> <p>Effective practice in early childhood centres – very well placed to promote positive learning outcomes for children (<i>Sandra Collins & Pat Davey, ERO</i>)</p> 	<p>Dr Christy Isbell, a practical workshop on sensory integration and behaviour management, following on from Christy's key note</p> <p>Arohatia te reo: Leaving behind fear, finding passion, creating partnership (<i>Roimata Rokx and Carla Hedgeman, NZ Tertiary College</i>)</p>
10.45 am	MORNING TEA	
11.15 am	Dr Paul Wood Inspirer extraordinaire "What's your prison?"	
12.15 pm	Conference Close	
12.30 pm	LUNCH	

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CHILDCARE CENTRE - CENTRAL AKL <ul style="list-style-type: none"> • Long established business. MOE license for 46 children (0 to 5). Room to expand to 60 children. Good loyal staff. Vendor wishes to retire. <p>Accounts show profit of \$272,732. Asking: \$1,750,000 Pra Jain 09 555 6091 / 027 279 4652 linkbusiness.co.nz/13625</p>	CHILDCARE CENTRE - A GEM <ul style="list-style-type: none"> • Long established centre in a sought after East Auckland location. MOE licensed for 45 children over 2. Lovely set of premises. <p>Very attractive. Good mix of children. Good staff with many years of experience with the centre. Strong parent relationship is a feature of this centre. Asking: \$2,445,000 Pra Jain 09 555 6091 / 027 279 4652 linkbusiness.co.nz/14624</p>	CHILDCARE - EAST AUCKLAND <ul style="list-style-type: none"> • MOE licensed for 39 children over 2. Sought after location. Low overheads, good staff. Well managed centre. <p>Accounts show profit of \$184,000. Available in personal meeting only. Genuine buyers please call for an appointment. Asking: \$650,000 Pra Jain 09 555 6091 / 027 279 4652 linkbusiness.co.nz/17447</p>
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Teaching in New Zealand – Making a positive difference

The Professional Practice of Teaching in New Zealand 5th Edition

Deborah Fraser and Mary Hill (Editors)

The different education sectors are particularly good at defining their distinct identities including what sets them *apart* from their teaching colleagues in other contexts. Early childhood, primary, secondary, and tertiary educators highlight the uniqueness of the contexts in which they work and reinforce the particularity of their respective sectors. There are issues that pertain exclusively to each context and there are developmental differences across the age range, making it important for the different sectors to carve out their own ways of working that are responsive to their learners and to each sector's policies. However, this tends to consolidate sector silos with little cognisance given to the education issues that transcend boundaries. It is timely to consider what we have in common across sectors and to consider how these common values, practices and ideas can enhance our reputation as

educators. Moreover, an appreciation of the things we have in common aids transition from one sector to another, mitigating the tendency for transition to be challenging and difficult for many learners.

This recent book is intended for several audiences of readers. It is intended for those who are undertaking initial teacher education in primary, secondary and early childhood teaching. The book is also intended for qualified teachers and is increasingly used by many teachers who comment upon its relevance in terms of recent changes in policies and practices related to teaching. The book should also be of interest to those who lead and govern schools and centres and to parents and caregivers to help them understand the complexity of teaching and learning. It also includes examples from tertiary teaching.

The majority of the examples are drawn from the school sector however, and this tends to deter the interest of early childhood and tertiary teachers. Moreover, even though a number of chapters focus

on the secondary school context there is reluctance amongst the secondary group to consider the book relevant. Yet it is evident that there is much within this text that speaks to educators regardless of the context within which they teach.

First, there is a strong focus on social justice; on ensuring that education does not become a sorting mechanism to determine the haves from the have-nots, based more upon class and culture and less upon innate ability or potential to learn. We believe teachers today at all sector levels are more aware of social justice, of different learning preferences, and of providing a learning experience that is relevant to all learners and not just those who are already suited to the centre, school or tertiary system.

Second, the book reinforces the complexity and challenge of teaching. There is much to learn to become a successful teacher. Skills alone are not sufficient as teaching requires intuition, creativity and attention to nuance, as much as a set of finely honed skills. It also requires a commitment to diverse

students taking account of ethnicity, culture, gender, disability, sexuality and class. Such diversity is enriching and reflects the reality of many contemporary communities and society at large. In addition, good teaching is typified by caring relationships with learners that build learners' trust and confidence. No sector can claim these issues are not important and are not relevant to how they teach.

Third, the book underlines learners' agency as capable and competent. It reveals how learners' views and perceptions are central in education and shows how teachers can be responsive to what learners bring. It views learners as astute, aware commentators on themselves and their worlds.

Fourth, the book emphasises teachers as ongoing learners, a common theme across the sectors. Teachers inform their practice by a critical consideration of theory and knowledge. We advocate that teachers who are really professional continually attempt to improve their practice and stay abreast of developments in education. They see their work in the broader educational, social and political framework. Not only do they possess wide repertoires of teaching skills, they also continually seek growth, critically reflect upon issues, and understand the social and political implications of their job. They see beyond their particular setting into the wider national and international community when seeking explanations for policies and practices.

An assumption of this book is that teachers *can* and *do* make a positive difference to learners; and that teachers can learn to continually extend their professionalism for the ongoing benefit of learners. This assumption is not based on naïve notions of the teacher-as-saviour, but rather on the premise that critical, thoughtful analysis, intuitive insight, and ongoing inquiry enables teachers to forge a transformative and just education for all learners.

This book brings together the work of a number of New Zealand authors from a range of universities who collectively have considerable teaching and research experience and who continue the New Zealand tradition of teachers and researchers who are innovative, flexible, and well-informed. The authors have used international research and scholarship yet have given their chapters a unique New Zealand 'flavour' by using examples from the context of Aotearoa.

