

Swings & Roundabouts

The Summer Issue

SENT FREE TO ALL INDEPENDENT EARLY CHILDHOOD EDUCATION AND CARE CENTRES IN NEW ZEALAND

DECEMBER 2010

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the aftermath of
the Canterbury
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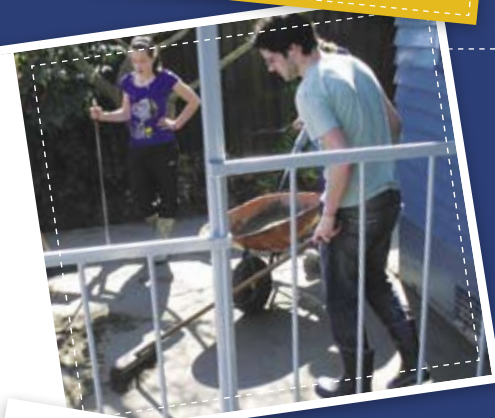
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From the Editor



Peter Reynolds
Chief Executive Officer
Early Childhood Council

Welcome to the end-of-year edition of *Swings & Roundabouts* for 2010.

Firstly, on behalf of the ECC Executive, I'd like to thank Sarah Ellich for the great job she did over the last few years with *Swings & Roundabouts* and so much more. We wish Sarah all the best in her new endeavours and feel certain we will see her around the sector. In the meantime, I have stepped into the significant role played by Sarah as Editor until we work through a more long-term structure.

This issue features a couple of key issues impacting on our sector:

- The earthquake in Canterbury; and
- The Minister's establishment of an ECE Taskforce.

The earthquake in Canterbury, and the on-going aftershocks are a timely reminder of the risk we all constantly face. The feature in this issue explores the impact of this event from a number of perspectives. We hope all centres take this as a timely reminder to ensure they have policies and equipment in place should a disaster occur.

The Minister's ECE Taskforce is another significant event for the sector and the Early Childhood Council is pleased to be representing our Members. The Taskforce is undertaking a wide-ranging review of the sector, looking at both efficiency and effectiveness. The Chairman of this taskforce promises an open and consultative approach to exploring a

range of topics the sector feels are important – including the strategic view for the sector, how funding is calculated and applied and the regulatory and policy frameworks that should encourage the sector rather than bind it in needless bureaucracy and compliance activities.

Finally, you will begin to notice some further changes to *Swings & Roundabouts* in this issue and the next as we seek to ensure the magazine remains relevant and topical for the sector. In this issue we have introduced an update from the ECC Executive, an update from the Ministry and a humour page. You will also see that the Resources Review section now includes reviews relating to resources for Centre Managers too. We trust that you will find these changes of interest and appreciate your feedback and suggestions for the future.



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CEO's Message



Peter Reynolds
Chief Executive Officer
Early Childhood Council

Peter Reynolds discusses the issues arising from the funding cuts enforced in the 2010 Budget - including the impact on parents - as well as the new ECE Taskforce, and next years Early Childhood Council Conference.

In the context of adversity, I need to again touch on the Budget funding cuts and acknowledge the serious problems they are posing for both centres and (especially low-income) families. While centres grapple with the issues they face, such as the GST increase, the decision by Government not to apply the flow-on funding increase for teacher salaries and the February 2011 revenue cuts, the impact on families is likely to be equally significant. A survey of 526 early childhood education centres earlier this year by the Early Childhood Council (ECC) identified 95.5% would increase parent fees as a result of these cuts.

The ECC has refrained from mouthing off in news media at every unsubstantiated rumour or statement. We will comment when that comment advances the interests of ECC members and the sector at large. It is, however, important that sector views are heard inside Government. It is to that outcome that the ECC remains principally dedicated.

It is in this context that my position on the ECE Taskforce provides an opportunity to work toward positive outcomes for

"A survey of 526 early childhood education centres earlier this year by the Early Childhood Council (ECC) identified 95.5% would increase parent fees as a result of these [budget] cuts."

both centres and the children and families they serve. This will be achieved by drawing on the collective wisdom of ECC

members and others in the sector and to ensure these voices are heard around the Taskforce table.

Finally, I want to draw your attention to next years' Early Childhood Council Conference – to be held in Wellington on 27th to 29th May. The theme of the Conference is "Early Childhood Education Beyond Today: what does our future hold". This future-looking conference theme will be addressed in keynote speeches, in a political debate and in a range of addresses and workshops that will examine the future of early childhood education in New Zealand.

Anyone interested in contributing to the ECC Conference next year should go to the ECC website, or phone 0800 742 742.

In conclusion, I believe that the future is created by those committed to working positively to create the best possible outcomes in the situation as it exists, and that that is what the ECC will be doing.

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THIS NEW SECTION UPDATES READERS ON THE ACTIVITIES OF THE EARLY CHILDHOOD COUNCIL AND GOVERNMENT AGENCIES RELATED TO THE SECTOR



ECC Executive update

1. The ECC is pleased to be included in the Minister's ECE Taskforce and believes that it is essential we aim to influence Government's future policy on the sector from within rather than to snipe from outside
2. The ECC Executive has recently signed off on a revised Strategic Plan. ECC Members can view this on the ECC's website.
3. The ECC is pleased to be represented in the Ministry of Education's project "Incredible Years", and believes this initiative for better meeting the needs of children with challenging behaviours and their families is a vital ingredient for achieving an excellent start for young children.
4. The Early Childhood Council is about to launch a new website, with enhanced tools, resources and advice for members, the wider sector and the public. No date has been set for this launch, but it is imminent.



Updates from Government Agencies

The following updates or changes are taken from the last three months' Education Gazette notices/articles.

- Rates of Prior-Participation in early childhood education before school: changes to the statistics and publication of the 2010 rates Introduction When a child is enrolled ... (go to: <http://www.edgazette.govt.nz/Articles/Article.aspx?ArticleId=8201>)
- Ministry of Education funded ECE Professional Development Programmes 2010–2013 Introduction Contracts for Ministry of Education-funded early childhood education (ECE) professional development programmes for July 2010–June 2013 have ... (go to: <http://www.edgazette.govt.nz/Articles/Article.aspx?ArticleId=8176>)
- First to benefit from ECE boost: Waitakere and Northland will be the first to benefit from a funding boost of \$91.8 million to increase participation in early childhood ... (go to: <http://www.edgazette.govt.nz/Articles/Article.aspx?ArticleId=8155>)
- The affordability of early childhood education has substantially improved (go to: http://www.educationcounts.govt.nz/indicators/family_and_community_engagement/56004)

[govt.nz/indicators/family_and_community_engagement/56004](http://www.educationcounts.govt.nz/indicators/family_and_community_engagement/56004)

Updates from the Education Review Office

- Early childhood education has been an important focus for the Education Review Office for over 20 years. This report, Quality in Early Childhood Services, uses findings from ERO's national evaluations of early childhood education and individual services' education reviews to highlight the factors that contribute to high quality early childhood education and care, as well as those that contribute to poor quality. (Go to: <http://www.ero.govt.nz/National-Reports/Quality-in-Early-Childhood-Services-August-2010>)

Updates from New Zealand Teachers Council

- Get Behind World Teachers' Day 2010! A summary of activities associated with this event. (Go to: <http://www.teacherscouncil.govt.nz/news/wtd2010index.stm>)
- Approval, Review and Monitoring Processes and Requirements for Initial Teacher Education Programmes (go to: <http://www.teacherscouncil.govt.nz/te/itreview.stm>)

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Teachers Council Photo Competition Winner!

Congratulations to ECE teacher-in-training Lisa Patterson and the team at Creative Corner Childcare Centre in Timaru for winning the inaugural New Zealand Teachers Council "Teachers in Action" Competition. Lisa is featured with Miri experiencing slime for the first time!

Above photo supplied by the New Zealand Teachers Council



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Casa dei Bambini Montessori Preschool – Our Story

KATHLEEN, OWNER/MANAGER (AND HER GREAT TEAM!) REPORTS

All photos in this article supplied by Casa dei Bambini Montessori Preschool

September 4th 2010, 4:35 in the morning.

Its the strangest thing! The preschool building seems OK, but the land is a roller ride! All the concrete, tar seal, deck came away from the building or more accurately, the building moved about 150mm to the east, the whole thing...so we need an engineer, plus main water sheared off plus well the streets near school are a bit mangled, but passable, mostly, and the removal of all these strange sand volcanoes that came up at school and moved all the concrete and garden, they are quite stunning, but I was mid lower leg high in sand today, that will be quite back breaking!....



Monday 6 September:

We are working our way through this problem and process. For us there is some damage to our building, but we've photographed and filmed and begun the basic clean up. It took all day just to barrow the sand that arose up out of the ground into the playground, and that was a team of 8 people. So the task of clean-up is labour intensive.

I'm fairly confident that we will pass inspection but clearly we need to wait until the engineer can come and check. Under the house is now like being in a sandpit! Fortunately all the bearers remain on the piles so hopefully the cracks and movement of the building will be assessed as safe.

