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Michael Nimot

National Director
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BBS, Dip Mgmt Health
Sector, ANZIV, SPINZ
M: 027 585 5928

Mark Spring

Director Wellington
Registered Valuer
BCom, Dip Bus Stud,
ANZIV, SPINZ
M: 021 242 8011

Nick Thacker

Registered Valuer
BBS (VPM), MPINZ
M: 021 434 460

Lisa Bryan

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Inside this issue...

Swings+Roundabouts MARCH 2011

Autumn 2011

7 FROM THE EDITOR

8 CEO'S MESSAGE

10 NOTICEBOARD

10 Updates from Government Agencies

10 ECC Executive update

11 Budding artists rule!

13 100% ECE TEACHER GOAL

13 Should all teaching staff in an early childhood centre be qualified?

15 New Beginnings preschool

16 RESOURCE REVIEWS

20 ECC CONFERENCE 2011

21 Keynote presentations

23 Ideas from the Fringe Workshops

24 Keynote Workshops

26 LAUGH OUT LOUD!

28 REACHING OUR POTENTIAL

28 Better business at the centre

30 If children are disruptive, then they're not learning

33 Thinking about the future

36 TRY THIS!

36 1040 milk bottles to make an igloo!

38 HEALTH & WELLBEING

38 Early childhood teachers playing vital role in B4 School Checks

41 B4 School Checks bring community together

42 ECC MEMBERSHIP

Editor
Peter Reynolds

Editorial Enquiries
ceo@ecc.org.nz

Advertising Enquiries
Evaon Watkins
Target Media Ltd
PO Box 1879, Christchurch 8140, NZ
Phone: +64 3 982 4293
Email: evaonw@academy.net.nz
www.targetmedia.co.nz

Advertising Deadlines
June 2011 Issue
Advertising Booking
Friday 13th May 2011
Advertising Copy
Friday 20th May 2011

Subscription Enquiries
Early Childhood Council
PO Box 5649, Lambton Quay, Wellington 6145
Phone: 0800 742 742
Email: admin@ecc.org.nz
www.ecc.org.nz

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From the Editor



Welcome to the first issue of *Swings & Roundabouts* for 2011! The good news is that there's already only about 270 days left until Christmas, and about 230 days until the next General Election!

This issue features some particularly interesting articles for you to sink your teeth into.

One of the most contentious issues within the sector since the 2010 Budget is the threat to the sector's strategic goal of achieving 100% ECE qualified and registered teachers. What is the goal, what are the issues and where do we go from here? A recent appointee to the ECC team, Dr Elizabeth Clement provides a summary of the issues. Jan Dobson at New Beginnings in Christchurch then provides a glimpse of a service at the 100% level and what that means for service delivery.

The second theme in this issue concerns "Reaching our Potential". This concept is explored in three articles: one following up the last issue with a further update on the Incredible Years project and providing a glimpse of how this initiative is affecting lives at the Pipi Preschool. We are pleased to present a contribution from Edwige Fava, President of the New Zealand Association of Private Educational Providers. Edwige provides a detailed summary of the challenges faced by the private tertiary institutes heading into 2011. Finally, past ECC President Ross Penman has penned an article on the business challenges facing centres and what it takes to enable a centre to reach its full potential as a small business.

We are pleased to present a detailed summary of the content and programme for this year's ECC Conference in Wellington. This conference captures both the political challenges and educational opportunities facing the early childhood sector beyond today and into the future, with an excellent range of key note and practical workshop sessions. As usual, fun and learning will be key elements for both centre owners and managers, and for educators involved in ECE service delivery.

In this issue we also present the winner of the ABC Early Learning Centres Art Award. This is an excellent initiative, one that caught our imagination. Congratulations to the team at ABC. Following this great example, the ECC has launched its own art competition across the membership,

offering a prize package up to \$1,000 to the winning centre. Details on the ECC website, www.ecc.org.nz

Finally, a word about our next issue. You can expect our next issue in June to include features analysing the Government's Budget; reviewing the ECC Conference and its various presentations; a feature on how to develop and implement a marketing plan for your centre; and finally a review of the Minister's ECE Taskforce recommendations.

One cannot ignore the recent lessons Mother Nature has taught us all. The devastation the earthquake in Canterbury on 22 February has been a sober reminder to us all of the awesome power these events can unleash. To all those involved in the ECE sector in Canterbury: children, their families, teachers, centre owners and other staff - our thoughts and best wishes are with all of those caught up in this terrible event. We also include our friends at Target Media, who publish *Swings & Roundabouts*. Rebecca, Hannah, Ryan, Evaon and the rest of the team - we wish you well as you try to get your lives back in order.

Finally, just to keep things in perspective, we have all seen the horrifying images of the impact of the earthquake and tsunami in Northern Japan. Words cannot express the horror of the devastation that continues to unfold. Our hearts go out to those affected by nature's fury and we hope that the losses will be bearable to those that are left.

Peter Reynolds
Chief Executive Officer
Early Childhood Council

CEO's Message



STOP PRESS!

It is with tremendous sorrow we again acknowledge the suffering and damage caused by the February 22nd earthquake in Canterbury. Our thoughts and best wishes are with ECE staff, children and their families as they again try to re-build their lives. Where before there was some loss of property and disruption, the picture now is much more shocking, with loved ones lost.

As if our own pain was not enough, our hearts also go out to the devastation that continues to emerge in Japan. To see pictures of devastation on that scale – entire towns obliterated – is without comparison in this day and age. 37,000 mainly private ECE facilities provide services to nearly 4 million children between 3 and 6.

Let the Games Begin!

The Prime Minister, John Key, has announced that General Election 2011 is to be held on 26 November. In a nation in which it has become a political tradition for the Prime Minister to keep the Opposition guessing until the last possible moment, I cannot recall a time in recent New Zealand history when a Prime Minister has set a date so early.

ECE was set to be a political battlefield in 2011. With his early announcement Mr Key has, in a sense, declared that battle open a good deal earlier than usual.

National has begun by making some menacing arguments suggesting it views ECE as over funded:

- That ECE funding has trebled in the past five years, while numbers starting school with ECE have risen by only about one per cent;
- That ECE spending is likely to be \$100 million above the original allocation for Budget 2010, reaching a total of \$1.4 billion; and
- That taxpayers are now subsidising ECE centres at an average \$7,600 a year per child compared to \$5,528 for each primary school child and \$6,733 for each secondary school student.

True to this viewpoint National has cut revenue for centres with 80 per cent or more qualified teachers, but has promised to promote ECE participation for low-income children currently missing out.

Labour, for its part, is not exactly saying it would reverse National's ECE revenue cuts. It is saying instead that it would undo cuts if it won the election, 'as funds become available', and probably over several Budgets.

Labour is promising, however, bold new policy to concentrate resources on helping children in their early years so problems can be identified and addressed before they fester, and that ECE will be a key component of this initiative.

There is little doubt that both parties see early childhood education as a key part of their election strategies.

The Prime Minister mentioned ECE many times in his opening statement to Parliament for 2011. And in the past six months or so we have gone from the relatively junior Sue Moroney fronting ECE issues for Labour, to the more senior Trevor Mallard, and now to Party Leader Phil Goff. This may well signal that Labour sees National's ECC revenue cuts, and their impact on families, as a key Government weak spot for attack in the lead up to the General Election.

Two independent reports, due out early this year, will influence the debate. Professor Sir Peter Gluckman is due to report to the Prime Minister on the investigation into the causes of New Zealand's high teenage mortality rate. His interim report pointed to early childhood education as a key tool for reducing New Zealand's teenage suicide rate, and this report may well provide a logic for National's efforts to have ECE reach low-income children currently missing out on ECE.

Secondly, the Minister of Education's ECE Taskforce has been established to review the sector and report on ways to improve efficiency, effectiveness and outcomes.

For both political parties, our questions pertain to money. Will National pay for new ECE policy targeting children from low-income families by cutting the ECE budget elsewhere? If Labour is promising to undo National's revenue cuts 'as funds become available', and probably over several Budgets, just when exactly is this likely to happen?

2011 is a year in which ECE politics are going to be un-ignorable. Because of this the Early Childhood Council's annual conference in May will include political themes and a session in which the major political parties present their ECE policies, and in which the ECC will present its own manifesto of ECE policies.

It is going to be a tough, but very interesting year, and a key one for the future of our sector.

Peter Reynolds
Chief Executive Officer
Early Childhood Council

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

Updates from Government Agencies

Education Review Office

- ERO's report: Success for Maori Children in Early Childhood Services – this has been very popular, particularly because of the section on good practice. ERO still has a few hard copies available. Please email info@ero.govt.nz if you would like to order more.
- National Education Topics – Term 1 2011: Partnership with Whanau in Early Childhood Services. Services having a review this term may like to go to ERO's website to see further information on this topic.