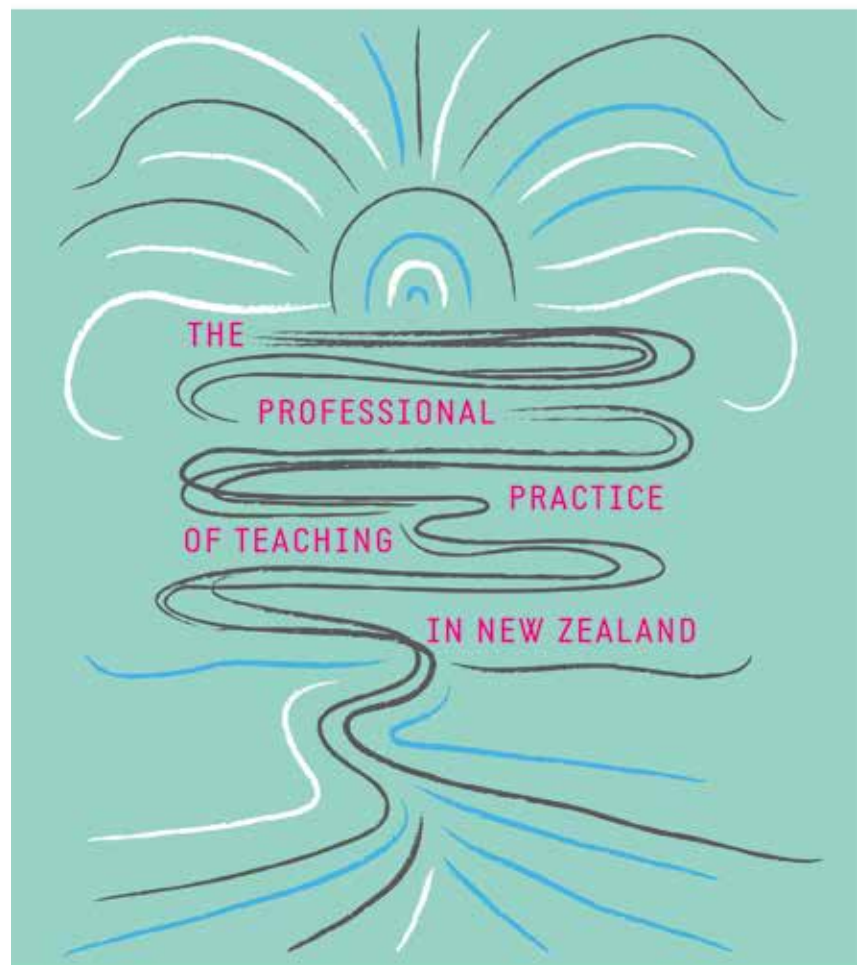
Greater emphasis in this edition is given to digital technologies, inclusion and partnerships. Together, the chapters cover many topics that are part of teachers' pedagogical knowledge including: developing learning culture and climate, how people learn, teaching as work and artistry, teaching as inquiry, engaging students in dialogue, managing learning environments, planning with high expectations, assessment, culturally responsive teaching, cultural and linguistic diversity, information communication technology, developing a community of learners, teacher ethics, moving beyond initial teacher education to the profession, and political issues in education.

Each chapter has been written in a way that is designed to be readable and instructive, but not in the style of a prescriptive manual. Critical issues and debates are raised

to reflect upon. Authors have used case studies, student voice and teacher voice inserts to demonstrate concepts and theory where appropriate. Each chapter concludes with suggested activities that could form the basis of tutorial work for pre-service teachers and in-service workshops for teachers to extend knowledge and expertise. Weblinks for finding further information are listed at the end of each chapter.

While the coverage in this edition is extensive, no book can say everything, so we are aware that readers will no doubt have their own ideas about what we have omitted or treated too lightly. They will construct their own meanings about what has been included. If this leads to debate, discussion and conjecture, then we will have achieved something of what we set out to do.

5TH EDITION



EDITED BY DEBORAH FRASER AND MARY HILL

The more things CHANGE, the more they stay the SAME



By Phil Sales

One of the sometimes under-rated advantages of growing older is the opportunity to collect stories from personal experience or from the experiences of others around us.

Regular readers of this column will know that I often throw in a few of these stories to illustrate a point about a business-related issue or to make an observation about the early childhood education industry.

So, when I started thinking about the way in which industry change occurs, it was perhaps natural that I went to my store of experiences to find a place to start.

Let me begin by taking you back to the early 1980s when I was studying New Zealand social history at Victoria University, under Miles Fairburn. There are a couple of things about Miles that still stick in my mind after all these years: Among other things, he used to commute to Wellington each day from Featherstone (a seemingly ridiculous proposition!) and he had one of those big bushy 'David Bellamy' beards. He also specialised in debunking New Zealand social history myths, which appealed to me immensely.

As part of his social history paper, each student was required to interview someone who had recollections of life in the early 1900s. Through my mother's early childhood education contacts, I ended up interviewing a delightful old lady named Marjorie.

Marjorie had trained in early childhood education the 1920s before taking up a teaching position in the lower part of the Hutt Valley. The stories that she told me all followed a common theme of primitive, rudimentary and *ad hoc* conditions. In later years, I discovered that each geographic centre, at that time, had conducted their own training and examinations and even issued their own diplomas! National

standardisation, as we know it, was still years away in the future.