All our pathways and driveway have been damaged and moved to the east, with the building moving with it, (relatively small compared to others) so we are in the position of waiting until water is restored and then determining if all that movement leaves us with any drains or sewerage. We got power at around 10am this morning, so that was wonderful.

Structural engineers are very busy, so we are waiting for ours to come off civil defence duty and check us out. Clearly we are not opening Wednesday but we just have to wait and see how things work out.

Some centres are not even effected by damage. We on the other hand are just by the river and near Avonside. The upheaval in our area is significant so we are certainly one of those that need to deal with this very attentively.

This certainly is a stressful, but mostly exhaustive time. No equipment was damaged. It all sat beautifully on earthquake matting. Quite something, it really works!

Wednesday 8 September:

Well like the families in the area, it's a hard slog to get back up and running. We got the water back on this afternoon, only to find our drains are full of sand/silt. The plumber and I tried in vain to clear them before i called the drain guy, but we've



"Under the house is now like being in a sandpit! Fortunately all the bearers remain on the piles so hopefully the cracks and movement of the building will be assessed as safe."



A letter of thanks to a supporter

Dear Otaki Montessori Preschool, we are almost at the end of the third week of this earthquake experience.

Please accept our greatest thanks to your staff and the families for this incredible surprise gift. We are deeply humbled by the generosity of your community and very grateful indeed.

We decided to buy a class set of hard hats for the children so that as we undertake repairs we can use it as a learning opportunity about building. The balance is going towards a team breakfast tomorrow morning and for that we are truly thankful!

Unfortunately we have to continue to use port-a-potties and port-a-loos. It isn't ideal but it is the only way

we could open. Whilst the council is working hard to resolve the sewerage issues in our area, it could be many months so we just simply have to forge on. We are so desperate for sewerage services. There are thousands of us without it and we just have to wait. I've spent hours with health officers and it's an enormous task for the city care services. You wouldn't believe how much poo comes out of small children or in our case, 50 small children a day.....but I do!!! They love the hand sanitiser and I see them reminding each other how important it is. We are using bottled water too, because there could easily be cross contamination with the water pipes given that so many sewer mains are broken in the area.

been advised the main sewer lines are not taking anything... So we need to see what the council will be able to do before we can blow our end clear. We'll have to see how this goes. Council cannot give timeframes at this stage.

On the upside, whilst there is now an un-level surface in the classroom, the engineer who visited today agreed it was structurally sound and we are safe to occupy. So we will spend Thursday and Friday cleaning and checking, planning etc.

The Minister visits

Hon Anne Tolley, Minister of Education, came to visit last Wednesday. She was very pleasant and told me if the ministry were too bureaucratic and problematic to let her know! I have to say the ministry have been very reasonable with the toileting, hand washing and all the building movement. The Ministry's head of Early Childhood Education Christchurch, who arranged the visit to our preschool and was there

It's pretty full on down here! Aftershocks exceed more than 700 and they take their toll because they simply exhaust a whole population. We were all knocked around by the 4.6 magnitude this morning. At any other time, one of those would have generated enormous conversation, now they simply generate another hour of sleeplessness. A number of families in our school have lost their primary school to this quake and one has lost their home while others have suffered extensive damage.

An example: our junior teacher bought in the bin from the street.....nice.... except she didn't notice it hadn't been emptied!!! Teased her just a smidgen. Couldn't be too mean because we are all doing stuff like that!

as I went to open the double doors to the garden, only to find that one worked, (thank goodness – fire egress!), but that the latest aftershocks had damaged the repairs and it only partially opened onto the new earthquake created bumpy deck, a smidgen. We all laughed, like what else! And ignored it! Very refreshing.

The Minister asked some of the children how the earthquake affected them... my house is broke and my car got stolen. She was amazed at the frank, earnest no nonsense answer! Theft in the preschool area is huge, and this family woke two days after the quake to find they had no car!

Some of the interesting answers the children gave at our debrief group when we first started back; "I asked mummy why we were in the wardrobe?" "Mummy screamed then I got frightened" "I was scared" "I cried" "I was on sleepover and we all got under the bunk. It was the safest place" and so many more.

Casa dei Bambini Foundation School is a Montessori preschool for two to five year old children established in 1990 and based in the heart of Christchurch City on the banks of the Avon River. The preschool has an enrolment level of 68 children and 7 staff, of whom 6 are teaching staff.

Note from the editor:

I had the privilege to visit this preschool a few weeks after the initial earthquake. I had heard they had been hit fairly hard. What I saw was amazing and the attitude of the team an inspiration. All staff commented to me that Kathleen had been incredible. Comments like "she just took over, organised us, laid out a plan, it was very re-assuring". I applaud Kathleen and her team, and all those affected by this incredible, devastating and on-going event. You have shown us all how well our sector can work together and how resilient we can all be when it comes to it.

Peter Reynolds, CEO, Early Childhood Council.

"On the upside, whilst there is now an un-level surface in the classroom, the engineer who visited today agreed it was structurally sound and we are safe to occupy. So we will spend Thursday and Friday cleaning and checking, planning etc."



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Earthquake! What has happened to our town?



"September 4 2010, 4:35 in the morning. It was cold and dark. The shaking woke us up; it was a 7.1 magnitude earthquake."

Many of our preschool families experienced major damage and loss to their homes or businesses. Buildings and homes in the Kaiapoi area were damaged. As preschool reopened one week after the earthquake, parents, children and staff exchanged stories in an attempt to process what had just happened. These are our stories....

"The TV tipped over but it was magic it didn't even break"- Rebekah

"Nothing broke at my house" – Piper

Only one whiskey glass broke. There was two but only one broke. Raylene has to have a new house because her house has to be knocked down. The earthquake knocked it down." – Tom

"There was a big wobbly and the tools fell over in Dads garage but the garage was so strong" - Jake

"Our microwave broke and our tv broke. My big brother is sharing his TV from his bedroom. He can have it back when we get a new one" – Hinatai



"Heaps of glasses broke in the kitchen; and some of my bedroom things broke. My lamp broke." - Kruz

These were just some of the many simple but important and significant experiences the children shared with us and each other over the coming days. Preschool quickly became a place where there was no evidence or reminder of the earthquake and so they were able to continue preschool life as normal. As recommended by the Ministry of

Education conversations about the earthquake and children's experiences was left up to the children as and when they initiated. Preschool provided the perfect environment where children could feel safe and secure amongst normal routines and regular events of the day.

An early childhood centre in the North Island sent gifts of resources and materials let us know they were thinking of us through this major event. Thank you to St Andrews Preschool in Te Puke, Bay of Plenty.

"Our microwave broke and our TV broke. My big brother is sharing his TV from his bedroom. He can have it back when we get a new one"



14 September 2010 - observed by Naoko

On 4th of September, a big earthquake hit Christchurch. The disaster damaged many buildings and affected people's everyday lives around the city. Fortunately, our preschool didn't sustain any damage but we were closed a whole week and re-opened on 13th of September. When children were back at preschool, many parents, teachers and some children were talking about the earthquake. Despite having sleepless nights, most of us seemed quite happy to come back to our ordinary life.

Dylan came outside with a notebook and a pencil on his ear. "I am a handy man. I am going to fix things." He found a hole on a

fence. "This fence got broken. Earthquake broke it!" I said, "Can you fix it, handy man?" Dylan "Yes! but how?" So we decided to put a piece of bark in the hole. He continued to search more things to fix while he is writing down all the important things on his notebook.

Then Samuel, Cody, and Hagen came and wanted to fix things. We took apart all the pieces of the challenge course. Children worked together by demolishing, carrying, and rebuilding the construction. While they were working, I heard some words like 'earthquake', 'all broken' 'Let's fix it!'

As the play developed there was much thinking, using language and symbols and relating to others.

In the circumstances it was important to see the children expressing what they have experienced in their play. This disaster has had a big impact on their life and their well-being. We are pleased that the children maintain a sense of safety and belonging at preschool and a 'can do' attitude.

We will continue to observe the children and listen carefully. If they show any anxiousness or worry, we will talk with them and their family to support them through this stage.

The Christchurch Earthquake - Ministry of Education

Many in Canterbury will remember Saturday 4 September for the rest of their lives. The aftermath has tested many in the region – personally and professionally. The Ministry of Education was also tested, and while we have received positive feedback, we are reviewing our emergency plans, and how we can work with the Early Childhood Education sector to be better prepared for the next time.

The Ministry's response began early that Saturday morning, with Early Childhood Education staff putting in place an emergency management plan. An Emergency group in Wellington was convened to guide and support our Christchurch office in their response.

Shortly following the quake, Early Childhood Education services set

about assessing damage and planning what needed to be done to re-open.

Most of us were unaware of the impact the many aftershocks would have in the following days and weeks. It also became clear that many families preferred to keep their children home initially, so most services throughout the region remained closed throughout the week following the shake.