New Zealand Teachers Council Update

- A further round of Registered Teacher Criteria workshops have been advertised for March –April and are on our website for enrolments: <http://www.teacherscouncil.govt.nz/rtc/rtcworkshops.stm>
- The Induction and Mentoring Pilot Programme is now complete and plans are underway to finalise the Guidelines for Induction and Mentoring Programmes and Mentor Teacher Development. The draft guidelines can be referred to in the meantime. They are available from <http://www.teacherscouncil.govt.nz/prt/research/mentordraft.stm>

Ministry of Education

Changes to the Education Act affecting limited child care centres.

The Education Act 1989 has recently been amended to remove the requirement for short-term child care centres in

recreational facilities and shopping malls to meet Early Childhood Education (ECE) Licensing Regulations. These short-term childcare services are also known as limited child care centres.

This change to the Education Act is intended to allow operators of recreational facilities such as gyms and shopping malls the flexibility to provide short-term care for small children while their parents or caregivers are taking part in activities.

There are a number of legislative requirements that will continue to apply to this type of short term child care. These requirements focus on general health and safety and on building and environment safety. Examples are the Building Act 2004, which regulates the general suitability of all buildings and the Health and Safety in Employment Act 1992, which requires that all practicable steps are taken to ensure no action or inaction of any employee while at work harms any other person.

The Health and Safety in Employment Act 1992 places a direct responsibility on limited child care centres to ensure their staff and other people likely to have unsupervised access to children are Police vetted.

The Ministry of Education will investigate complaints relating to limited child centres being operated outside of the defined conditions. The Department of Labour will respond to complaints received about limited child care centres not meeting their obligations under the Health and Safety in Employment Act 1992.

More information about these changes can be found on the Ministry's ECE LEAD website, www.lead.ece.govt.nz

ECC Executive update

A meeting of the ECC Executive was held on 2nd March. The key issues discussed include:

- What the likely issues may be from the ECE Taskforce report, due to be released in late April
- The issues facing the sector from the recently released Welfare Working Group, including the potential cost increase in additional fees for working families for early childhood education
- The risks for the sector from the review of the Food Safety Regulations and the work the ECC are doing with the Food Safety Authority to mitigate these risks
- What the likely issues may be for the ECE sector from the soon-to-be-released Children's Commissioner Report on non-parental education and care of infants and toddlers - Through their lens
- What the likely issues may be for the ECE sector from the soon-to-be-released report from Professor Sir Peter Gluckman on reducing teenage mortality
- The Executive also spent some time reviewing the ECC Constitution, as it does each year, to refine this document and to ensure it remains relevant for the membership. Changes recommended by the Executive go forward to the AGM at the May Conference.



Budding artists RULE!

BUDDING YOUNG VAN GOGHS AND MONETS HAVE EMERGED FROM ABC CHILDCARE CENTRES AROUND THE COUNTRY AS JUDGING IN THE COMPANY'S ANNUAL ART COMPETITION COMES TO A CLOSE.

Early Childhood Council CEO, Peter Reynolds, visited ABC's Support Office in Auckland recently and was stunned at the calibre of entries.

"We've got some real talent out there, what a brilliant effort," he said.

Every year ABC children get the chance to express themselves to win extra art supplies for their centre. The competition is divided into two categories, under and over 2 years old.

This year a canvas from ABC Glenfield in Auckland took out the Over 2 prize and ABC Ferrymead in Christchurch was the under 2 winner.

ABC Regional Managers Linda Stickley, Cindy Paul and Audrey Kirk had the

unenviable task of choosing the winners, with a careful eye on identifying and recognising art that was genuinely children's work. The judges noted that a great deal of work had gone into all of the entries submitted. They were impressed by the amount of observation, thought and skill shown by the winning artists.

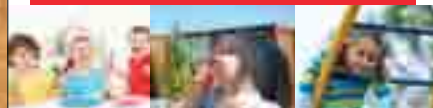
Placegetters were rewarded with top ups to their resource spending budgets. All entries will be displayed on the walls of ABC's new national support office in Ellerslie Auckland.

ABC Learning Centres are one of New Zealand's premier private childcare providers with 127 centres around the country.

Image of painting supplied by ABC Childcare Centres.

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Should **all** teaching staff in an early childhood centre be **qualified?**

**DR ELIZABETH CLEMENTS,
SENIOR POLICY OFFICER FOR
THE ECC REPORTS**



While everyone will probably agree with the person who said 'Our children deserve the best', the question is, what is the best?

The government's strategic plan for early childhood education, *Pathways to the Future: Nga Huarahi Arataki*, which was developed in collaboration with the sector, includes targets to increase the number of qualified teachers to 100% by the year 2012. Funding incentives increased the percentage of ECE qualified teachers working in the sector from 37% in 2004 to 64% in 2009.

It has been generally accepted by the sector, Ministry and government that the 100% ECE teacher target reflected 70% qualified ECE teachers and 30% staff in-training or Maori elders. Since then, the definition has blurred somewhat to vary between 100% means 100% and that 30% may include some staff in-training and

some unqualified but experienced. The Minister's latest goal of 80% was to have included 10% in-training on top of the remaining 20% either in-training or Maori elders (= 30%). The lack of clarity and variable interpretation continues to fuel debate throughout the sector.

Last year, the government altered funding arrangements, effectively removing the incentive to attain 100% qualified staff. The changes leave centres struggling to keep their current early childhood education qualified teachers, let alone continuing to increase the number of early childhood education qualified staff.

A survey of Early Childhood Council members about this issue last year showed that 55% of members believe that all teachers should be qualified and 45% believe that quality can be maintained with a mix of trained and untrained staff.

Members in favour of 100% ECE qualified teaching staff argue that the research on which government based the decision to provide funding incentives is sufficient evidence. They say that parents want to know that their children are in the hands of qualified staff:

"Prospective families always ask about our teachers' qualifications when visiting us for information."

They argue that ECE qualified staff have the skills and knowledge to engage in high quality interactions with children, and that ECE qualified staff understand the Ministry of Education's requirements:

"Trained staff are able to set up programmes that are suitable to meet the requirements of the MOE."

One member summarises the feelings of those who want to maintain or work towards 100% ECE qualified staff:

"There is a difference between care and education!!! While quality care may be maintained, the best education outcomes only come from educated teachers."

ECC members who argue that not all teachers need to be ECE qualified express concerns about the quality of ECE teacher education or have different ideas about how quality is achieved.

Quality does not equal qualified and vice versa.

Some believe ECE teacher education is variable in quality and does not guarantee quality teachers. Others raise issues about qualified teachers having insufficient hands-on experience.

There is great value placed on experienced teachers and 'mature, caring and nurturing' staff, whether they are ECE trained or not.

"Our children love the trained teachers but also love the older nana teachers who have so much to offer."

Others employ staff with related training such as nursing training and find these people competent. Many want relevant overseas qualifications recognised because of a lack of qualified local teachers and the need to employ migrants who match their children's cultural backgrounds but who have different qualifications.

Research

Research on quality in early childhood education establishes that centres with qualified staff have better educational outcomes where there are qualified teachers. Qualified teachers are a 'necessary, but not sufficient condition' for quality educational outcomes. However, there does not appear to be research that investigates the proportion of teaching staff that need to be qualified to maintain quality.

One pointer in the research literature towards a case for 100% ECE qualified teaching staff is the finding that the quality of teacher-child relationships is a major factor affecting educational outcomes. For example the New Zealand

longitudinal study, *Competent Children, Competent Learners*, reports that children whose ECE setting was rated higher on aspects of teacher-child interaction (staff responsiveness, guidance, asking open ended questions, and joining children in play) had higher scores on attitudinal competencies when children were aged 14 (Ministry of Education 2006).

Another finding is that teacher training improves the quality of this relationship. But do we know if people trained as nurses, for instance, also learn about quality interactions? Is there evidence that experienced staff exhibit high quality interactions with children?

Whatever individual centres' experience and belief is about these issues, the current revenue cuts in the sector are reducing centre's ability to employ ECE trained staff. Using untrained staff can 'become a real strain on qualified teachers' as they struggle to adequately monitor them, up skill them where necessary and meet compliance measures.

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JAN DOBSON REPORTS

100% of our teaching staff at New Beginnings Preschool are trained and registered. If we were to do a SWOT analysis on the Government's decision to remove the 100% funding band and the teacher registration grant for centres operating at 80% + it would be regarded as a 'threat' to the ethos of our team and our community, and to the provision of the quality care and education that we provide to our families.

As a Board and Management we are determined to protect that which we have built over a number of years and find other ways to financially maintain what our community have come to expect. We will not de-construct our team.

As a Manager my responsibility is to build 'capability' within my team within both professional conduct and practice. To be able to be effective within this process it is necessary for the members of the team to have a foundation knowledge of children's development and the holistic way in which they learn. This knowledge can only be gained through thorough training and I believe a robust registration process which should continue the learning and training within a real and experience based context.

I would like to view this through three different lenses.

At New Beginnings we still require a high percentage of trained and registered staff to meet the requirements for the 80%+ band of funding.

When I view the argument of 100% versus less than this through a financial lens in our young children's area, we have 30 children per day and still require three trained and registered teachers on the floor throughout our 8.45 – 3.15 day to meet the requirement for the 80% funding band. If we were to staff at only two trained and registered teachers this would take us to 66% and below.