None of this is to necessarily say that the teaching was sub-standard or inappropriate in any way, particularly for the times. There does, however, seem to have been more of an emphasis on manual skills rather than academic theory. I have tracked down references to trainees being required to build cardboard miniatures of model centres in order to demonstrate their knowledge and understanding! A far cry indeed from writing an academic essay or working to a templated compliance plan!

By the time that my mother did her own early childhood teacher training in the late 1960s things were far more organised. I can (only just) recall her burning the midnight oil as she completed student assignments late at night. By that time, student learning had a far more academic component to it and she had textbooks on child development and cognitive psychology strewn around the house.

No wonder that Marjorie laughed when she thought back to her own experiences more than forty years before!

With the benefit of hindsight, the distinct absence of male teachers in the early childhood sector also seems quite quaint. It wasn't until 1976 that male teachers began working in kindergarten environments and fears from the industry that they 'wouldn't fit in' were proven unfounded. How far we have all come in the last 40 years!

On the other hand, health, hygiene and some measure of cleanliness always seem to have been high priorities for New Zealand's early childhood centres. Some centres were natural places for medical checks to take place and for dietary supplements to be added at morning tea time. In addition, these were good places to gather young children

for socialisation tasks and preparation for the requirements of primary school.

Physically, one of the biggest changes in early childhood education in the last 100 years or so has probably been the development of dedicated spaces for centres to operate from. Renting a hall or sharing a building with other businesses was not uncommon at one time and outdoor space was sometimes limited or non-existent. A world away from today where we have exclusive use of fenced, purpose-designed grounds and special equipment for children to play with!

What certainly hasn't changed, I would suggest to you, is an unwavering belief among early childhood educators that their role is an important (if not essential) one that has huge benefits on both the individual and collective levels. The belief in social and community good goes right back to the early days of the early childhood education movement in New Zealand.

Often, centres were established to provide assistance to poor and under-privileged communities, with the driving forces behind then being middle and upper class women or church influence. Today we are far more egalitarian in outlook and our centres tend to be more socially (as well as culturally) diverse and welcoming.

At times, the well-meaning intentions of policy-makers and bureaucrats have left experienced educators in the industry both puzzled and bewildered. In the 1970s and 1980s, I recall my mother commenting on the increase in regulations and compliance as her team struggled to come to grips with the changing environment. For her, the ultimate disgrace was "when they tried to outlaw Christmas!"

At the same time, changes in those decades helped everyone tremendously. In particular, shortly before my mother's retirement, the

government provided substantial funding which allowed her community to build a brand new, purpose-built early childhood centre on a vacant lot. At one stroke, her centre moved from two old, draughty, run-down 1930's ex-school buildings to a 'state of the art' paradise that met all then-current code-of-compliance requirements.

The added benefit here was that this new building also became something of a community hub that locals could be proud of. I can recall it being used for after-hours meetings, fundraisers and even Tupperware parties! Inevitably, of course, time moves on, people come-and-go, best-practice develops and regulatory requirements change. In due course something will replace the new facility and, as always, we hope for the better!

So, with one eye on the past and one eye on the future, let me ask a few questions for you to ponder over.

Firstly, what do you think has changed most significantly during your own time in the

industry? Is it the people, the training, the expectations, the physical environment or something else?

Secondly, has that change been for the better or for the worse (and what leads you to that conclusion)?

And finally, how do you intend to make change something that works for you? More specifically, how can you use a continuing state of change to help you meet your own professional business objectives as an early childhood educator?

Does that sound a little bit too ambitious? A wee bit too hard to achieve?

For me, the really interesting thing about change isn't how readily we adapt to it. The exciting bit is how we use change to make things happen in a positive and proactive manner. For instance, if community expectations about early childcare centres are changing then how can you lead this change to deliver a better service?

To put this another way, if we went back in time to 1966 (or 1916 for that matter!) would

you just 'fit in' with whatever was going on in the early childhood sector or would you use the knowledge that you already have to do things differently and better? Could you use your existing experience to develop new services and standards which would make your 1966 early childcare centre into a leader in its field?

If the answer to these questions is 'yes' then see whether you can do the same thing in today's world by anticipating, directing and controlling future change in your favour.

I think that the results could be very exciting!

About the author

Phil Sales heads up Business Development and Entrepreneurship for the Faculty of Business and Information Technology at Whitireia New Zealand [www.whitireia.ac.nz]. Whitireia are the ECC preferred suppliers for the ECC Centre Manager workshops [go to www.ecc.org.nz for upcoming centre manager workshops].



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Saswati says parents love learning some of the simple recipes being served up at the centre.

"Most importantly the cookbook is strengthening relationships between centre and home," she explains.

Fuelled4life launched its *Healthy Habits Cookbook* last year, as a free resource given to every early childhood education (ECE) service that signs up for Fuelled4life. The cookbook is jam-packed with simple, tasty and nutritious recipe ideas for services to prepare for their children. It contains exciting recipes, ranging from nacho wraps to fruit jelly cups, which have all proved a big hit with kids. (Please contact us if you haven't yet received your copy of the cookbook yet.)

Another ECE service that loves using the Fuelled4life recipes is Cumberland Early Education Centre in Hamilton, which is supported by Sport Waikato's Under 5 Energize programme.

Chrissy, cook at Cumberland EEC, says a particular favourite among the children is the 'Superb Sausage Rolls' recipe.

"The children most definitely like them and I'm not sure if they even realise the

difference between the usual recipe and this more nutritious Fuelled4life recipe!"

Chrissy serves the sausage rolls with cucumber sticks, carrot sticks and Edam cheese. She even makes these for her family at home.