Many ECE staff attended sessions with the Ministry's Traumatic Incident team. These gave practical information on the reactions expected from adults and children over time following the earthquake, and provided strategies on how to deal with these.

While the majority of ECE services suffered minor damage, several were not so lucky. Three services are

operating from temporary premises, at least for the near future. One centre told us that in the first few days using port-a-loos, the children were so excited that they were queuing to use the toilet every few minutes!

It has been a privilege to be part of the recovery as people have pulled together to support their communities. The Kaiapoi Rugby club, for example, were willing to have fencing erected on their fields for a temporary outdoor play space for the local kindergarten.

The ECE sector has again demonstrated its resilience and ability to support each other. The challenge for us now will be the children and their families and whanau who face an extended period of recovery from the individual, social, economic and housing impact of the earthquake.

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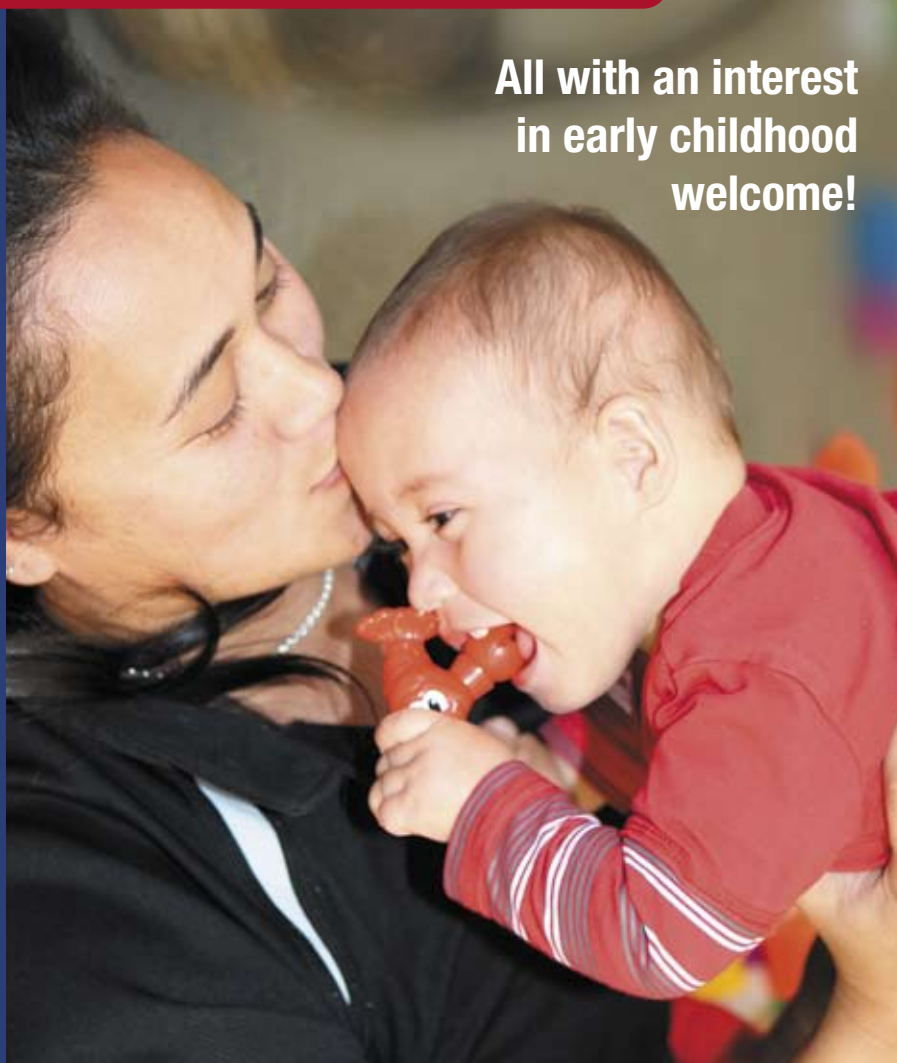
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The taskforce on Early Childhood Education



Michael Mintrom
Chair
Taskforce on Early
Childhood Education

I believe our children are our future. As a society, our challenge is to take actions that will allow all children to live amazing lives. We must judge ourselves by how well we treat our smallest children.



Children's experiences in their earliest years are of vital importance to their development, their wellbeing, and their success in later life. In this, Government recognises the value of early childhood education, particularly for children from disadvantaged backgrounds. Research indicates that focused, formal engagements between professionals, parents, and children in the early years can produce significant benefits in terms of the quality of life of individuals and broader social gains.

Successive New Zealand Governments have made significant investments in ECE. Expenditure on ECE has grown rapidly and is projected to increase. A pressing

concern is that current spending is not reaching all the neediest children and families, but is benefitting many children who already have the opportunity for a strong start in their education.

The Taskforce on Early Childhood Education has been established, independent of Government, to undertake a full review of the early childhood education sector. It consists of a diverse, experienced and knowledgeable group of people, who will engage in a thorough assessment of the sector, Government investments in it, and directions for the future. This is not about cutting costs, but about ensuring that public money is getting the best outcomes for New Zealand children.

We are acutely aware that early childhood education always involves a partnership between providers, parents, whanau, the community, and taxpayers. Our aim is to develop new ideas on innovative, cost effective and evidence-based ways to support children's learning in early childhood and the first years of compulsory schooling. It is with this that your ideas and experiences are invaluable. I encourage you to bring your ideas to our attention. You can make submissions to the Taskforce via email at ece.taskforce@minedu.govt.nz or see www.taskforce.ece.govt.nz for information.

The Taskforce will produce a final report to be presented to the Government at the end of March 2011.

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Absent or...?

These are actual excuse notes teachers have received, spelling mistakes included.

- My son is under a doctor's care and should not do any active play today. Please execute him.
- Please excuse Lisa for being absent. She was sick and I had her shot.
- Dear Playcentre: Please excuse John being absent on Jan. 28, 29, 30, 31, 32, and also 33.
- Please excuse Gloria from Jim today. She is administrating.
- Please excuse Roland from attending his centre for a few days. Yesterday he fell out of a tree and misplaced his hip.
- John has been absent because he had two teeth taken out of his face.
- Carlos was absent yesterday because he was playing football. He was hurt in the growing part.
- Megan could not come to kindy today because she has been bothered by very close veins.
- Chris will not be in playcentre cus he has an acre in his side.
- Please excuse Burma, she has been sick and under the doctor.
- Please excuse Ray Friday from childcare. He has very loose vowels.
- Please excuse Jimmy for being. It was his father's fault.
- Please excuse Jennifer for missing childcare yesterday. We forgot to get the Sunday paper off the porch, and when we found it Monday, we thought it was Sunday.
- Please excuse Tommy for being absent yesterday. He had diarrhea and his boots leak.
- Irving was absent yesterday because he missed his bust.
- I kept Billie home because she had to go Christmas shopping because I don't know what size she wear.
- Sally won't be in kindy a week from Friday. We have to attend her funeral.
- Please excuse Jason for being absent yesterday. He had a cold and could not breed well.
- Please excuse Mary for being absent yesterday. She was in bed with gramps.
- Gloria was absent yesterday as she was having a gang over.



Real teachers

- Real teachers mark papers and prepare lessons in the car, during commercials, in staff rooms and have been seen marking in church!
- Real teachers cheer when they hear April 1 does not fall on a school day.
- Real teachers clutch a pencil while thinking and make notes in the margins of books.
- Real teachers can't walk past a crowd of children without straightening up the line.
- Real teachers have disjointed necks from writing on boards without turning their backs on the class.
- Real teachers are written up in medical journals for size and elasticity of kidneys and bladders.
- Real teachers have been timed gulping down a full lunch in 2 minutes, 18 seconds. Master teachers can eat faster than that.
- Real teachers can predict exactly which parents will show up to collect their child.
- Real teachers drive older cars owned by credit unions.
- Real teachers know it is better to seek forgiveness than to ask permission.
- Real teachers know the shortest distance and the length of travel time from their classroom to the office.
- Real teachers can "sense" gum.
- Real teachers know the difference among what must be graded, what ought to be graded, and what probably should never again see the light of day.
- Real teachers are solely responsible for the destruction of the rain forest.
- Real teachers have their best conferences in the parking lot.
- Real teachers will eat anything that is put in the staff room.
- Real teachers know secretaries and custodians run the school.
- Real teachers hear the heartbeats of crisis; always have time to listen; know they teach students, not subjects; and they are absolutely non-expendable.

Children's Science Test Answers (preschool through to primary) - these are real answers given by children.

Q: Name the four seasons.

A: Salt, pepper, mustard and vinegar.

Q: Explain one of the processes by which water can be made safe to drink.

A: Flirtation makes water safe to drink because it removes large pollutants like grit, sand, dead sheep and canoeists.

Q: How is dew formed?

A: The sun shines down on the leaves and makes them perspire.