When I view this through a lens of the professional and emotionally intelligent ethos and teaching practice that our team brings to our community I believe

it is the foundation of training and the registration process which has supported the development of this. At New Beginnings we weave together Te Whariki and neuroscience to support and underpin our philosophy and our approach to our practice with children. This has required a foundation knowledge within teachers about the way children develop and learn to then be able to build our current practice and philosophy. When you also reflect on the requirements that we must meet in regards to assessment there is a high level of skill required to even begin to write and assess within a narrative approach.

I would like to quote from our current ERO report in regards to their findings under the heading Mana Tangata, 'Teachers make good use of assessment and planning information to identify and plan to build on children's interests and learning dispositions. Children with special needs are well supported in the programme'. And my point is that it takes years to build the capacity within trained teachers to be able to work at this level.

And lastly, the lens of 'Professional Conduct'. I believe we have one of the most important roles of our time and with this comes enormous responsibility. The privilege of being within families and children's lives is a role that a teacher should never take lightly. It is the understanding that whilst a child and family are within our community they should always be treated with honour, respect and integrity. The information that we share with families at times is incredibly sensitive and at all times we should be conscious of working in professional partnership. An understanding of professionalism and the practice of this should come through training and a robust registration process which is then fostered within the context of individual centres.

I believe that as a nation we need to reflect upon what it means to honour our children and I would like to finish with a quote;

"Imagine a society where we honour and respect children, because to honour and respect children we must first honour and respect ourselves, and each other"



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Moira Wairama.
Illustrated by Bruce Potter.
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landscape of our capital city. Discover the dramatic legend of how Wellington Harbour was created.

The illustrations reflect the colour of the landscape and have that 'legend' quality. They also capture the descriptive text such as giving a real sense of the effect when 'Ngake's powerful body crashed onto the land.

The use of different size fonts and orientation also brings the story alive through the text.

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Fish!

Stephen C. Lundin, Harry Paul and John Christensen.
Reviewed by Rachel Olson and Nicole Straube - Supervisor and Assistant Supervisor at Churton Park Little School

Fish! Is a fantastic read for both employers and employees the world over. It is filled with practical and inspiring ideas to boost morale and improve the emotional landscape of any workplace. Fish! uses the story of a fictional manager's desire

to transform her workplace from a "Toxic wasteland" into a thriving, energetic and fun place to work. Observations of the passionate, inspiring Fish mongers at the Seattle Pike Place Fish Market guide the manager in her quest to transform her workplace. Adopting the Fish philosophy means following four simple and effective principles and encouraging others to join in the fun! Fish is an easy to read and inspiring book that will not only change the way you treat others in the workplace, it will change the way you treat your family and friends as well.





VILE, A Cautionary Tale for Little Monsters

Mark Robinson.

Illustrated by Sarah Horne.

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

I have never read this book before so with a no pre-conceived opinions I opened the pages which are crammed full with drawings and text. Some of the text tells the story and other text is used to tell us the thoughts of the characters.

The story, as the title invites us to assume, is about monsters; but these monsters are off to either the School of Manners or the University of Vile. The story follows those monsters that go to the University of Vile and just when I thought they were doomed to be vile and live unhappily ever after they redeemed themselves by falling down a hole and co-operating (with what, with who, or why is not explained) and ended up in the School of Manners. This book did nothing for me.

The moral of the story that bad monsters (children) can turn into good monsters (children) I found unconvincing and was left shrugging my shoulders.



Pukeko in a Ponga Tree with a music CD

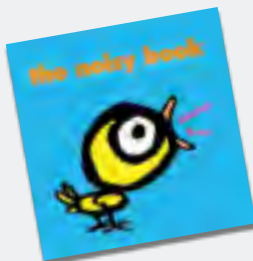
Adapted by: Kingi M. Ihaka.

Illustrated by Dick Frizzell.

Puffin.

A funny time of year to review a Christmas book but maybe you forgot all about it just like me. Well now you have time to buy it before this coming Christmas. Based on the

original Twelve Days of Christmas originally published in 1780 (yes it's that old) this story/song book with a sing-a-long CD brings a delightful Kiwi twist. It's a tongue twisting, memory challenging, breath holding, extravaganza of all the gifts underneath the Ponga Tree. When or if you can get to the very end without forgetting or muddling up the order of the gifts you will find yourself wanting to sing it all over again!



The Noisy Book

Soledad Bravi.

Gecko Press.

While not mechanically noisy this book encourages noisy behaviour by children and adults alike. With 116 pages words are kept

to a minimum. 'The owl goes hoo hoo' and 'the door goes knock knock' are intercepted with pages that make even adults smile: 'the Mummy goes kiss kiss' and 'the power socket goes NO', among them. Stiff pages mean even the littlest hands can turn them easily and the simple, bright pictures entertain young book-lovers.



When Gulls Fly High

Peter Bland.

Illustrated by Joanna Bland.

Puffin Books.

'When gulls fly high
Over coves and creeks
Sunlight sharpens
The curve of their beaks'

It is always good to find appealing poetry books for young children.

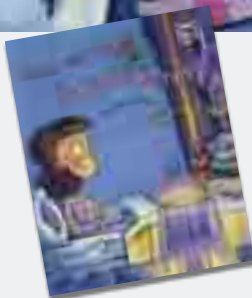
When Gulls Fly High is actor and poet Peter Bland's second collection of children's verse following the popular 'The Knight

Kite.' Peter's daughter Joanna illustrates this humorous collection of poetry.

The illustrations are refreshingly relevant to the mood of the text and slightly quirky in the way they reflect 'children think.'

The poems are often thought provoking and provide opportunity for enquiry and discussion if in a teaching situation or stand alone as fun for a read alone.

I would use this book in preschool with its potential for fun and discussion with such titles as 'Rats in the Bach' but its natural appeal will be to a wider slightly older age group.



I Wonder What I Can Wonder in My Wardrobe

Talia Nelson.
Illustrated by Scott Pearson.
 Available to purchase for \$18, by emailing talía.nelson@live.com

Talia Nelson is an early childhood educator and a member of the ECC. This colourful book explores our five senses and the imaginary world within our wardrobe. A purple monster, a snoring bear, some yummy treats – and some not so yummy – will delight children. The rhythmic rhyming make this book a pleasure to read aloud.



The Boy with Two Shadows

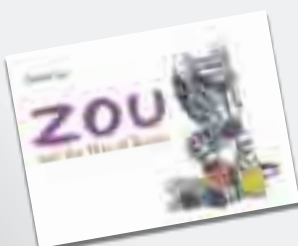
Margaret Mahy.
Illustrated by Jenny Williams.
Puffin Group.

A Margaret Mahy classic first published in 1987.

The bright illustrations, which some may consider dated, give a feel for a lush countryside, and emphasise the precise nature of a little boy and the mischievousness of a witch's shadow.

Although some of the illustrations are small and may not be effective with large groups, children will love looking at the detailed illustrations and finding such humorous points as the vacationing witch's Mickey Mouse tee-shirt and the dog's obviously dirty looks for her shadow.

The little boy has a lot to deal with as he shows determination, perseverance and resourcefulness while dealing with meanness and sadness.



Zou and the Box of Kisses

Michel Gay.
Gecko Press.

Zou is worried about going on camp without his parents – he'll miss the kisses

he gets each day. But Zou's parents find a solution which helps, not just Zou but his new-found friends as well. This is a beautifully illustrated book, demonstrating bravery, kindness and adventure.

The Indigo Bird

Helen Taylor.
Puffin Books.



Helen Taylor is an award winning children's book illustrator who has illustrated a wide range of children's books often focusing on New Zealand flora and fauna for her illustrations.

The indigo bird is inspired by the extraordinary history of our Takahe who, both in myth and reality, has had a tendency to get lost. But look carefully and you'll see that perhaps he has been right here, all along.

This book immediately enticed me to pick it up with the beautiful illustrations weaving

all the beauty of nature into an enchanting approach to the classic 'where are you' story.

Words such as 'iridescent', 'indigo' and 'tussock teasing' flow though the story using a good sized font and sometimes curve on the page to support the flow and rhythm of the text.

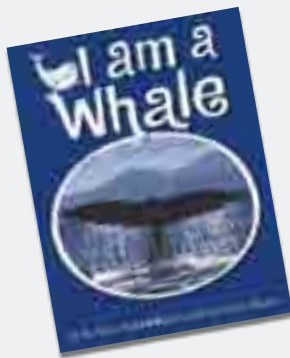
If you are looking to add a New Zealand themed book that will install an aesthetic gentleness and quiet mystery for young children reflecting Aoteroa wild life Indigo Bird is perfect.

It also had tremendous potential for further oral language opportunities and inquiry into the life of the Takahe and other native species.

A must have.

I am a Whale

Barbara Todd.
Illustrated by Helen Taylor.
Published by Lion Hudson and distributed in New Zealand by New Holland.