This March, Fuelled4life will launch another eight new recipe cards that can be added to the cookbook. These will be mailed out to every ECE service that's signed up by the end of March. So if you're not signed up yet, don't miss out!

The new recipes will include healthy versions of children's favourites such as sushi, macaroni cheese and pasta bake. Not only are these recipes great for ECE services that prepare food on site, they can also be given to parents for delicious lunchbox ideas.

WHY IS HEALTHY EATING IMPORTANT FOR KIDS?

We all know about the benefits of a healthy diet for adults. But it's also vital that our children eat well – both at home and at their ECE service. Early childhood is a time when kids form lifelong eating habits. ECE services can play an important role in creating a culture of healthy eating and helping children develop healthy food behaviours that support them throughout their lives. Many children spend all day at the ECE service, so it is important that the food provided is nutritionally adequate.

Eating healthy food in early childhood has an effect on children's growth, behaviour and health. Children get their energy for activity, growth and development from the foods and drinks they eat. Since babies, toddlers and young children can only eat what they are given, the responsibility lies with all carers, including those at the ECE service, to ensure that what children are given meets their nutritional needs.

GET STARTED TODAY!

Sign up now at www.fuelled4life.org.nz
Or contact Larissa Beeby for free support to improve your menu – larissab@heartfoundation.org.nz or **09 526 8550** to get more information about Fuelled4life.

WHY SIGN UP FOR FUELLED4LIFE?

By signing up for Fuelled4life, your ECE service will take a big step towards improving your food environment and promoting healthy food habits. As a Fuelled4life member, you'll receive regular guidance, access to workshops, and handy resources on healthy food choices and healthy food environments for both your centre and parents.

When you sign up, you'll also receive the Fuelled4life Catering Guide and Nutrition Guide. The catering guide focuses on menu planning, modifying recipes, healthy preparation methods, safe food practices, and tips for reducing waste and creating healthy meals on a budget. The Nutrition Guide will ensure your ECE service is meeting the Ministry of Health's Food and Nutrition Guidelines for Healthy Children and Young People (Aged 2-18 years).

For ECE services that are already taking part in the Heart Foundation's Healthy Heart Award, Fuelled4life is a perfect fit. It provides recipes and resources that enable you to easily complete certain components of the Award.

WHAT IS FUELLED4LIFE?

Fuelled4life involves the education, health and food industry sectors working together to increase the proportion of healthy foods and drinks in ECE services. It aims to make it easier for ECE service staff and cooks to select healthier food and beverage choices. There are thousands of products out there; Fuelled4life offers a way for you to identify and pick the healthiest of them.

Run by the Heart Foundation, Fuelled4life is based on the Ministry of Health's Food and Beverage Classification System (FBCS). With 50% of all New Zealand's ECE services signed up already, Fuelled4life is making a huge difference in this country.

JOIN FUELLED4LIFE AND YOUR ECE SERVICE WILL RECEIVE THE FREE HEALTHY HABITS COOKBOOK AND EIGHT NEW RECIPE CARDS.

Other benefits include:

- resources to support a nutritious and delicious ECE service menu
- workshops to attend
- regular Fuelled4life newsletters to keep you up-to-date with the latest healthy products
- competitions and promotions
- nutritious and delicious recipe ideas
- online Fuelled4life Buyers' Guide
- Lunch box resource for parents
- Catering Guide and Nutrition Guide

Inspirational indoor spaces

Thank you to all the ECE centres who last year sent in photos from their centres sharing their indoor 'inspirational space'. (Unfortunately we didn't have the space in our December 2015 issue to share as many images as we wanted, but we've managed to find the space to squeeze in a few more in this issue.)

“I think Jean Piaget said it beautifully: When you teach a child something, you take away forever his chance of discovering it for himself.” – Magda Gerber

Living & Learning Family Centre, Henderson

Providing a light and natural space and natural resources for children can bring their imagination to life. It can also create a sense of calm within our environment.

We are inspired to create a beautiful homely environment for our infants and toddlers. We value natural and recycled materials, as well as loose parts to enrich children's play. Families are always interested in the different ways we set up, and materials we use, often taking ideas and using them for children's play at home.



Active Learners Early Childhood Centre, Leeston

With spring in the air and beautiful daffodils in our gardens, we enjoy offering our children art/science experiences with nature in mind.

We provide different art media and allow our children to observe, creative, and discover the wonders of nature. Our children are

empowered through time and discovery to produce their very own unique masterpieces, reflecting the natural world around them.



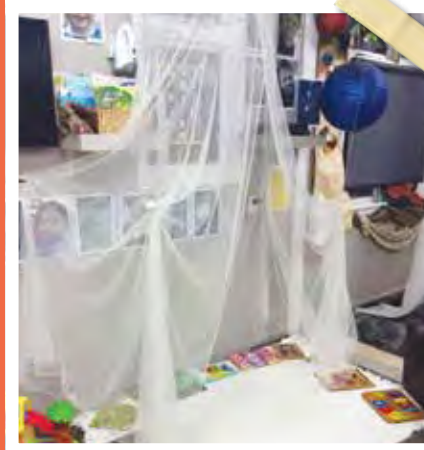
Waitara and Districts Community Childcare Centre

Teachers have transformed what is typically a 'dead' space into a wharf complete with a boat and fishing rods. It is also rich in numbers. Our tamariki go fishing for fish and discover different numbers or jump on different numbered lily pads, or count the raindrops coming from the sky.

We are a mixed aged centre so to make puzzles accessible for everyone and for them to be inviting and a peaceful experience we took them off the shelf, put them on a mat and added a net to help define the area. This has allowed all of our tamariki to take part, it is a peaceful experience for them, the area is defined so other tamariki that aren't taking part in this area move around it and it allows those to take their time to complete their chosen puzzles.