Q: How can you delay milk turning sour

A: Keep it in the cow.

Q: What causes the tides in the oceans?

A: The tides are a fight between the Earth and the Moon. All water tends to flow towards the moon, because there is no water on the moon, and nature hates a vacuum. I forget where the sun joins in this fight.

Q: What are steroids?

A: Things for keeping carpets still on the stairs.

Q: What happens to your body as you age?

A: When you get old, so do your bowels and you get intercontinental.

Q: What happens to a boy when he reaches puberty?

A: He says good-bye to his boyhood and looks forward to his adultery.

Q: Name a major disease associated with cigarettes.

A: Premature death.

Q: What is artificial insemination?

A: When the farmer does it to the bull instead of the cow.

Q: How are the main parts of the body categorised? (e.g. abdomen.)

A: The body is consisted into three parts - the brainium, the borax and the abdominal cavity. The brainium contains the brain; the borax contains the heart and lungs, and the abdominal cavity contains the five bowels, A, E, I, O, and U.

Q: What is the fibula?

A: A small lie.

Q: What does "varicose" mean?

A: Nearby.

Q: Give the meaning of the term "Caesarean Section"

A: The Caesarean Section is a district in Rome.

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The Incredible Years

JEAN ELMER, EDUCATION ADVISOR, KINDERGARTEN NEW ZEALAND LIMITED, REPORTS



Aggression in children is escalating and sadly it is evident among younger and younger children. This is a concern not only for the families of these children but also society as a whole. Of equal importance is the impact of low-level disruptive behaviour that has a significant impact in our education system. In 2009, participants at the Taumata Whanonga summit identified priorities to address current issues. This resulted in a commitment to a four year action plan - 'Positive Behaviour for Learning.'

The 'Incredible Years' - parent, teacher and child training programme is evidence based, and research and development is a continuing component

throughout the last 25 years. It was founded by Carolyn Webster-Stratton, an educational psychologist and is based on well established behavioural / social learning principles that describe how behaviours are learned and how they can be changed. It uses a socio-cultural theoretical approach with links well with the principles of Te Whariki.

Randomised control trials have been carried out in 12 countries including the United States, Canada, United Kingdom and Norway with similar positive results across cultural groups including ethnic minorities. Parent and teacher programmes will be delivered in New Zealand to 12,000 parents and 5,000 teachers by 2014.

"The younger the child at the time of intervention, the more positive the child's behavioural adjustment will be. By taking action, we can make a positive difference..."

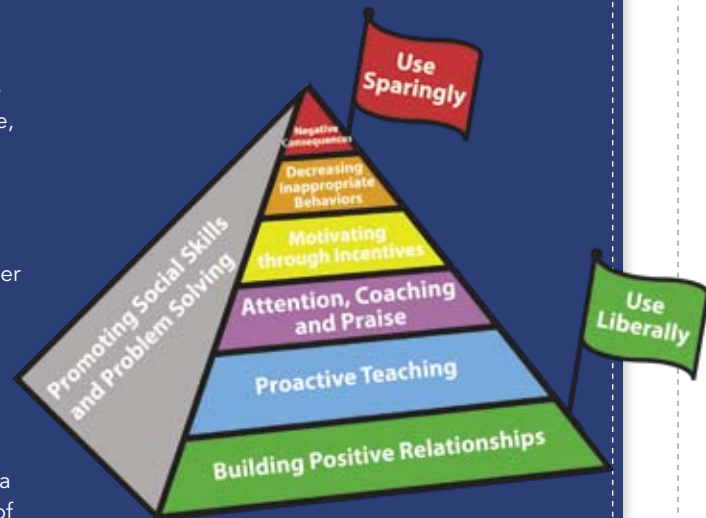
There are six key elements to the programme

1. Building Relationships with Students
2. Proactive Teaching
3. Teacher Attention, Coaching, Encouragement and Praise
4. Motivating Students through Incentives
5. Decrease inappropriate behaviour – Follow through with consequences
6. Emotional Regulation, Social Skills and Problem Solving

This diagram visualises the time and effort teachers should put into each of the elements to

support children's increasing positive behaviours. If negative behaviours continue to increase, then teachers use strategies further up the pyramid with consequences such as 'time out to calm down' being used sparingly and only when all other elements have been practiced.

The younger the child at the time of intervention, the more positive the child's behavioural adjustment will be. By taking action, we can make a positive difference in the lives of children and families.



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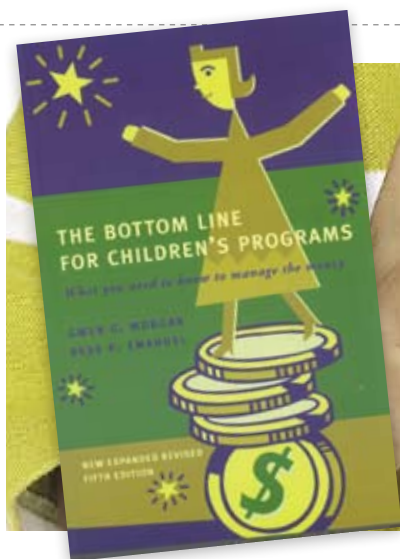
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Resource Reviews

REVIEWED BY JILL OLIVER, SUE WAYMAN, LLYWEN COUPER,
AMY COOK AND PETER REYNOLDS.



The Bottom Line for Children's Programs: What You Need to Know to Manage Your Money

Gwen Morgan and Bess Emanuel

This book will tell you what you need to know to manage money in an early childhood education (ECE) centre. All the dreams and aspirations we have for our ECE centre are expressed in the centre's budget in the language of money. This American book outlines all the aspects of managing a centre's finances in an easy-to-read and logical fashion. Because of its American background, some aspects of the book will not apply to the New Zealand context, such as the tax information section and some legal and legislative references, but overall this is a must-read at a time when revising the financial management approach of ECE centres is on everyone's mind.

Among the many topics covered in this book are:

- Making and balancing budgets
- Starting up a new service

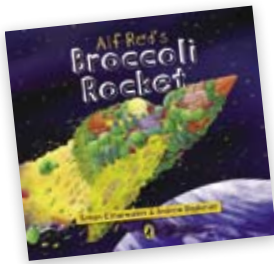
- Staffing patterns that work
- Identifying break-even points
- Analysing costs by function
- Predicting cash flow
- Reporting monthly and/or annually
- Using forms, worksheets, and checklists
- Tracking enrolment and attendance
- Learning from case examples
- Tax information.

When seeking to balance their budgets, ECE centre managers typically focus on their rate — the price charged to parents or received as reimbursement from government. Rates are indeed important; however ECE centre income is also profoundly influenced by two other factors: enrolment and fee collection. These three factors form the "iron triangle" of ECE finance. Paying close attention to the three sides of the iron triangle is key to sound fiscal management.

Both enrolment and fee collection impact actual per-child costs. If a centre is not fully enrolled, the per-child cost increases. If bad debts go up (fees are not being collected), the per-child cost

increases. In some cases, a budget gap can be addressed by boosting enrolment and/or lowering bad debt rather than raising fees. The three factors are interrelated. In tough fiscal times, when third-party funders are cutting budgets and parents are squeezed financially, ECE centres often face a difficult choice: keep fees high and risk increased vacancy rates and higher bad debt, or lower fees to boost cash flow. Unfortunately, the right answer is not simple or obvious, and it may vary from centre to centre based on the services offered and the families served.

The iron triangle is a simple formula for a complex issue. It can be a helpful way to stay on track, to remember what's important, but should not replace the many steps involved in sound fiscal management. Gwen Morgan and Bess Emmanuel have co-authored an excellent handbook, *The Bottom Line for Children's Programs: What You Need to Know to Manage the Money*, which should be an essential text for any centre manager involved in the business side of early childhood education centre service delivery.



Alf Red's Broccoli Rocket

**Simon Clearwater &
Andrew Dopheide
Puffin**

A story about making a rocket from vegetables and while Alf was "snoring asleep in his bed" brother Ted sneaks the key made from parmesan cheese and takes off to the moon. Of course he gets

hungry and eats the wings and has to be rescued by his caring brother. The script which pretends to be handwritten uses rhyme and is well positioned for reading aloud. The text relates to the bright illustrations and flows well. While the story is a variation on many other flying to the moon stories the use of vegetables sets this adventure in today's world with the focus on healthy foods.



A Summery Saturday Morning

**Margaret Mahy
Puffin**

If only all children could enjoy a summery Saturday morning in the way Margaret Mahy describes this family's Saturday adventure, the world would be a better place. It makes me feel warm and

summery all over and reading it on a grey, cold, miserable Monday morning makes me yearn for days like this to come quickly. The way in which the narrative bounces along to create this story is such fun. The next time my sandals get stuck in the mud I am going to listen to the sound they make - GUGGLIWUGS-GUGGLIWUGS-GUGGLIWUGS.