The cover of this book does not do credit to the content which is just delightful. The content is factual and easy to read and understand, and has a nice rhyming narrative.

It is simple for children under five to understand the similarities and differences between dolphins and the many species of whales and it lends itself nicely to being read out loud.

The final pages remind us of the pollution in our oceans and how whales are in danger of being hurt. Following that is a 'Did you know?' page which will help you with those tricky questions that will be asked by the children after story time.

To tell you the truth I didn't know some of these facts myself!

Leroy learns about the big P – a story about private and personal

Created as a resource by John Hibbs.



This unique book has been recently developed by a very experienced NZ counselor who needed resources to help explain the concepts of personal and private to young clients with a developmental disability, who otherwise struggle to understand them. He has extensively trialed this book himself and found it an invaluable tool in his professional tool kit. For this reason, he has now made it available to others to use as they support children and young people through these issues.

This colourfully simply illustrated book, with its easy to read sentences and explanations, helps young readers learn about personal and private boundaries and how to respect them.

'When I am in the bath or shower, I have to remember to...shut the door'

'When other people get too close and inside your circle of personal space it feels...a bit scary'.

On the back page is a rainbow with each colour of the rainbow defining personal space.

Personal Space, family space, special friend space, friendship space, professional space and strangers' space.

I am sure this will be a valuable new tool for teachers and support persons seeking to reinforce appropriate behaviour relating to what's personal and private

Early Childhood Council 2011 Conference



The Early Childhood Council invites you to Wellington in May 2011 to participate in the ECC National Conference, 'Early Childhood Education Beyond Today: what does our future hold?'

As we gather and learn together, we take the opportunity to learn more about the plans our political masters have in store for us, and how we can work together to seize the initiative on shaping our future and the future of children participating in early childhood education in New Zealand.

Join ECC members, those who work with young children, and others interested in pre-school children's wellbeing and education at New Zealand's biggest early childhood conference in 2011.

Goals of the ECC Conference

- Hear from political party spokespeople on their plans for our sector
- Promote networking and coalition building around early childhood issues

- Learn more about the key political influences affecting and shaping our sector.

Conference themes

1. The role of Early Childhood Education in building resilience in the youth and adults of tomorrow
2. The future of Early Childhood Education – what role for Government?
3. Challenging Behaviours – child, parents and educators working as a team
4. The future for the ECE Teacher.

Political Session

The four themes are supplemented by a session where the ECE spokespeople

of each major political party in New Zealand likely to have a voice in any future government will present their main policy position for our sector. These presentations will be followed by a managed question-and-answer session, giving you the opportunity to get answers to your important questions. Invited to this session are:

- National – Hon Anne Tolley, Minister of Education
- Labour – Sue Moroney
- Greens – Catherine Delahunty
- Act – Hon Rodney Hide
- Maori Party – Te Ururoa Flavell
- United Future – Hon Peter Dunne
- New Zealand First – Hon Winston Peters

Key Note Presentations



ASSOCIATE PROFESSOR MICHAEL MINTROM

Michael is an associate professor of Political Studies at the University of Auckland, where he coordinates the Master of Public Policy degree, and serves as an associate dean in the Faculty of Arts. Michael began his career as an economic analyst in the Treasury. During his subsequent academic career, he has published books on the dynamics of policy change and approaches to policy analysis. Much of his academic work has been grounded in studies of change within public education.

Michael holds a PhD from the State University of New York at Stony Brook. He has held a post-doctoral scholarship

sponsored by the National Academy of Education in the United States. He has also served as a consultant to the New York-based Foundation for Child Development. In 2001, he received the Miriam Mills Award for an Outstanding Young Person in the Field of Policy Studies from the Policy Studies Association in the United States.

Michael is the chair of the Minister's ECE Taskforce. The Taskforce has the job of providing the Minister with a review of ECE and recommendations on the shape of the government's policy going forward meaning Michael has a unique and broad insight into the importance of ECE and the role Government will play in the future.



DAME LESLEY MAX

Founder of Great Potentials, Dame Lesley Max developed the Family Service Centre model, and introduced HIPPY (Home Interaction Programme for Parents and Youngsters) and MATES (Mentoring and Tutoring Education Scheme).

In addition to her work for Great Potentials Foundation, Dame Lesley is Chair of the Parenting Council, Patron of the Family Help Trust, a member of the Brainwave Trust, as well as a member of the Family Services National Advisory Council. Her government appointments have included terms as a Director of the Northern Regional Health Authority and as a member of the Family Violence Advisory Committee.

She has acted in an advisory capacity for a number of tertiary institutions and was on the advisory board of the Knowledge Wave

Trust. Dame Lesley is the author of *Children: Endangered Species?* (Penguin 1990) and was formerly a secondary school teacher and then a journalist, specialising in social policy issues. In 1993 Dame Lesley was awarded a Winston Churchill Fellowship. Her study and subsequent advocacy resulted in the establishment of Family Start, an intensive prevention programme for families at risk, now established at 20 locations throughout New Zealand.

This key note presentation will examine the issue of working with challenging behaviours and the partnership (that is necessary) between the child, the parent and the educator. It will discuss views on the evidence on the benefits of this relationship and how that can impact in other areas, such as justice, social connection, education and more.



PROFESSOR SIR PETER GLUCKMAN

Professor Sir Peter Gluckman, KNZM, FRS, FMedSc, FRSNZ is a New Zealand scientist who is the first Chief Science Advisor to the New Zealand Prime Minister. Since the beginning of 2010 Sir Peter has led a taskforce exploring why New Zealand has such a high rate of teenage suicide and what can be done about it. In his interim report, released in July 2010,

Sir Peter explained that the resilience and ability to cope for today's youth in the face of modern pressures has been significantly lessened. These are among the characteristics and skills taught in early childhood education, and Sir Peter's interim report identifies the need for increased investment in ECE to build emotionally stronger youth of tomorrow.



PROFESSOR MARGARET SIMS

Margaret Sims is currently the Professor of Early Childhood at the University of New England, in regional NSW. She worked for a number of years in West Australia where she ran a community work degree programme which qualified graduates to work both in child care and in family support.

Before moving to Australia Margaret, a New Zealander, ran a Preschool Special Care Centre for the IHC and developed the first inclusion support programme that enabled the young children to receive support in mainstream settings. She worked in the Auckland early intervention team and also for the Pacific Foundation in a pilot family support programme in a disadvantaged area of Auckland.

Margaret's research interests focus around quality community-based services for children (e.g. child care) and families (e.g. family support). Her research using cortisol as a biomarker of stress, has been used to argue for policy change in child care.

Margaret has 2 sons and 4 grandchildren living in New Zealand and a daughter living in Australia.

Margaret's presentation will address the evidence supporting teacher-led services and the proportionality debate; and what the future may bring to the fledgling profession in this swirling political environment, drawing on international research and observations.



PETER REYNOLDS

Peter is the Chief Executive Officer of the Early Childhood Council. Peter joined the ECC in February 2010 and has been embroiled in supporting the sector through the 2010 Black Budget, ensuring the sector voice is heard within the Early Childhood

Education Taskforce as well as enhancing the support and information available to Early Childhood Council members. Peter will be outlining the Early Childhood Council's expectations for sector growth ahead of the 2011 General Election.



EMILY SANSON-REJOUIS

"At 4:53pm on the 12 January 2010, Haiti shook violently with a massive earthquake. It claimed the lives of my husband Emmanuel (39yrs), and our beautiful daughters, Kofie-Jade (5yrs) and Zenzie (3yrs), when our 5-storey apartment building collapsed. Miraculously, our youngest daughter Alyahna (1 yr) survived and was pulled out with a broken leg and trauma after 22 hours under the rubble.

You cannot control everything that happens to you in life but you can control how you respond to it. In my darkest hours I have pledged to Emmanuel, Kofie-Jade, Zenzie and Alyahna to rise like a phoenix from the ashes – to Never Give Up."

Hear Emily's remarkable and inspirational story, and what she's doing about it.

Ideas from the

Fringe Workshops

THESE WORKSHOPS HAVE BEEN CAREFULLY SELECTED TO PROVIDE YOU WITH PRACTICAL, TAKE-HOME SKILLS AND IDEAS FOR YOUR SERVICE. WHAT'S MORE, THEY ARE REPEATED DURING THE CONFERENCE, GIVING YOU FOUR OPPORTUNITIES TO PARTICIPATE IN THE HIGHLY PRACTICAL TOPICS AVAILABLE.



Welcome from Margie Blackwood, ECC National President

The Early Childhood Council's National Conference is an eagerly awaited event for people who work with young children, and for all those who are interested in young children's wellbeing. This is the most significant professional occasion for people who do this important work.

The conference welcomes participants from all around New Zealand and from overseas, as they come together and take time to share ideas and experiences, to challenge and be challenged, affirm and be affirmed, to reflect, network, celebrate and enjoy – and return home at the end with renewed energy and inspiration.

I look forward to greeting you and expect that you will have a fun, challenging and rewarding time.