Our whānau have all been extremely positive and excited about the new areas that we have put together. Our tamariki have engaged in

an indoor area that has been set to meet their interests and develop their learning in places that are meaningful to them. We have noticed that through having these types of areas that centre runs smoothly, tamariki are engaged and busy and everyone seems to be having a great time.



St Heliers Little School, Auckland

Stones - After attending an inspiring professional development course on ephemeral art, I decided I would like to try including more natural resources in the preschool's environment. The children have enjoyed stacking, arranging, counting and comparing different types of stones.

Snowflakes - The inspiration behind this particular provocation was a quote from Leonardo da Vinci "To any white body receiving the light from the sun or the air, the shadows will be a bluish cast". And as it was winter I thought it was the perfect

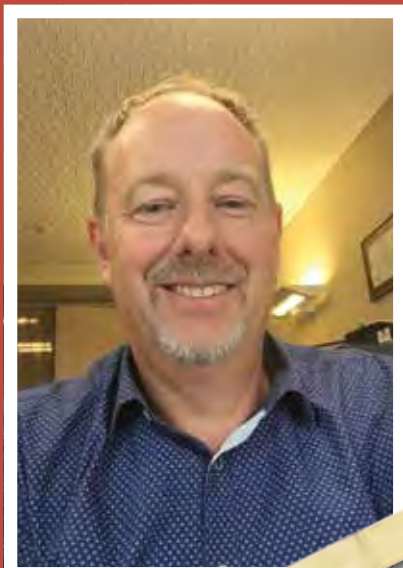
opportunity for the children to explore the colours most associated with winter; blue and white through the medium of light to create a 'winter wonderland'.

Robot - The robot provocation was inspired by the children's emerging interest in robots. Quite a few of the children were using cardboard boxes to create robots. I also know from previous provocations that the children really enjoy using 'found objects', so I combined the two to provide the children with the opportunity to further explore this particular interest.



Changes to Workplace Safety

by Gary Thomas, Senior Broker, Crombie Lockwood



The Health and Safety at Work Act 2015 has been passed by Parliament and comes into force on 4th April 2016. The aim of the Act is to encourage a pro-active health and safety culture in the New Zealand workplace.

It puts a greater duty of care on "persons conducting a business or undertaking" (PCBU) such as owners, officers and administrators. PCBU's are required to take "reasonably practicable steps" to ensure safety in their early childhood centre as a workplace.

The Act introduces a modified penalty structure. Any breaches can now lead to a fine of up to \$600,000 and/or five years imprisonment for individuals.

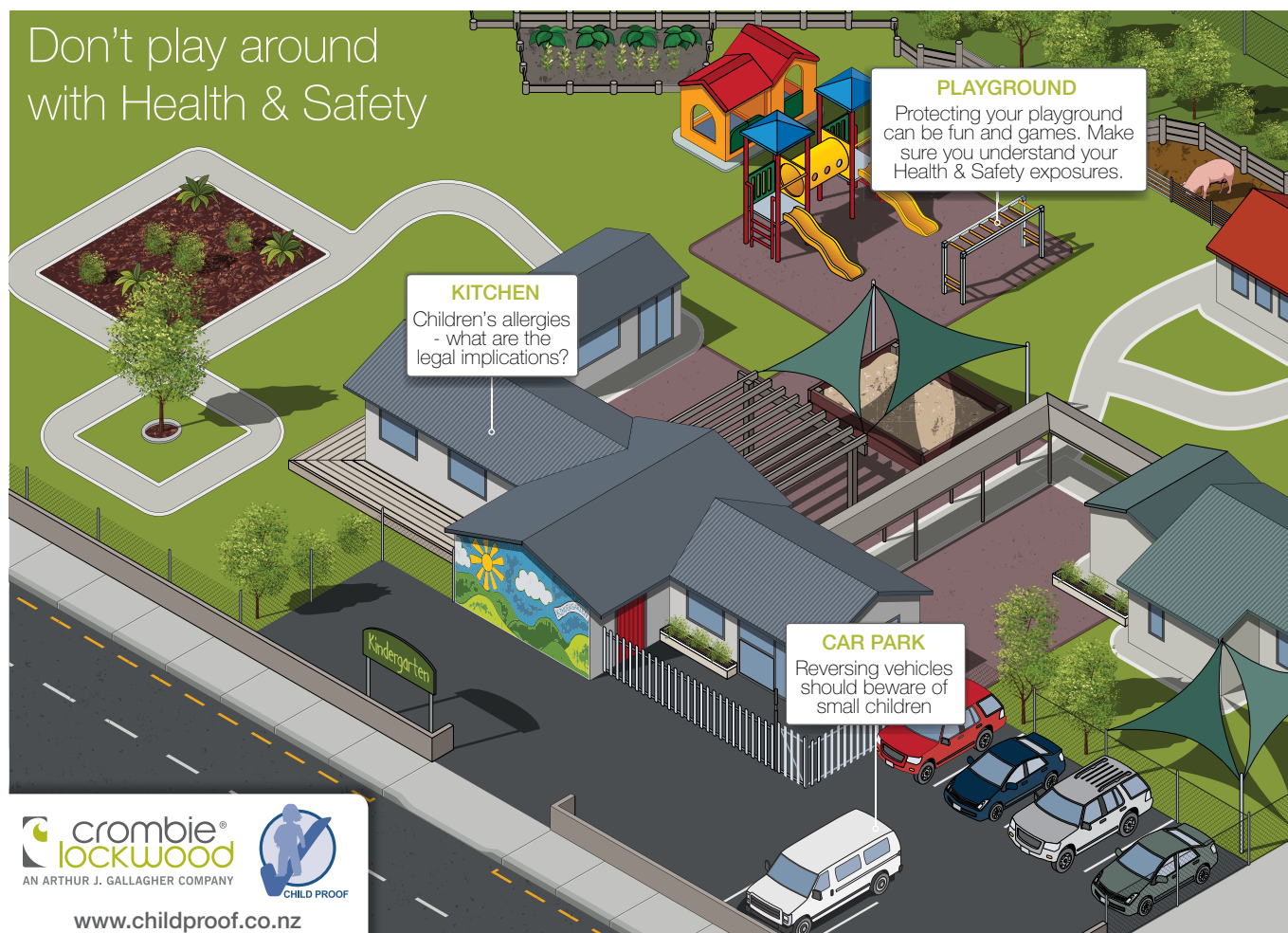
The Act also creates a broader enforcement