Who Killed T. Rex

**Surendra Verma
New Holland**

Dinosaurs, they may be extinct but their fascination lives on ad infinitum. This book is ideal in the class room setting where a group of 9-10 year olds have a school assignment about dinosaurs. It is laid out

to resemble an old well used journal that an Indiana Jones like character may have used in his many adventures. The book invites students to delve into the various theories on the demise of T. Rex. It poses questions and arguments for and against the various theories but more than that it sets a fine example for children on how to research any topic they may come across.



Slinky Malinki's Christmas Cracker

**Lynley Dodd
Penguin Group**

First published in 2006, this new edition

board book features Slinky Malinki. A lovely Christmas story that's sure to have children and adults laughing along. In true Dodd style, the rhymes roll off the readers tongue and the layout of the text leads the reader through various paces ensuring an appropriate sense of anticipation.



Mrs Noah's Vegetable Ark

**Elena Pasquali
Illustrated by Masumi Furukawa
Published by Lion Hudson and
distributed in New Zealand by New
Holland**

While Mr Noah is busy preparing his

ark, Mrs Noah has a sudden thought: what about her vegetable garden? Everything she has spent years growing will be washed away! Mrs Noah gets busy collecting seeds and taking cuttings, and eventually grows a splendid garden aboard the ark. A fun within the Noah's Ark tale, this story fits in well with today's environmental focus.



The Good Green Lunchbox

Words and Recipes by Jocelyn Miller

Photographs by John Williams

Illustrations by Richard Deverell

Published by Lion Hudson and distributed in New Zealand by New Holland

A make and do ethical book with tasty, healthy lunch and picnic ideas. The green theme runs through the book with ideas on environmentally and aesthetically

friendly lunch wrap. Photos and step by step guides show children (and adults) how to make tasty nutritious food. The book is appealingly illustrated and photographed in a way that will capture children's interest. The book lends itself to being stood up on the kitchen table while creating something delicious following the easy step by step guides. This book takes the boring out of healthy food and will be a catalyst for parents and children to work together on making fun healthy food.



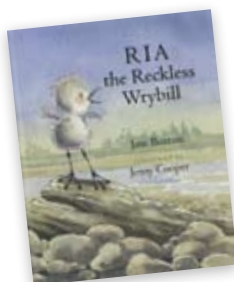
Endangered Downunder (CD)

Kelvin Roy

Martian Music

With a strong conservation message, this children's music CD encourages

movement and teaches children about endangered creatures from New Zealand and Australia. Although the songs sound similar to one another, pre-schoolers will love the simple, repetitive tunes that feature their favourite creatures!
Email: e.kelvinroy@xnet.co.nz



Ria the Reckless Wrybill

Jane Buxton

Penguin Group

This beautifully illustrated book reminded me of the Monet paintings I saw last year at Te Papa. The text did not disappoint but rather enhanced the gentle, calm

appeal of this book. Twin Wrybills' Ria and Rua, are like children one doing what he is told the other not. The story is set in the rivers of the South Island and features the endangered Wrybill. I won't spoil the ending of the story other than to say it's the classic tale of listen to your parents they know best!



Hill & Hole

Kyle Mewburn

Picture Puffin

A simple tale for the under-fives about a hill, a hole, a mole, and the wind and how they interact in each other life. I enjoyed the layout of the text which

lends itself quite naturally to using different voices whilst reading the story out loud, particularly when Hill asks Hole 'What can you feel, so deep in the ground?' You just have to use a deep dark voice. Splatters and splodges, lines and scratches adorn the pages; has children's art inspired the illustrator.



How Can I Tell?

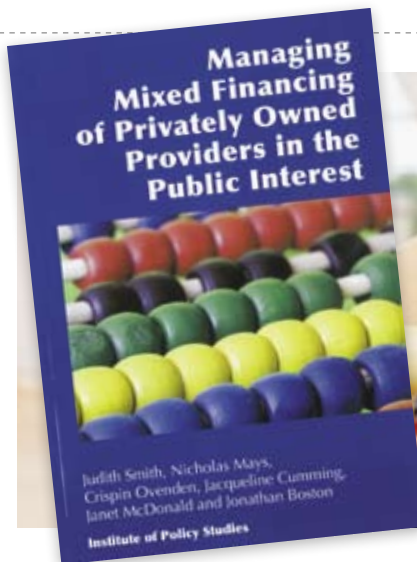
Institute for Child Protection Studies

Institute for Child Protection Studies, known as Child Matters, produced this 40 page booklet on recognising when a child or family needs help and is making it freely available to early childhood centres. Concise and logically ordered, this booklet

outlines various types of abuse, indicators of abuse and practical steps you can take if you suspect a child is being abused. This booklet would be a worthwhile addition to any staff room table and a timely reminder that we all need to be aware and proactive in ensuring children's safety.

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Phone: 07 838 3370



Managing Mixed Financing of Privately Owned Providers in the Public Interest

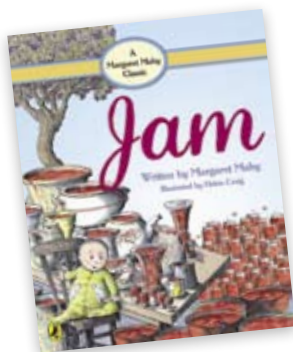
Authors: Judith Smith, Nicholas Mays, Crispin Ovenden, Jacqueline Cumming, Janet McDonald and Jonathan Boston

Publishers: Institute of Policy Studies, School of Government, Victoria University

Managing Mixed Financing of Privately Owned Providers in the Public Interest compares the financing of general practice (primary health care), long-term care of older people, legal aid, and early childhood education in New Zealand, Australia, and England. Each service is characterised by a different mix of public and private finance. The authors identify the criteria deemed important when assessing whether a particular mix of public and private finance produces a service that meets public goals. These criteria are then drawn together in

an assessment framework that policy makers can use when deciding on their approach to mixed financing. The framework assesses mixed financing from the perspectives of the state, providers, and users.

As the government explores further the prospect of public-private partnerships in an effort to increase the participation of children in early childhood education, the policy findings and recommendations in this book make salient points that should ensure the long-term success of such ventures.



Jam

Margaret Mahy
Illustrated by Helen Craig
Puffin

This is an old favourite. It combines reality with the dilemma of having too much jam. Dad is different and delightful. He knows he is capable of anything and sets out to prove it to his family. Nothing seems to

worry him as he washes dishes, sweeps the floor, kisses the children when they get home from school and makes bottles and bottles of jam. The family applaud his efforts initially. Margaret Mahy knows how to tell a story that captures the imagination of a child. "Jam" is full of quirky ideas that will keep everyone guessing until the very end. Wonderfully detailed illustrations by Helen Craig enable you to discover something new every time you look.



The Fierce little Woman and the Wicked Pirate

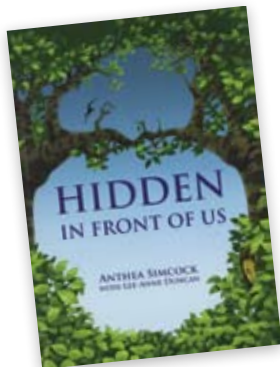
Joy Cowley
Illustrated by Sarah Davis

A story for children who like stories to have happy predictable endings. The fierce little woman threatens the pirate with some drastic actions if he comes into her house

but then the pirate says he is scared of the dark. Now the fierce little woman changes into a caring kind little woman and it has a fairy tale ending. There is a love/ fear factor that will capture the attention of most children. This new edition has illustrations that are quite moody and mirror the storyline. Joy Cowley is well known for her contribution to children's literature.

Hidden in Front of Us

**Anthea Simcock with
Lee-Anne Duncan
Maruki Books**



"I thought that little boy was just being naughty" ... "I had a feeling that child wasn't quite right" ... "I knew something was wrong, but I didn't know who to tell"

I had the privilege to attend the launch of this book recently and found it a moving experience, reflecting the nature of the book and the passion and emotion of those contributing their stories to it.

Whenever a child is harmed at the hands of an adult - commonly their parent or caregiver - there is almost always another adult saying, "I knew that child was in trouble". Perhaps they didn't want to stick their nose in; perhaps they didn't want to

get into trouble; perhaps they didn't know how to help. In many cases they weren't really sure that child needed their help.

Hidden In Front of Us features the stories of 24 adults who share their experiences of being those children - children who so desperately needed an adult to stand up for them. They also share their ideas about what could have been done to help. Their stories are woven through Anthea's insights into working with not only children at risk, but also from her life's work as someone who leads the way in teaching others who also work with these children. She exposes what lies behind the eyes of countless victimised children and the warning signs adults should be aware of. While the contents may at times shock the reader, it will enlighten them to the reality of what really is hidden in front of us. It also shows us that these once abused children are far from victims - they are survivors.

Conversations on Early Childhood Teacher Education

**Andrew Gibbons and
Colin Gibbs, Eds.**



This book captures, shares, and sparks the continuation of conversations initiated at the inaugural Working Forum for Teacher Educators in Auckland, New Zealand. Vibrant, challenging, and inspiring conversations at the Working Forum have led to the bringing together of this book with the intention of continuing professional dialogues and of adding

voices to the growing global commitment to early childhood teacher education.