For more information on the ECC's Annual Conference, including registration, go to www.ecc.org.nz or e-mail information@ecc.org.nz or call 0800 742 742.

Mask-Making

Anna Dixon, Art Specialist, OfficeMax

Masks are powerful instruments of communication. They have been used since the beginning of time to tell stories, heal and transform. Globally, masks have been made of every material imaginable, from mud, metal and straw, to leaves, trees, cloth and precious stones. This workshop explores simple ideas using a variety of materials that will inspire creative expression.

Listen, Learn, Dance

Annetta Cowie, President, NZ Academy of Highland Dancing

Four years ago we launched the programme: 'Starting on the Right Foot', developed in conjunction with Julie Wylie. The programme is aimed at 3 to 8 year olds in introduces them to the sensory environment of dance, movement and music. This is an interactive workshop.

Puppets, Props, Stories & Song

Erin Devlin, The Kiwi Puppet Company

This interactive workshop will cover a range of puppet-making and puppet use areas, including hand and finger puppet plays, rhymes and songs.

iTeach with iPad

Deborah Boyce, Australia

This workshop will explore how technology, especially the i-Pad, can be used effectively in learning situations. Links will be made to curriculum development, teaching pedagogy and assessment of child understanding.

Music and Play

Janet Channon, Kids Music Company

This workshop focuses on using music and movement to support essential learning areas: motor (particularly crossing mid-lines for brain integration), visual, aural, linguistic, social, memory and creative; therefore supporting the journey towards literacy and other learning goals.

Playscapes from the Fringe

Robin Christie, Childspace Early Childhood Institute

There are many playscape designs around the World that have been thought up by people who are just completely off the planet. This is what makes them so much fun, so memorable and so worth sharing! The workshop provides an opportunity for the audience to see, think about and discuss extraordinary playscapes.

A Ground Breaking Experience

A Panel Discussion

Each member of the panel brings their own perspective and lessons to be learnt from the recent Christchurch earthquake. Panelists include: ECC Executive Member and Centre Owner, Sue Wayman; alongside a teacher, a parent and a Ministry representative.

Communicating in a Crisis

Anthony Keesing, Media & Communications Adviser, Early Childhood Council

The goal of this hands-on workshop is to give attendees an idea of what is required to successfully manage (media and parent) communications in crisis situations.

Keynote Workshops

PROFESSOR SIR PETER GLUCKMAN <i>Early Childhood Education Beyond Today – what does the future hold</i>	Workshop with Sir Peter Gluckman on building resilience in pre-schoolers <i>Professor Sir Peter Gluckman</i>	This workshop continues the discussion on the importance of building emotional resilience and problem solving skills in pre-schoolers and is based on Professor Gluckman's research on reducing teenage mortality.
	Supporting Children's developing social & emotional competence <i>Sandra Collins, ERO</i>	This report discusses effective practices in relation to the curriculum, how services work in partnership with parents and whanau, the alignment of policy and practice and how managers and educators are supported to manage challenging behaviours.
	Literacy in Early Childhood <i>Dr Deirdre Shaw, Senior Education Evaluator, ERO</i>	The workshop will share the findings of this report, involve participants in discussion and encourage use of the findings by services.
	Practical solutions for equity & inclusion <i>Sharon Boyce, Australian Human Rights Commission</i>	This is a hand-on workshop specifically for educators working in Early Childhood Education and interested in developing their disability and diversity skills and competency.
	Supporting the transition from ECE to Primary School with ICT tools <i>Maree Moselen, Next Generation</i>	Teachers from this centre will share with you ways that Photo Story 3, Flip Video and Blogging have helped both the ECE teachers and primary school teachers really explore what children are feeling and what is important to them and their families.
	21st Century Innovation through the Arts <i>Deborah Boyce, Australia</i>	This workshop will examine a range of arts media (eg: painting, clay-work, 3D construction, drama, music, dance) in relation to the learner-focused environment.
	Competency-based learning <i>Karin Shaw & Joanna Painter, Learning Links Rototuna</i>	This workshop will discuss the impact competency-based learning and formative assessment can have on children's self-efficacy and children's developing working theories of themselves as being capable, competent learners, thus highlighting possible implications that the implementation of National Standards in the Primary sector has for the ECE sector.
ASSOCIATE PROFESSOR MICHAEL MINTROM <i>The future of ECE – what role for Government?</i>	Workshop with Associate Professor Michael Mintrom discussing the practical implications of the ideal role of government in ECE <i>Associate Professor Michael Mintrom</i>	This workshop continues the discussion on the role of government in the ECE of today and the future, exploring some of the key policy drivers and options moving forward.
	Strengthening professional leadership capability <i>Joanna Painter, ECE Astute Education Ltd</i>	This presentation will address three key areas: identifying the key elements and responsibilities of a professional ECE leader; explaining knowledge, qualities and skills; and the supporting management systems
	Defining quality for ECE <i>Sandra Collins, Senior Education Evaluator, ERO</i>	The presentation will share and invite discussion about a recent report, published by ERO, on quality in ECE services, and how they can influence the self-review process
	Staffing changes – getting it right <i>Andrea Pazin, Senior Associate Buddle Findlay</i>	This workshop presents a practical guide to managing staff changes, including redundancies. The workshop follows on from the very successful ECC workshop series run in 2010.

	Marketing in Tough Times <i>Gavin Hazelden & Peter Coleman, ECE Astute</i>	Learn how to prepare a marketing plan that sets your centre apart from the rest in a tough economic and competitive environment.
	Surviving the Budget – a financial management workshop <i>Gavin Hazelden & Peter Coleman, ECE Astute</i>	This workshop is similar to the successful ECC seminar offered during 2010. It is practical, requires attendees to have some of their own financial information with them, and enables them to leave the workshop with a basic plan for their service.
DAME LESLEY MAX <i>Challenging Behaviours – the partnership between child, parent and educator</i>	Workshop with Dame Lesley Max	This workshop continues the key note theme and explores practical examples and idea to build the partnership between child, parent and the ECE educator.
	Manners4minors – raising socially acceptable adults of tomorrow <i>Janice Truscott, Manners4minors</i>	The Manners4minors programme has been developed to develop social skills and basic etiquette among young children. This workshop presents a history of the programme internationally and in New Zealand and discusses the connection to ECE services.
	Leaders connecting with their teams to influence change for a positive future <i>Phyllis Briggs, Team Connection</i>	This interactive workshop discusses how your own attitude and behaviour influences how others interact with you within the team and how, once we lift our own work happiness and satisfaction, others lift their attitude to match yours.
	Peaceful approach to infant care and education <i>Toni Christie, Childspace Early Childhood Institute</i>	This workshop presents and discusses the findings of a qualitative case study examining teacher practices (inspired by the Pikler approach and Resources for Infant Educators – RIE – philosophies) at a Childspace infant and toddler centre.
	Incredible Years – a briefing on the teacher training programme <i>Ruth Ham, Auckland Kindergarten Association</i>	This workshop explores the history of the Incredible Years parent, teacher and child training programme, providing proactive teaching strategies to effectively manage difficult behaviours
	Teaching to care – ecological and direct teacher influences on preschool children's emotional competence <i>Maria Ulloa, Ian Evans and Linda Jones, Massey University</i>	This workshop presents a summary of the findings of research undertaken examining two broad sources of influence for enhancing the capacity of preschool environments to develop emotional competence.
PROFESSOR MARGARET SIMS <i>The future of ECE Teachers</i>	Workshop with Professor Margaret Sims	This workshop discusses the future of the ECE teacher and the sector in the context of current policy and what the future may bring.
	Blue Book <i>Cathy Wilson & Jane Warnock</i>	This workshop discusses the implementation of the new Teachers Registration Criteria and how this will influence teachers' professional development, in the context of the ECC's new 'Blue Book'.
	Supporting infant & toddler development using ICT <i>Jessica Moselen, Next Generation</i>	In this presentation, several examples of ways ICT has supported their children, families and curriculum delivery will be showcased.
	Leadership through mastery of ourselves – "who cares for you?" <i>Phyllis Briggs, Team Connection</i>	Healthy, happy and passionate people make great teachers. Are you healthy, happy and passionate? This workshop will give you practical tools and the power to focus to improve and achieve a harmonious state in in all three areas.
	Documenting learning stories for children with additional needs <i>Gillian Smith, Iris Conductive Education</i>	This presentation details the approach taken by Iris Conductive Education in documenting the learning achievements and experiences of young children with varying levels of special needs.
	Practical ideas for extending & enriching bright pre-schoolers <i>Sue Breen, Gifted Education Centre</i>	The goal of this workshop is to assist preschool teachers to identify and cater for gifted pre-schoolers and their families.

LAUGH out loud!

Real signs from real Restaurants:

"WARNING Children left unattended will be sold to the circus"

"We love kids but please keep yours at your table! Unattended kids will be given a shot of espresso and a free puppy!"

Worth passing on:

"A new study found that the Reebok Classic is the most popular shoe worn by burglars. The second most popular shoe worn by burglars: yours."