tool granting authorities increased powers to enter workplaces to ensure compliance and a continued ability to issue improvement notices, prohibition notices, new non-disturbance notices and suspensions.

Centre owners, officers and administrators need to take a much more active role in understanding the health and safety environment in which they, their staff and their users operate. It is simply not a defence to say "I didn't know." Awareness of the adequacy of their individual Health and Safety processes is the bare minimum that the Act requires of business operators.

The site plan in the graphic below identifies three obvious areas of risk – what others can you identify?

Don't play around with Health & Safety





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Resource Reviews



Little Kiwi, Whose Nest is Best?

By Bob Darroch

Penguin Random House

Little Kiwi is SO tired. Where can he find a quiet place to sleep?

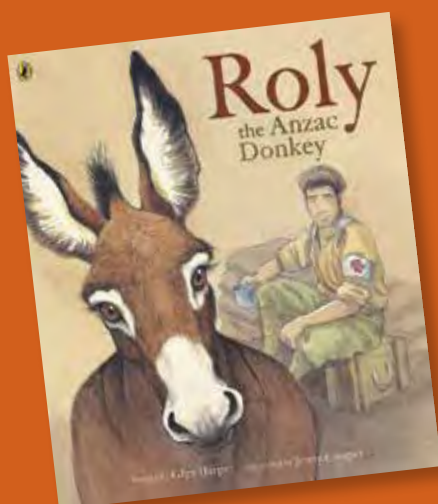
Little Kiwi can't sleep – Little Sister keeps kicking and Dad is snoring! Little Kiwi decides to find himself a better nest.

It's too lonesome by himself so Little Kiwi joins Kaka – but the Kaka chicks are far too noisy. The Keas' mountain nest is too cold, Morepork's is too high, Blue Duck's is too damp and Little Kiwi can't even squeeze into

Fantail's tiny nest. Will Little Kiwi ever find the perfect place to rest?

New Zealand's most popular kiwi picture-book character has 15 books and a brand new one – *Little Kiwi, Whose Nest is Best?* In this book, Little Kiwi learns that there's no place better than his own nest.

This will be a great book to share with children from two years and above before rest/sleep time. Parents may also find it helpful for bedtime, so could be a good resource for your Parent Library.



Roly, the Anzac Donkey

By Glyn Harper

Illustrated by Jenny Cooper

Penguin Random House

Hello. My name is Roly. I'm a donkey.

Let me tell you about the time during the First World War when I worked at a place called Gallipoli. I met a man there from New Zealand who was very special. He and I worked as a team to help rescue soldiers who had been hurt in battle.

We've reviewed this book before, but being close to ANZAC, it's a good reminder about the quality of the books that can be shared during this time. Based on real people and events, this is the heart-warming story of Richard Alexander Henderson, a soldier in

the New Zealand Medical Corps, and the donkey he discovers wandering and hungry on a Gallipoli road. Richard and Roly form a strong friendship and, working together, they courageously save the lives of many wounded soldiers.

But now the army has received top-secret orders to leave Gallipoli – and quickly. All the donkeys must be left behind. Richard is heartbroken. What will become of his dear friend Roly?

Glyn Harper and Jenny Cooper are the author and illustrator of the hugely successful picture books *Le Quesnoy* and *Jim's Letters*. *Roly, the Anzac Donkey* is a moving retelling of Glyn Harper's 2004 story *The Donkey Man*.



Changing Times - The story of a New Zealand town and its newspaper

By Bob Kerr

potton & burton

Changing Times has the format of a comic, with beautiful capturing illustrations on each page. This is a book that a younger child may not be able to fully comprehend, nor find it

incredibly interesting the first time round but it is a book they will grow into and return to, to take in this fascinating story. It is a great introduction to New Zealand history before heading to school and in the kindergarten age of asking questions, this will surely answer some of their thoughts about print. Great for projects too.

Reviewed by Fern Anderson

Booklet of Nursery Rhymes & Poems

Editors: Dr Linitā Manu'atu, Mele 'Ileine Taione, Nanisi Laufala 'a Tungi Helu-Mabbs

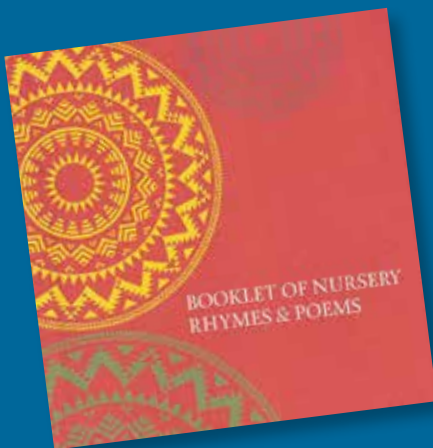
Forum of Indigenous Thinkers, Artists, Poets, Scholars and Educators

While intended to be a resource for Pacific early childhood teachers, the *Booklet of Nursery Rhymes and Poems*, has great potentials for use by Pacific readers and others. Lovers of poetry and scholarly researchers, for instance, will find this multi-lingual publication a much needed treasure, given the relative paucity of Pacific educational and artistic writings, especially those in the vernaculars.