The Working Forum for Teacher Educators began conversations with a wealth of experienced voices from around the world. What better place to start the conversations than with the tapestry of voices, thoughts, and experiences that came together on these days. This book is for all student teachers, teacher educators, and early childhood professionals who choose to share in, and continue, these inspiring conversations within their own early childhood experiences and settings.

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ECE - current issues and future possibilities

PETER REYNOLDS, CEO OF THE EARLY CHILDHOOD COUNCIL, REPORTS

This article presents one view of the issues facing the ECE sector. It is based both on data from the Ministry of Education, and opinion and analysis gathered by the Early Childhood Council from its membership of more than 1,100 centres.

The Ministry advises that in 2009, there were 4,123 licensed early childhood education services of a variety of types and an additional 767 license-exempt groups. The table below shows how the sector was made up last year:

Table 1 – Number and % of ECE Service Types in 2009

Service	No.	%
Kindergartens	626	12.8
Playcentres	461	9.4
Education & Care services	2,236	45.7
Home Based Services	297	6.1
Te Kohanga Reo	464	9.5
Correspondence School	1	0.0
Casual education & care services	38	0.8
Certificated & License-exempt groups	767	15.7
Total	4,890	100

Such a diverse sector produces a variety of approaches to early childhood education: some teacher-led, some parent-led, some centre-based, some home-based. Almost all services are private organisations, some of which are owned by individuals or companies, others by trusts or incorporated societies that do not

distribute benefits to individuals (non-profit). Government subsidises the cost of provision, but parental fees are also an important part of many services' revenue.

According to the Ministry, in 2009 about 40% of services were for-profit and about 60% non-profit. In 2000 the same split was 26%/74%.

With a 60% growth rate the home-based sector was the fastest-growing area of the early childhood sector in this period. Education and care services, with a 40% growth rate, were the next fastest growing. All other groupings suffered negative growth.

Participation

The Government has made increasing participation the single-most important policy issue for the early childhood sector in 2010. The previous Labour administration introduced the 20 Free Hours initiative in part as a mechanism to increase participation. National removed the term "free" from the title, but retained the initiative.

In addition the National-led Government has introduced a range of new initiatives aimed at increasing participation and targeting specific lower socio-economic/ low decile communities.

Availability of ECE

While there has been a growth in the number of early childhood education services, this growth has not been focussed on the lower socio-economic areas where increasing participation is now the Government's goal. The reasons for this are complex but include affordability for parents and the reliability of payment for services. To obtain a license from the Ministry of Education to open a new early childhood education service, the applicant is required to make an application to the Ministry. The application criteria do not consider community need or the extent to which

that need is already being met by existing services in that community. For this reason, over 200 new licenses were issued by the Ministry in 2009, many in areas with existing services already operating. This occurred while many lower socio-economic areas remained chronically short of ECE provision.

At the same time, despite the introduction of the 20 Hours initiative, comparatively few new children came into ECE while children already participating in early childhood education extended the duration of their participation substantially.

Role of Government

Government is responsible, in the early childhood education system, for regulation, funding, and various aspects of quality assurance. A number of agencies undertake these functions: funding and regulation by the Ministry of Education; quality review by the Education Review Office (ERO); teacher qualifications, including recognition of overseas-trained teachers, by the New Zealand Qualifications Authority (NZQA); and teacher registration by the New Zealand Teacher's Council (NZTC). Local government is involved through resource management and setting physical requirements such as building and environmental (air, noise) quality and health matters.

Legislation and Regulation

The Education Act 1989 (and amendments) permits the funding of subsidised early childhood education. The Education (Early Childhood Services) Regulations 2008 and the Education (Playgroups) Regulations (2008), and licensing criteria form the basis of the Government's control of the sector.

Quality and ECE Teachers

Quality in early childhood education is defined predominantly as an outcome of the proportion of teachers to children. The Regulations set in place minimum ratios that all services are expected to maintain.

The funding mechanism established by the Ministry in 2005 for teacher-led services funds according to the number of ECE-qualified/registered teachers – and incentivises services that have a higher proportion of such teachers. The proportion of ECE-qualified/registered teachers working in the sector increased from 37% in 2004 to 52% in 2005, and 64% in 2009.

As a consequence of the World economic recession and its impact on the Government's fiscal position, cuts were introduced to the funding model for early childhood education, to come into effect in February 2011. These cuts removed the top two funding bands and replaced them with a single band at a lower rate. The effect of this has been to remove the financial incentive for services to achieve higher than 80% ECE qualified/registered teachers in services.

Quality is also monitored by the ERO, which reviews most services on a three-year cycle. ERO claims that over 50% of their budget is spent on monitoring activities associated with the early childhood sector – a reflection of the size of the sector and number of licensed services. Centre owners and managers frequently site issues in relation to the consistency of the ERO review process.

The current definition of teacher quality is based on qualifications. The emergence of early-childhood-education-specific qualifications has enabled the sector to focus on the learning needs of pre-school children in order to deliver against the sector curriculum – Te Whariki. The NZQA is responsible for approving courses available within New Zealand for people to obtain an ECE teaching qualification. There is no mechanism in place, however, to ensure consistency of quality in graduates and their readiness to meet the demands of front-line teaching practice in the sector.

Given a significant shortage of ECE-qualified/registered teachers, the demand for overseas-trained ECE teachers has grown. Three Government agencies share responsibility for enabling overseas trained teachers to enter New Zealand and commence teaching work in the sector: the Ministry of Education that sets the qualification level (level 7) requirement; the NZQA, that assesses the qualification of overseas trained teachers against that level; and the NZTC that then considers the registration of the teacher, taking into account their practical experience. The lack of a co-ordinated approach to

overseas-trained teachers from all three agencies leads to on-going issues, with the sector and highly-experienced and qualified staff missing out on employment opportunities in New Zealand at a time of significant skills shortage.

Curriculum

All licensed services must implement the national curriculum framework, Te Whariki, although the manner in which they do this is a matter for professional judgement and input from families, whanau and communities. Te Whariki was produced in 1996 with considerable involvement of the sector and has not been reviewed since that time, although many cite pedagogical and other learning and teaching practice changes since that time.

Funding

An underlying policy principle of the current funding system is that services should be funded on the basis of the costs they face. Different rates are therefore paid for different service types, for different ages of children (under and over two years), and for services with more or fewer qualified and registered teachers. This model leads to significant differences in funding, between kindergartens and privately-owned services and between centre-based and home-based.

The funding rates are set by the Ministry of Education based on an operational survey of all licensed services. This survey was last completed by the Ministry in 2008. The Ministry do not believe that operational costs for early childhood education services have changed significantly since 2008, apart from minor changes in the Consumer Price Index. The shortfall in the rates provided by the Government translates into pressure on services to seek top-up funding from parents. For those services participating in the 20 Hours initiative, this is particularly problematic, since they are required by the Government to ensure any parental payment for the 20 Hours is optional, leaving services exposed to the risk of funding shortfalls.

Costs to Vote Education have more than doubled since 2005, increasing by \$691.7 million in nominal terms between 2004/05 and 2009/10. The majority of this funding goes directly to ECE providers. In 2009/10 approximately 45% of expenditure was used to fund the 30 hours of subsidised ECE and a further 50% to 20 Hours ECE (previously known as 20 Hours Free ECE). In 2010/11 Government will spend \$1.3 billion on ECE.

Teacher Salaries

Government has, since 1948, taken responsibility for paying kindergarten teacher salaries and setting their conditions of service. Kindergarten teachers today represent a small part of the total ECE workforce (12% in 2009) but are recognised as state servants, and Government negotiates salaries on their behalf, via a collective agreement. Salary and wage levels for most other teachers in ECE are negotiated through individual employment contracts between teachers and their employers. There is however one other collective agreement in the sector, the Early Childhood Education Collective Agreement (ECECA). The ECECA represents about 160 teacher-led ECE services, 6% of the total 2,900 teacher-led services in the sector. The Ministry requires all early childhood education services that employ teachers to pay a minimum salary level that is based on the ECECA.

Conclusions

My view is that we have in New Zealand an ECE sector to be proud of. We are diverse and effective. But we are not perfect and some change is needed. Amongst other things we need to:

- Re-evaluate the effectiveness of what we are doing currently to increase participation for those low-income children currently missing out on ECE;
- Simplify regulation and ensure that governmental compliance procedures are consistently administered;
- Undertake research on the achievement of quality learning outcomes in relation to the proportion of qualified teachers;
- Examine ways of getting more trained teachers, and review the currently complex processes for overseas-qualified teachers seeking to work in New Zealand;
- Establish mechanisms to demonstrate the extent to which curriculum outcomes are being achieved across the sector; and
- Review current funding models to ensure they are creating the right incentives.