-Jimmy Fallon

Really bad, but really good:

- Q:** What does the tooth fairy give for half a tooth?
A: Nothing. She wants the tooth, the whole tooth, and nothing but the tooth.
- Q:** What did the dolphin say when he bumped into the whale?
A: I didn't do it on porpoise.
- Q:** What is a tree's favorite drink?
A: Root beer.
- Q:** What did the hot dog say when it crossed the finish line?
A: I'm the wiener!
- Q:** Where can you find giant snails?
A: At the end of giant's fingers.
- Q:** Why do elephants drink so much?
A: To try to forget.
- Q:** How do you confuse a blonde?
A: You don't. They're born that way.
- Q:** What happens when bananas sunbathe?
A: They start to peel!
- Q:** What did the mime say to the bartender?
A:

Q: What's a cow's favorite moosical note?
A: Beef-flat





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BETTER BUSINESS at the centre

ROSS PENMAN, 3B REPORTS



The role of an early childhood teacher quite rightly is focussed on the child and parent. One of the roles of a Manager is to ensure that teachers are doing this in an efficient and effective manner and consistent with good policies and practices: Staff Management. But other key roles of the Manager are more wide ranging, in the pursuit of the business reaching its potential.

Whether you are a manager of a community-based centre or a trust or a privately owned centre; 95% of the role is the same: Working on the business and seeking out ways to make it better is your job.

At the heart of this type of business, is cashflow: Optimising Revenue-in and controlling Expenses-out. No matter how good the programme, how committed the teachers, how new the resources, you will not be able to achieve sustained good quality unless your financial management is working well. So making the right decisions and having good financial systems provides the life-blood to the service and is a worthy goal and point of focus for Managers.

The benefits flow through and become self-sustaining: With good finances you are able to afford better resources, sooner; pay better wages and therefore get better candidates and higher retention: You have the freedom to invest in facility improvement and staff development. All this leads to more enquiries better rolls. When it is running sweet, you may even be able to take a holiday!

The key word here to future success is FOCUS. Because there are many distractions and issues that push themselves forward for

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attention; staff problems, MOE funding changes, maintenance issues, policy reviews etc etc. These are all important but none of them will provide the dividend in time spent as much as improving your financial performance.

So where to you start? In my experience, (assuming you have a competent manager) you must start at the beginning of the cash 'flow' and examine the revenue of your business. There are 5 main revenue areas to examine: service provision, occupancy levels, funding claims, debt collection and fee setting. Detailed advice on these areas are beyond the scope of this short article, but here are some common errors that often need fixing:-

- i) Centre's that make on the O2s and lose it all on providing the service for U2s. Infant services often lose money. Should you provide this service, should it be reduced, should your U2 fees be much higher?
- ii) On average you will be making losses if your average occupancy levels are below 60% of capacity. A good indicator to keep an eye on is the weekly hours claimed divided by the maximum possible. If you are dipping below this level, then your focus may be better first on marketing and quality of service review. You should be at 80% occupancy and more.
- iii) 50-100% of your revenue comes from Government Funding. You need to ensure your qualified staffing matches your target levels and get to 80%+ if you can.
- iv) Good computer systems and a consistent and fair and persistent administrator and policies are the clue here. Move towards getting all fees paid by Direct Debit and away from cash, cheque and even APs.
- v) It is not your role to subsidise parents fees (that's WINZ). Better to provide an excellent service and happy work environment. Don't undervalue your service; charge market fees (with and around any rules).

The next biggest challenge is to examine and take control of staff costs. Wastage is nearly always in over-staffing the permanent roster, too many relievers, too much non-contact time and ill-advised employment contracts.

Get these right first and then you can start to get more time and more money to optimise your resources and facility and wonderful policy documents and develop your staff.

Ross has been the owner/manager of a group of preschools for 30 years and has worked as a consultant, researcher, lobbyist and provided many seminars and resources on all aspects of early childhood centre management. He was on the ECC Executive for most of those years and also enjoys snowboarding, paragliding, driving diggers, travel, software development and wine appreciation, usually separately. Has given up on politicians and bureaucrats. The opinions expressed in this article are those of the author and may not necessarily reflect the opinions of the ECC.



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If children are misbehaving or disruptive,
then they're

NOT LEARNING

JUDY COCHRANE, SENIOR ADVISOR, SPECIAL
EDUCATION, MINISTRY OF EDUCATION REPORTS



Image from www.photos.com

We don't like starting with a deficit statement, because this issue of Swings and Roundabouts is about potential. But the reality is that if we talk about misbehaving and disruptive children we're more likely to get your attention – and so are they. Research has shown that teachers give three to fifteen times as much attention to children's misbehaviour than to positive behaviour. It's not hard to understand why – children who need love (or positive attention, praise and encouragement) ask for it in the most unloving ways!

So let's talk about potential. One of the most important factors that contributes to children becoming motivated and successful learners and also to the quality of the relationship between a teacher and a child, is the quality of a teacher's attention. In observing what a teacher attends to, children are learning what behaviours are valued by their teacher.

Three teachers from Pukekohe Central Kindergarten in Auckland have been attending more to their child-teacher relationships since doing the Incredible Years Teacher programme last year. Incredible Years provides early childhood and primary teachers with approaches to help turn disruptive behaviour around and create a more positive learning environment for children. One of the foundations for positive learning environments is how we influence the relationship with the child through praise and encouragement.

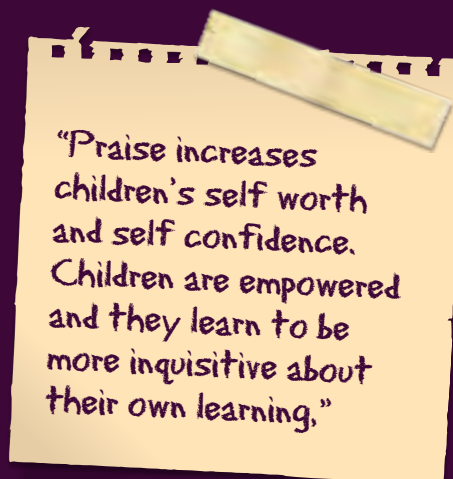
Praise and encouragement – the experience of Pukekohe Central Kindergarten

"When you have given praise and encouragement to a child, it is so great to see a big smile grow across their face and you can see their confidence growing right in front of you," says Teacher Kaylee Mills from Pukekohe Central Kindergarten. "Some children thrive on the praise and encouragement straight away and are always eager for more and to show you how good they can do things. Other children that are more reserved take more time – these are the children that whenever you see positive behaviour, you really target this behaviour and praise them straight away and as time goes on you do see the child respond to this praise more and more."

The kindergarten gives certificates to children for continual good behaviour.

They also use stamps and verbal praise. "Whenever I spot a child doing a great job, or helping their peers out, I give the child a stamp on her/his hand to show recognition of a job well done," says Teacher Hsiu-Ying Su. "The rewards can be for tidying up, listening at mat time, following the safety rules at kindergarten, etc. For other children who see the reward and recognition that their friends are receiving, there's the incentive and inspiration to do a good job too."

"Praise increases children's self worth and self confidence. Children are empowered and they learn to be more inquisitive about their own learning," says Head Teacher, Sarmila Das. "Proximal praise and encouragement also reduces negative/disruptive behaviour."



"We are very fortunate that all of our five teaching team members participated in the Incredible Years programme together. We applied many of the strategies in our kindergarten routine in unison. This made the rules, routines and limits more consistent and predictable for the children. We formulated rules with our children and periodically go over the rules with them. We formulated our Positive Guidance Policy and Procedure during our Incredible Years programme and sought parents' feedback. We got wonderful ERO feedback about the way we promote social competence."

It is vital that early childhood education teachers promote social competence and address disruptive behaviour because you can't separate learning from behaviour. "I believe Te Whariki's strands and principles go hand in hand with the Incredible Years programme," says Sarmila. "Te Whariki promotes holistic learning for the

children. Te Whariki emphasises the huge importance on reciprocal relationship-building to enhance children's learning. Empowering children and valuing them as individuals are the common threads in Incredible Years and Te Whariki."

If left unchecked, disruptive behaviour often leads to early failure at school, truancy, crime and other social problems. But if we get in early we have a greater chance of addressing challenging behaviour. If we intervene with programmes when children are aged three to five years old there is a 75-80 per cent chance that their behaviour will change. This drops to 65-70 per cent for children aged five to seven and 45-50 per cent for children aged eight to 12 years.

So let's finish with a statement that's full of potential – if children know what's expected of them, feel connected and praised, they're more likely to behave positively, learn better and achieve in the future.

About the Incredible Years Teacher programme

If you're interested in doing the Incredible Years programme contact your district Ministry of Education, Special Education office.

The Incredible Years Teacher programme provides teachers with approaches to help turn disruptive behaviour around and create a more positive learning environment for children.

Incredible Years is available to early childhood and primary teachers across the country.

Incredible Years is part of the Government's Positive Behaviour for Learning Action Plan which provides a range of programmes and initiatives for parents, teachers and schools to turn around problem behaviour in children.