With a second purpose of promoting and preserving Pacific Languages and other such cultural treasures, this collection of 133 nursery rhymes and poems on a wide range of themes, reflect Pacific values and practices, educational philosophies and pedagogies that are based on both intellectual and spiritual dimensions which are prevalent in Pacific cultures, and are contributing factors to successful learning.

The three co-editors and the publisher, the Forum of Indigenous Thinkers, Artists, Poets, Scholars and Educators, are to be commended for such a valuable contribution.

Reviewed by Mr. Sione Tu'itahi



Timeline - A Visual History of our World

By Peter Goes

Gecko Press

This book is for the inquisitive older child who always asks 'why' and for the child who is a visual learner. This book offers an introduction to history for the young and old through an illustrated journey through our world's culture and various events from the Big Bang theory to the iPod and into the future.

The journey travels through time; past

dinosaurs, Vikings, Aztecs and spaceships. It looks at wars and disasters; introduces artists, explorers and leaders; shows us living in castles, yurts and skyscrapers. And it does not neglect the imagination—here too are dragons, mythical figures and TV characters, alongside world-changing inventions borne from the imaginations of scientists and explorers. Each scene puts global events in perspective, in space and time.

It's a book to be read together, adult and child, with multiple readings. A perfect introduction to our world's history for 4+.



Dandelions

By Katrina McKelvey

Illustrated by Kirrili Loneragan

EK Books

Dandelions by Katrina McKelvey and Kirrili Loneragan is a heart warming story that could be perceived with multiple positive messages. McKelvey and Loneragan have touched on children having unique and untouched perspectives about things we have become to consider mundane and ordinary.

Dandelions shows the resilience of nature,

represents a healthy father-daughter relationship and encourages creativity, learning and the stimulation of the brain.

The one obvious let down of *Dandelions* was how it stuck with gender roles, having the father mowing the lawns was predictable and fairly disappointing to an otherwise lovely children's book, other than this the book has a refreshingly perceptive and optimistic worldly view with beautiful watercolour illustrations and is well worth reading to your children.

Reviewed by Fern Anderson





How to Be Famous

By Michal Shalev

Gecko Press

How to Be Famous is a humorous story of a pigeon who believes himself and their family to be famous and has enough self love for all of us. This book is filled with deadpan black humour that will get both adults and children giggling. It has a fresh layout with distinctive illustrations that will attract even the children who are not a fan of books.

Michal Shalev has also strategically left the pigeon without a gender, which is an attractive asset to the book, especially in our current day of age where we (as we should) are accepted that there are more than two genders.

Children will certainly enjoy this book for its cheeky story and fun illustrative style but will hopefully take away some self love for themselves as well.

Reviewed by Fern Anderson



The Pencil

By Paula Bossio

Gecko Press

The Pencil is undeniably clever; it is wordless and has simple illustrations but is full of humour, excitement and creativity. The book has managed to succeed in ditching gender roles - with a strong, unwavering and exciting female character - which parents with daughters should be encouraged by as young girls should know they can be strong, brave and

clever too.

Bossio's simple and rough illustrations have managed to capture a child's wonder and celebrate child's play with it's fun vibe throughout the book. A child could read this on their own and take something from it, whether it be the encouragement of creativity or something entirely different, either way *The Pencil* is sure to bring a smile to their face.

Reviewed by Fern Anderson



Penguin Random House Prize Pack

Penguin Random House has kindly donated **THREE** prize packs for *Swings and Roundabouts* readers, each pack containing **THREE** Books!

To win a free pack of Penguin Random House books answer this question:

Which war is the book *Roly, the Anzac Donkey* set in?

Email your contact details and the answer to the above question to publications@ecc.org.nz by Friday 13 May 2016 and be in to win.



Competition Winners

Congratulations to the following winners who have won 5 Penguin Random House books for their ECE centre:

Jason Sharrock, Whitireia Childcare Centre, Porirua
Kathleen Reed, Bells Block Childcare, New Plymouth
Paula Fisher, Fossil Bay Kindergarten, Waiheke

New! Monthly Financial Performance Reporting for ECE Centres

When you receive funding three times a year - a mixture of payment in advance and payment in arrears - it can be very hard to know how your ECE centre is performing financially.

Not knowing from month to month means you have to live with a slightly uneasy feeling. Are you profitable? Is your business sinking or swimming?

Our new service gives you a clear financial picture every month

At Rubiix we work with more than 200 ECE centres, so we understand the financial challenges you face. Recently we trialled a new service with a few ECE clients - Monthly Financial Performance Reporting. Feedback from the trial was so good; we've decided to make the service available to all our ECE clients.



"I have been using Rubiix Monthly Financial Performance Reporting for the last four months and have found the service to be second to none. For someone like me, who has no accountancy background (I'm an early childhood teacher), finding myself responsible for a very big budget was quite daunting. Once a month I send Rubiix all the numbers and my accountant produces an easy to read detailed report showing where the centre stands financially. I now feel more confident, which helps me to make good business decisions for the centre."