References

Data elements were taken from Ministry of Education reports and generally reflect information available on the Ministry's website www.minedu.govt.nz.

Hip Hip Hooray! Lets go outside and play!

VICTORIA BARRY REPORTS



Hello and Kia Ora!

I have been asked to write this article in my capacity as the Early Childhood Movement Advisor for Sport Auckland. My role focuses on creating positive play opportunities for 0 to 5 year olds that encourage optimal development and I love it!

I get to go out and about meeting all sorts of fantastic people that share my passion for preschool health and development.

I have a little boy called Oscar who is two and a half now (they grow so fast!) and I am originally from the United Kingdom. My knowledge in this area has been developed through practicing as a physiotherapist in the UK and undertaking postgraduate studies in New Zealand focusing on Preschool physical activity. I strongly believe that one of the most important things we can offer our children is quality time spent playing!

Now that the summer months are rolling near it's time to shed our winter woollies and head for the great outdoors and play.

Healthy preschool children devote much of their free time and energy to play. Through an adults eye play may seem like a frivolous activity however it is an important medium of preschool learning. Children have a need and desire to explore their world through real experiences and natural environments.

Play uses creativity while developing imagination, dexterity, and physical, cognitive and emotional strength. Preschool play should be freely chosen, intrinsically motivated and undertaken for personal enjoyment or for a challenge.

Play provides opportunities to develop new competencies and confidence, practice decision making skills and discover new areas of interest; it is a medium that allows preschoolers to physically and mentally challenge themselves, create something new, take risks, deal with fear and construct new meanings.

Outdoor play offers children the chance to learn about the environment and their bodies by watching and touching, develops spatial awareness, allows children to take risks and problem solve and enhances self esteem. Children who play outdoors, spend more time doing huff and puff activities that offer health benefits.

You may like to get started with some of the activity ideas below – Have fun playing!

Activities for newborns and infants:

- While your baby is sleeping, take the pram out to the garden under a tree so when they wake they can watch the leaves
- Allow your baby to crawl with bare feet and legs on the grass
- Crawl up and down small hills
- Lie outside in the shade and touch your baby's feet, hands and anywhere else that is bare with sticks, leaves, flowers and long pieces of grass
- Sit in the sandpit or the garden and sprinkle sand or dirt over your baby's feet and hands.

Activities for Toddlers

- Every day walk somewhere to feed the birds or ducks or make a simple bird feeder in your garden
- Walk to the top of a small hill then either run (holding hands) or roll to the bottom

- Splash and jump in puddles
- Go to the beach and jump over waves
- Run under the hose on a hot day
- Go on a nature walk and collect things you find. You can later talk about these objects and talk about if they are hard, soft, shiny, prickly etc.

Activities for Young Children

- Let your child grow his own vegetable or flower garden
- Jump over or on the cracks in the footpath
- Climb up a hill and run down
- Walk along balancing on a wall
- Go on a biking or walking 'adventure' and collect things to make a collage picture
- Drop sticks into a river and run to see whose stick gets to the magic mark first. Make sure there is an adult present when playing near water!
- Play hide and seek

Sun Safety

Remember that young children have more delicate skin than adults and older children.

Where possible you and your child should:

- Stay in the shade
- Drink plenty of water
- Avoid the sun when it is at it's strongest between 11am and 4pm
- Cover children up when they are in the pram or play area with a shade cloth or thickly woven blanket
- Wear a broad rimmed hat and close woven clothing that covers the arms and legs
- Be careful of umbrellas and light coverings as they can let the sun through
- Use a broad spectrum (30+) sunscreen on parts of the body that are uncovered. This should be applied evenly and regularly.

**I tried to teach my child with books,
He gave me only puzzled looks.**

**I tried to teach my child with words,
They passed him by,
oft unheard.**

**Despairingly I turned aside,
"How shall I teach this child?" I cried.**

**Into my hands he put the key.
"Come", he said,
"play with me".**

Author Unknown



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5+ A Day® Fruit and Vegetable Campaign



A decade ago less than a quarter of New Zealanders knew what the 5+ A Day message meant. Today, 93% of children not only understand what it means but around 90% of them reported they have fruit in their lunchboxes.

While children are leading the charge, the aim of the programme this year is to get their families taking as well.

Research conducted this year* shows 78% of Kiwi's (both adults and children) are familiar with the 5+ A Day message with 41% of the population actually eating 5+ A Day, up from 31% in 1995.

The 5+ A Day programme is aiming to get 50 per cent of New Zealanders eating 5+ servings by 2015 for better health, taste and variety.

The good news is that it doesn't have to cost a fortune to buy fresh fruit and vegetables. A family of four can purchase a week's worth of fruit and vegetables for as little as 28 cents a serving.**

ECE Centres have been a critical part of the 5+ A Day programme.

"We know that if we can get children to think about health and nutrition we can set healthy eating patterns for life," says Bronwen Anderson, Nutritionist for 5+ A Day.

"By working within ECE centres we are not only setting behaviours at an early age but also reaching their parents thus changing family choices to include a wider range of fruit and vegetables," Bronwen says.

Research:

*Colmar Brunton research conducted for 5+ A Day in May 2010

Cost of Fruit and Vegetables:

**Shopping done at two supermarkets in August 2010

Reference:

The Concise New Zealand Food Composition Tables 7th edition, NZ Institute for Crop & Food Research Institute 2006.

RDI: Recommended Daily Intake

"A decade ago less than a quarter of New Zealanders knew what the 5+ A Day message meant. Today, 93% of children not only understand what it means but around 90% of them reported they have fruit in their lunchboxes."

Resources



ECE centres who want to be actively involved in promoting the 5+ A Day Fruit and vegetable programme can order free resources on line at www.5aday.co.nz. The colourful, fun interactive resources are full of ideas in which to encourage children to eat fruit and vegetables.



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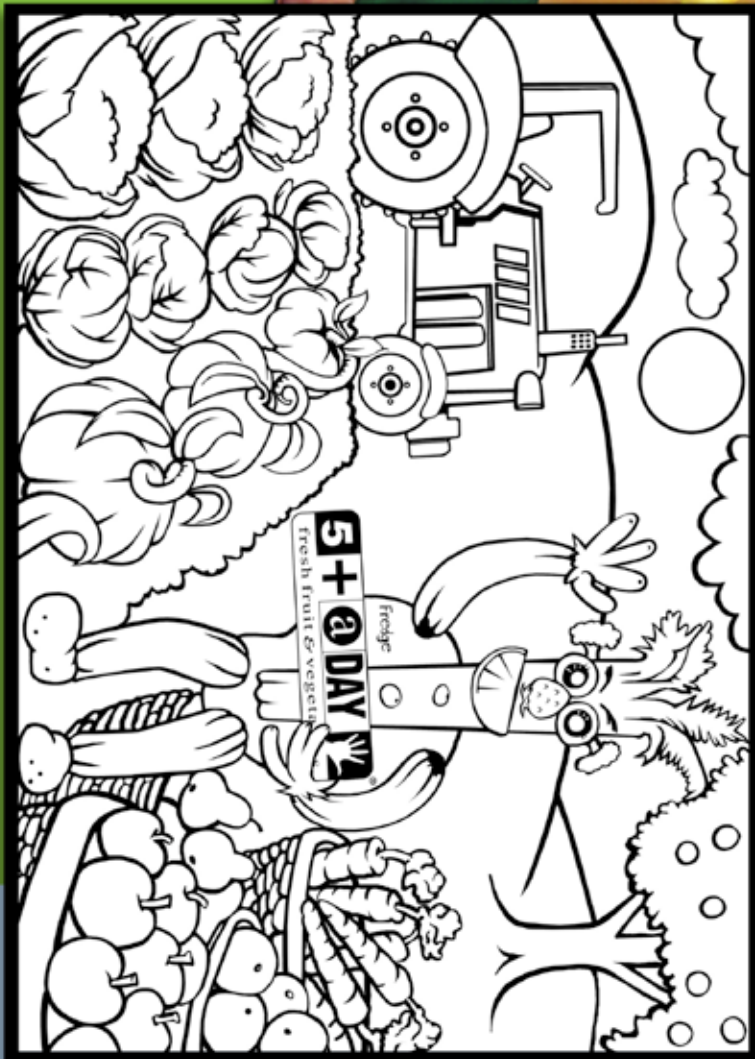
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- Gardens/ Landscaping/ Lawns/ Bark etc
- Rubbish removal/ Clearing
- Project management

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Fax: 09 5704113

Email: colinchan@propertyscene2.co.nz

Colour in Fridge



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5+A Day® word find

find the fruit and vegetables: across, down or diagonal

APPLE	CARROT	MUSHROOM	TOMATO
BANANA	KIMIFRUIT	PEAR	PINEAPPLE
BROCCOLI	KUMARA	POTATO	STRAWBERRY

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ECC Membership

WHAT ARE THE BENEFITS?