The teacher programme covers:

- building positive relationships with students
- proactively preventing behaviour problems
- using attention, encouragement and praise to increase positive behaviours
- motivating students with incentives
- helping students learn social skills, empathy and problem-solving
- using appropriate consequences for undesirable behaviour.

The Government funds release time for teachers doing Incredible Years and there is a small fee for the resources used on the programme.

Teachers will need to be able to commit to six one-day sessions over six months (this allows you to apply strategies and evaluate them) and a follow-up one-day session three months later. It is better to have more than one teacher from a centre doing the programme so that it can be imbedded across your centre.

Making praise and encouragement effective

The child with behaviour problems is most likely to have a negative self-evaluation and low self-worth. They may not trust adults. They are also more likely to miss praise, particularly if it's delivered in a neutral tone, or is vague or infrequent. You need to supply them with extra amounts of positive and consistent praise and encouragement – they need it more often than most. You might also need to provide them with motivators such as stamps or stickers. (Don't worry,

this won't make the other children feel bad. In the long run, giving more praise and positive attention to the disruptive child can be beneficial for all the children in your centre because you're reminding everyone of the behaviours that are expected.)

- Pinpoint what it is about the behaviour and be specific in your praise – "You've done a good job of ..." rather than "Good job."
- Say it like you mean it – praise with sincerity and enthusiasm and in a variety of ways. Make a big deal of it. Smile, show warmth, give the child a pat on the back.
- Don't wait for behaviour to be perfect before praising.
- Praise individual children as well as all the children or small groups.
- Use praise consistently and frequently, especially when a child is first learning a new skill or behaviour.
- When you have given a direction, look for at least two children who are following the direction – say their name and praise their compliance stating clearly what they are doing.
- Focus on a child's efforts and learning, not just the end result.
- For particularly challenging children, have a plan for them and use praise and encouragement strategically to support your goals for that child.
- Promote child self-praise, eg "You must feel proud of yourself for..."
- Keep your praise pure – avoid combining praise with put-downs ("You picked up the toys like I asked but next time how about doing it before I have to ask.")
- Balance your praise of academic and social behaviours and remember to praise aspects of a child's personality such as thoughtfulness or patience as well as persistence with tasks.
- Use proximity praise – instead of focusing on the child who is disengaged, praise those who are attending to the task and completing their work.
- Use praise that is not contingent on behaviours ("It is fun working with you.")
- Have positive expectations for all children at your centre – they're a powerful motivator. Every child has potential and if you believe it, they believe it too.

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Thinking about the FUTURE



**EDWIGE FAVA,
PRESIDENT OF THE
NEW ZEALAND
ASSOCIATION OF
PRIVATE EDUCATION
PROVIDERS REPORTS**

It is generally accepted that education is essential in shaping a country's social, cultural and economic well being and that this becomes even more crucial during challenging economic times. A forward thinking education sector is vital if it is to meet the demands for highly educated, qualified professionals and a highly skilled industry workforce. Yet the entire private tertiary education sector remains capped, regulated, and severely hindered to do what it does best: react quickly to change, be flexible and innovative.

This year is election year and if I had a wish list for the political parties, at the top would be a significant relaxation of the funding cap. There seems to be one

political constant in the life of the private tertiary education sector, a constant that has been prevalent for quite a number of years now, whether we were in times of plenty or in recession: there is no money. It is highly questionable however, whether the continued lack of investment in the sector will save the country any money. On the contrary, I would argue that the building of what is crucially an important part of the nation's infrastructure will not only enable an economic recovery but will be a solid investment for the future.

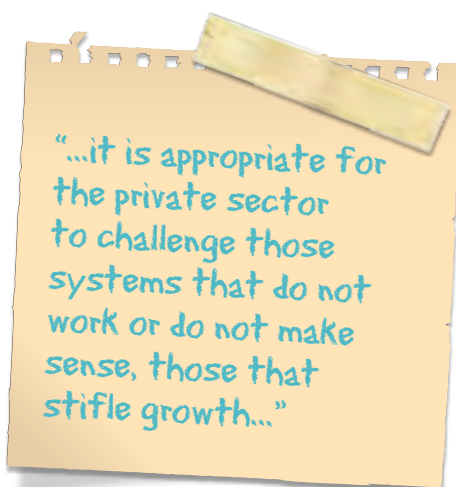
Second on the list would be further work on the 103% overprovision policy with the private sector being given better opportunities to offer tertiary education above its funding

cap. We can prove to the Government that a relaxation in this area will not impose greatly on the tax payer; rather that this is the best value for money since the only cost to the Government is the interest on student loans. If New Zealand cannot sustain a burgeoning student loans and allowances system, then innovative, agile and strategic thinking is crucial in order to balance this debt without shutting the door on tertiary study. The current system excludes a significant number of students from furthering their education, and my premise is that a radical rethink of this policy would make high performing institutions with provision that is deemed to be of strategic relevance, a highly feasible proposition.

While these policies have severely impacted the private tertiary education sector, they have been particularly harsh on specific provision including early childhood. And they have impacted in a number of ways. An early childhood supply summit in 2009 warned of a chronic staffing shortage and that in the worst case scenario, the sector could be facing a 2,600 teacher shortage in 2010; there is the requirement for 80% of staff to be qualified, and while it is paramount that teachers are qualified, it has exacerbated the shortage; enrolments at childhood centres continue to rise; and finally added to the melting pot is the cut to the early childhood education budget by \$285 million that came into effect on 1 February.

The situation looks bleak as we move into 2011. If the country deems early education to be pivotal to the formation of the next generation, then it makes sense to ensure that, at the very least, there are enough places for teachers to be qualified and that there are enough places for children in early childhood centers. It makes even more sense to invest significantly in such

provision at a time when the changing world economic conditions have placed pressure on all economies, including that of New



Zealand, to re-examine their commitment to investment in education. In a climate where savings require to be made to make

New Zealand viable, prioritising essential education areas becomes more critical.

New Zealand's future hinges on our ability to prepare the next generation to be creative, innovative, dynamic, resilient, highly skilled and highly qualified, and it all begins in the classroom at a very early age. A lack of investment in this vital area will cost the country dearly and will be immeasurable.

There are additional important matters on the list that I would take to the politicians this election year but I wanted to focus on the two that continue to have serious ramifications on the private education sector, and more so on early childhood education.

Therefore it is fitting that we use the election year wisely and opportunely; it is appropriate for the private sector to challenge those systems that do not work or do not make sense, those that stifle growth in the very areas that are crucial to the country and those that hinder quality education. By doing so we can strive towards giving the very best we can offer as we continue to make a vital mark on tertiary education in New Zealand.

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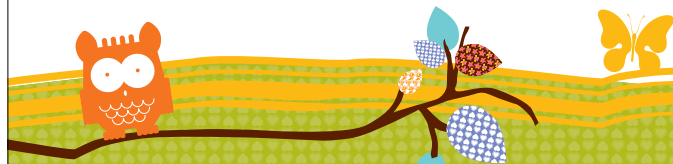
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1040 milk bottles to make an IGLOO!



The children at Acorn Early Learning Centre in St Heliers have been busy building an igloo out of 1040 plastic 2-litre milk bottles.

It all began when Zara Longley, four-year-old co-ordinator, was teaching about the letter 'I'. We began looking at things that started with the letter 'I'. The children became incredibly fascinated with and excited about igloos. We began to draw pictures of them, discuss what they were made of and research through books and the internet. Initially the children built igloos from marshmallows and ice cubes, but after seeing an igloo from a Texas preschool made out of 428 milk bottles they wanted to make their own. But bigger!

The children collected milk bottles from home, friends and family and local cafes. They washed all the bottles and prepared them for construction. 1040 two-litre milk bottles later and Acorn's very own igloo was complete. 'We think it's a world record' says Zara. The whole construction process took just over a month. 'The children have learnt so much from being involved in this project. They have learnt about other people and how they live, problem solving, teamwork, recycling, counting and construction' says Zara.

The project could not have been achieved without the help of our parents, staff and the local cafes in our community who provided us with many of the milk bottles.

The igloo takes pride of place in the Kiwi room at Acorn Early Learning Centre and is being used as a chill-out zone, reading room and playroom.



MAKE YOUR OWN!

STEP ONE

Collect as many empty 2L milk bottles as possible - the more you have, the bigger the igloo! Make sure you clean and dry them, as you don't want any nasty smells after a few weeks. Remove all of the lids and either throw them away or re-use them somewhere else.

STEP TWO

Place the desired number of bottles in a circle on the floor to create the base of the igloo. The more bottles you use for the base, the larger the finished igloo will be. Once you have established how large you want your igloo, remove six of the bottles, leaving a gap in the circle. This will be your doorway. You can now glue all of these bottles together, creating a solid base to build on.

STEP THREE

Duplicate this layer six times to create the walls of the igloo. Align the gaps in the circles of each of these layers to create a doorway. You can now glue these individual layers together.