Jill Oliver, Centre Operations Manager, - Toddlers Turf Childcare Centre

"We certainly encourage centres to ensure they are solvent and making a profit or surplus. Knowledge of your financial situation is critical in this regard. To that end, we applaud our preferred supplier Rubiix for this initiative and encourage any member who wants a simple approach to enhancing the financial information that drives their decision-making to follow up this offer."

Peter Reynolds, Chief Executive Officer - Early Childhood Council

How could this monthly reporting service help you?

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- **Make appropriate changes now rather than when MOE funding is received**
- **See the immediate effect of declining child attendance and implement change strategies with your team before it becomes a major problem**
- **As reports build up, you can compare each month against the same month last year**
- **Celebrate success with your team, because you can see how much profit you've made**

Trial offer: Two months for the price of one

You can try our new Monthly Financial Performance Reporting for half price.

Reports usually cost \$150 ex GST a month (additional to your annual accounting fee), but until May 31st 2016 you can have two months reporting for the price of one.

If you find the service useful, you can request ongoing monthly reports for \$150 a month. There's no minimum term and you can cancel at any time.

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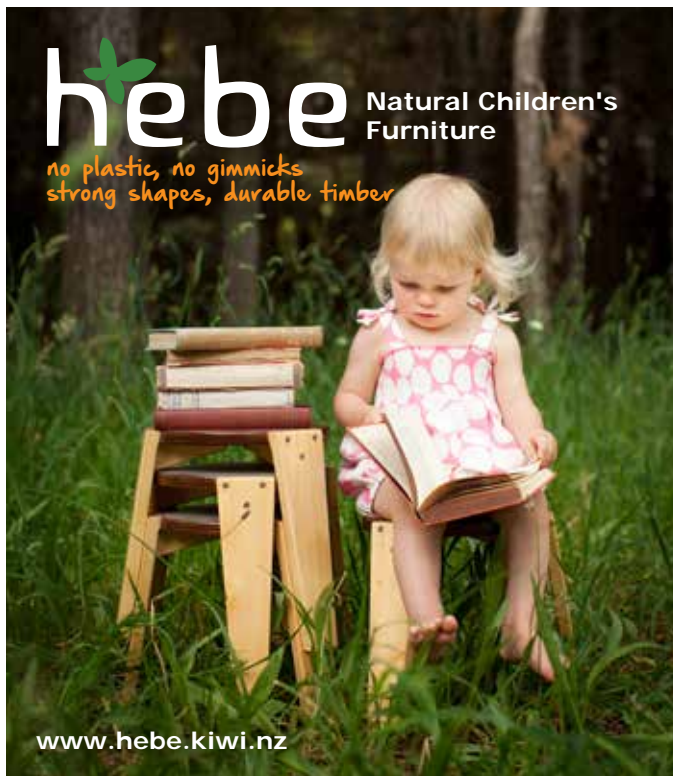
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Last Laugh



1. Without geometry life is pointless.
2. How do you organize a space party?
You planet.
3. I fear for the calendar, it's days
are numbered.
4. I'm reading a book on the history of glue -
can't put it down.
5. What do you call a sheep with no legs?
A cloud.
6. How do snails fight? They slug it out.
7. Why did the scarecrow win an award?
Because he was outstanding in his field.
8. Who are the coolest people at the
hospital? The ultr a-sound guys.
9. A patient tell his therapist: "I feel awful.

I feel like a spoon all the time."

The therapist says: "sit still and don't stir."

**Q: Which day is stronger, Sunday
or Monday?**

A: Sunday. Monday is a weekday.

**Q: What does an envelope say when you
lick it?**

A: Nothing. It just shuts up.

Q: How does a girl vampire flirt?

A: She bats her eyes

Q: Why don't mummies take vacations?

A: They're afraid they'll relax and unwind.

Q: What's a bee's favourite song?

A: Stinging in the Rain.

**Q: What do you get if you cross a turtle with
a porcupine?**

A: A slowpoke.

*"More people have died taking selfies this year
than have been killed by sharks. My policy is,
you should treat selfies like you treat drinking.
Try not to do it alone, definitely don't do it
while you're driving, and if you take more than
two or three a day, you should probably seek
help." - James Corden*

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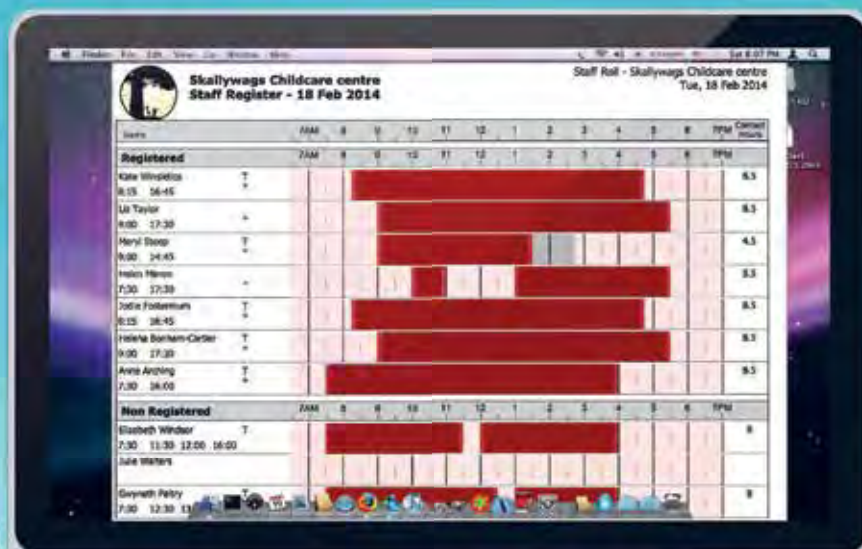


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