BELONGING

The Early Childhood Council is the largest representative body of licensed early childhood centres in New Zealand. Our 1000 member centres are both community-owned and commercially owned, employ more than 7000 staff, and care for more than 50,000 children.

The Early Childhood Council regularly provides advice to government to help shape early childhood policy development.

The Early Childhood Council represents the early childhood sector in the wider early childhood and business communities.

Being a member of the Early Childhood Council means accessing the unity and strength that come from a common voice and shared direction.

RESOURCES

The ECC produces a number of resources for the early childhood sector; some, like our Incident Register, are available to Early Childhood Council Members at reduced prices.

Many more of our resources are available exclusively to ECC Members and provide valuable information for you and your centre, such as the Policy, Employer's, Health and Safety, Performance Appraisal, and Good Governance Handbooks.

Other resources provide comprehensive information about the early childhood sector that is not available elsewhere.

EXCLUSIVE INFORMATION

Early Childhood Council members get members-only access to our weekly email news and HypertECC, the web portal containing an online library of sector advice and information. Members also get exclusive access to expert advisors.

PROFESSIONAL DEVELOPMENT

Gain access to ECC Member prices for the hugely popular ECC Annual Conference - the largest annual early childhood conference in New Zealand, the ECC Seminar Series, and other professional development opportunities.

ECC Member Benefit Schemes

CHILD PROOF INSURANCE SCHEME

Make huge savings on insurance for your centre with our ECC members-only insurance scheme.

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Early Childhood Council

The ECC's membership year runs from 1 January – 31 December

GST No: 58-903-469. This is a tax invoice.
Keep a copy for your records

Management Representative:	(first name)	(surname)
Position Held:	Email:	
Postal Address:		
Phone:	Fax:	Mobile:

Eligibility for Membership: The ECC Constitution defines members as follows:

- **Rule 2.4:** “Member” means an Independent Early Childhood Centre, (see definition below) or group of centres under the same Licensee, or Management Group (see definition below) who is recognised as such by the Association and whose subscription is current.
- **Rule 2.16:** “Independent Early Childhood Centre” means any centre not part of the Free Kindergarten Movement, Te Kohanga Reo Trust or New Zealand Playcentre Federation.
- **Rule 2.17:** “Management Group” means the person(s) or legal entity(ies) which has the responsibility for managing the centre(s) and is recognised as such by the Ministry of Education for Charter purposes.

New Member Fee: The New Member Fee of \$155.00 is payable only once by a management group of a centre/centres on application for membership. If membership lapses at any time, a new membership fee must be paid on rejoining.

Joining after 31st July: Half rates on subscription apply if joining after the 31st July. The new member fee still applies.

Subscription Calculation

Total Licensed Capacity (see over –page to calculate this)	Annual Subscription Rate (halve the rate if joining after 31st July)	Add new member fee if applicable	Total Payable
17 or under places	\$253.00	\$155.00	
18 places	\$264.00	\$155.00	
19 places	\$284.00	\$155.00	
20 places	\$304.00	\$155.00	
21 places	\$324.00	\$155.00	
22 places	\$344.00	\$155.00	
23 places	\$365.00	\$155.00	
24 places	\$386.00	\$155.00	
25 places	\$407.00	\$155.00	
Over 25 and under 120	Your no. of places <input type="text"/> less 25 = <input type="text"/> x \$4.00 plus \$407 = <input type="text"/>	\$155.00	
Over 119	Your no. of places <input type="text"/> less 119 = <input type="text"/> x \$1.00 plus \$794 = <input type="text"/>	\$155.00	

Not Sure of Your Calculation? Email: admin@ecc.org.nz or phone us on 0800 742 742 to calculate it for you.

To Pay

- ☐ **Cheque** made payable to EARLY CHILDHOOD COUNCIL
- ☐ **Internet** to the account of ECC, 02-0278-0099404-25. Be sure to put in your centre name and five digit MoE licensing number in the payment details as a reference.
- ☐ **Post** or **Fax** this form with your credit card details. Mail to: ECC, PO Box 31-672, Lower Hutt, 5040. Fax: 04 566-4611
- ☐ **Credit Card** Please charge my: ☐ Visa ☐ Mastercard

Name on card:										Signature:									
Card Number										Expiry date									

PTO to provide centre details and calculate your total licensed capacity

List below all centres in your Management Group (continue on a separate sheet if necessary)

Centre Name	MoE license number(s)	The centre director's/supervisor's name	Physical address	Centre email address	Auspice (please tick)	No. of child places licensed for	Total no. of child places
					<input type="checkbox"/> Community <input type="checkbox"/> Private <input type="checkbox"/> Public institution	<input type="checkbox"/> Under 2s <input type="checkbox"/> Over 2s	
					<input type="checkbox"/> Community <input type="checkbox"/> Private <input type="checkbox"/> Public institution	<input type="checkbox"/> Under 2s <input type="checkbox"/> Over 2s	
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					<input type="checkbox"/> Community <input type="checkbox"/> Private <input type="checkbox"/> Public institution	<input type="checkbox"/> Under 2s <input type="checkbox"/> Over 2s	
Enter total licensed capacity of all centres here. Use this figure to calculate your subscription (see first page)							

I declare that the information provided on this form is correct, that I have included all the centres in my management group in the list provided, and that my centre/s meet the criterion for ECC membership. I agree not to share with non-members any information provided by the ECC or any of the benefits of membership.

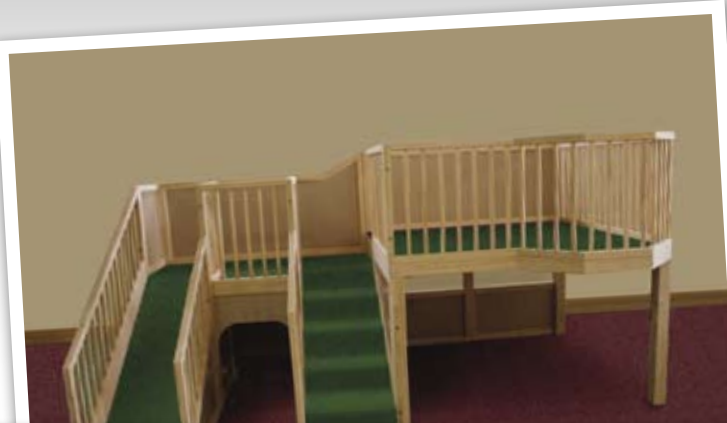
Signed:

Date:

Print name:

Lofts

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Naturally Wood can also help with other areas in your Childcare Centre, whether for small or large scale projects.

Here are some of the services that we can offer.

- Plan and design of all working areas in the centre (incorporating Childcare Regulations).
- Project Management of all renovations and small building works done by Naturally Wood (Upper North Island).
- Quote and manufacture for all projects.

Centre Redesigns

Before and after views of a project that was started on a Friday afternoon and finished ready for the centre to open at 7.00am on Monday morning.

Kitchen Area

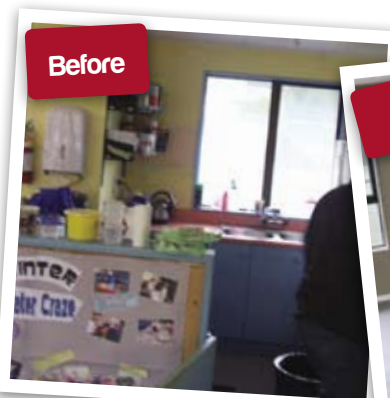
This kitchen has large rubbish and recycling bins and is fitted with quality hardware throughout. All doors and drawers are fitted with a remote control electronic locking system to meet health and safety requirements.

The cupboard units are made from moisture resistant white board and fronts are sprayed in two pack paint to match the décor.

Art Area

The art area has a stainless steel sink bench with raised lip for water containment. The overhead units are designed for extra heavy storage capacity and all units have remote electronic locking system as with the kitchen. The wall behind the sink is covered in Perspex to protect art work from water damage and the area also has storage for large paper and bench space for children.

All units are made from moisture resistant white board and the fronts are sprayed in two pack paint to match the décor.



Before



After



Before



After



For further information see our website
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JUNE 2008		Staff Hour Count	
Enrolment	Disenrolment	Enrolment	Disenrolment
1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20
21	22	23	24
25	26	27	28
29	30	31	32
33	34	35	36
37	38	39	40
41	42	43	44
45	46	47	48
49	50	51	52
53	54	55	56
57	58	59	60
61	62	63	64
65	66	67	68
69	70	71	72
73	74	75	76
77	78	79	80
81	82	83	84
85	86	87	88
89	90	91	92
93	94	95	96
97	98	99	100

Instructions for Completing Staff Hour Count
The ECE funding process requires Teachers and Teachers who are
not ECE qualified and holders of current teaching certificates.
The following are not to be included in ECE funding:
- registered teachers who do not hold approved ECE qualifications
- ECE qualified teachers who do not hold current teaching certificates

The software is fully networkable & is
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