STEP FOUR

Build a few more layers on top of the doorway, but this time with no gaps in the circle. This gives the igloo some height for the children to stand and play in.

STEP FIVE

Now that you have created the vertical walls for the igloo, it's time to create the dome. Hint: it's safer to build the dome separately from the walls. The process is exactly the same as creating the base, but with every layer we add to the igloo, we will remove a few bottles. As these new layers are added to the layers below, they will create a gentle curving roof.

STEP SIX

Repeat until the dome is complete. Once complete, lift the dome on top of the walls and glue it on. Enjoy your brand new milk bottle igloo!

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Early childhood teachers
playing vital role in

B4 School Checks

EARLY CHILDHOOD TEACHERS ARE PLAYING A VITAL ROLE IN IDENTIFYING HEALTH AND DEVELOPMENTAL CONCERNS DURING THE B4 SCHOOL CHECK (B4SC), AND ENSURING CHILDREN ARE REFERRED TO THE SUPPORT OR TREATMENT THEY NEED.



All images in this article taken and supplied by Steven Neville of Auckland Sports Photography. Visit www.aucklandsportphotography.com. Side image from www.photos.com



Since the programme began in 2008, to the beginning of December 2010, more than 70,000 children have had a B4SC, including 18,000 children in high deprivation areas. There have been more than 23,000 referrals, with some children having more than one referral.

Dr Pat Tuohy, Ministry of Health Chief Advisor, Child and Youth Health, says around one in three children have previously undetected health or development issues or delayed immunisation picked up as a result of the check.

"These are issues that could affect a child's ability to learn. The checks are providing an opportunity for them to be addressed to ensure children get the best possible start to school."

Dr Tuohy says the B4SC - the eighth core contact of the Well Child Tamariki Ora Programme - is an opportunity for parents or caregivers, early childhood education teachers and health professionals to work together to promote the health, development and general wellbeing of young children, so that they have every opportunity to learn to their full potential.

The comprehensive check is completed as close to the child's fourth birthday as possible, and includes hearing, eyesight, teeth and gums, height, weight, behaviour, and development. Early childhood education

teachers are asked to contribute information about a child's social and emotional development by completing the Strengths and Difficulties Questionnaire (SDQ).

The SDQ results and discussion with parents contribute to a holistic picture

"Early childhood teachers are providing a unique and important perspective in the B4SC that parents and clinicians don't have,"...

of the child's health, and identify and address any health, behavioural, social, or developmental concerns which could affect a child's ability to get the most benefit from school, such as a hearing problem or communication difficulty.

"Early childhood teachers are providing a unique and important perspective in the B4SC that parents and clinicians don't have," says Dr Tuohy.

He says parents and early childhood teachers are finding the checks extremely valuable.

Lorraine Wallbank, owner of Argyle Pre School in Hamilton agrees, and says she doesn't find the B4SC has added significantly to the school's workload. "It doesn't take long at all, and it's very helpful to have a record of key factors that are important for children's health and wellbeing.

"You always like to think that if there were any issues with a child, they would have been dealt with early. But we've had a couple of children with hearing difficulties that we and their parents were unaware of until their hearing was tested as part of the check.

"It's very hard to know when children are just ignoring you - because they do switch off every now and then - and when they can't hear you, so it's really important that hearing and eyesight are checked."

Sherryn Smith, Manager of Pipis Childcare and Preschool Centre in Ngunguru, near Whangarei, says the B4SC is not only helpful when a child has an issue that needs to be addressed, but also when he or she doesn't.

"One of our parents thought their child had a developmental issue, even though we felt the child was fine. As a result of the discussion during the B4SC, the child was referred to the Ministry of Education Special Education Unit for evaluation. The Ministry thought the child was absolutely fine and that everything was within the normal range.

"It was a great process for the mum because it alleviated all of the concerns that she had been harbouring for some time. The check gave her the opportunity to open up about it, get the Ministry involved and get a result really quickly that gave her reassurance and some perspective."

Sherryn says sometimes parents don't want to acknowledge issues straight away, and the check is a great way to move things along.

"We've sometimes been working with a parent on, for example, a behavioural issue, for some time. Because the check involves a third party, it's sometimes helped facilitate the process of looking at other

avenues of help. It's someone else saying 'we also think there's a bit of an issue here' that has hastened the process along."

"It's very hard to know when children are just ignoring you - because they do switch off every now and then - and when they can't hear you"...

Ruth Ballantyne discovered that her four-year-old daughter Ellee could barely see with one eye as a result of Ellee's B4SC.

"There had been no indication that she had anything other than perfect vision in both eyes, so I was pretty confident that the check was just routine, and was really surprised at the result," says Ruth.

Ellee was referred to the eye department at Dunedin Hospital which diagnosed a 'lazy eye' (also known as amblyopia). She is now wearing a contact lens in her right eye to strengthen her vision.

"Starting treatment early means that there is a good chance the muscles of her eye will improve and her brain can reprogramme itself," Ruth says.

"It is a great relief that her limited vision was picked up early. I'm a paediatric-trained registered nurse and I did not think there were any issues with Ellee's sight. It just proves how essential routine screening tests are for all children."

More information about the B4 School Check, including contact details for local B4SC coordinators, is on the Ministry's website at www.moh.govt.nz/b4schoolcheck

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B4 School Checks bring community together

Sherryn Smith says hosting B4 School Checks has had very positive spin offs for her childcare and preschool, and for her wider community as well.

Sherryn owns Pipis Childcare and Preschool Centre in Ngunguru on the Tutukaka Coast near Whangarei, which opened in January 2010.

"We really wanted to become part of the culture of the coast, so that we're accepted as part of the community. We wanted parents to learn that childcare is for everyone, not just a select few, and that there's nothing to be afraid of.

"Hosting the Before School Check has helped us integrate into the community and allowed people to get to know us better."

Sherryn says the community, which has no kindergarten, is very diverse. "We have everything from commuting professionals to alternative lifestylers, and every socio-economic group is represented.

"Our local Plunket nurse brings her bus out and runs her clinics from here once a month anyway. By running the B4 School Checks here too, we capture lots of children who may not otherwise get their checks.

"We have a big roll of part-time children, and we have children who come here for their B4SC that don't otherwise attend the

centre. Obviously, we don't complete the teacher's form for them, but we facilitate the checks, and let the local play centres know we're doing them and that their children are welcome to attend.

"There's a greater chance of picking up children who might have difficulty getting to services by hosting the checks here, because parents don't have to travel to the city. The whole thing is less scary and they're more comfortable.

"Parents have brought their children here to attend the Plunket bus or B4SC, and ended up enrolling their children in the centre. It's great because they may have been too shy to approach us otherwise. We've picked up on one or two children that I know wouldn't otherwise have had any early childhood education.

"The last time we did the B4SC, the Plunket nurse brought her bus out and scheduled appointments for the younger siblings as well, which I think the parents really appreciated.

"Every parent that we have approached has gone through the check and been really positive about it. I really play up the vision and hearing part of it because they know those are things they can't check themselves, but they inevitably participate fully, so it's not a hard sell."

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BELONGING

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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.

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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.

CALLPLUS

Get excellent local, national, land to mobile and international calling rates. You may also be able to reduce your with line rental and broadband costs.

ECE ASTUTE LTD

Receive competitive and exclusive rates for sales and consulting services, including due diligence, greenfield purchasing, childcare centre finance, equity partnerships and childcare sales through ECE Astute's association with Astute Real Estate MREINZ.

EZYPAY

Get special rates on Ezypay's direct debit services, helping you to regulate your cash flow and revenue collection, while taking the hassle out of collecting fees.

GSB

With GSB, ECC Members can save money on fuel, food and beverages, cleaning products, bathroom supplies, office products, motor vehicles, and much more.

NZ CHILDCARE FINANCE

Exclusive to ECC Members, NZ Childcare Finance can bring forward a portion of your next bulk funding payment so that you can use it to pay everyday expenses and wages.

OFFICE MAX

Get special ECC Member pricing on the huge range of Office Max products.

SHARP

Buy photocopiers and electronic equipment at special ECC Member prices.

Website: www.ecc.org.nz • Phone 0800 742 742

Lofts

Naturally Wood lofts are now available with the panels painted to your specified colour; this allows you to have the natural timber framing and add colour and life to your rooms.



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.

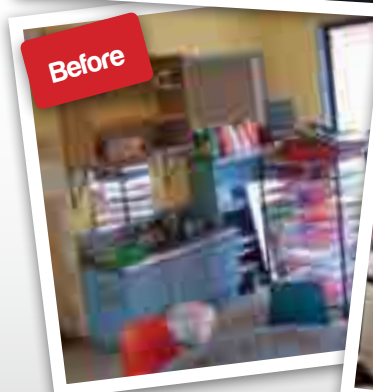
All units are made from moisture resistant white board and the fronts are sprayed in two pack paint to match the décor.



Before



After



Before



After



For further information see our website
Website www.naturallywood.co.nz Phone 09 2352980
Fax 09 2352981 Email naturallywood@paradise.net.nz

FirstBase



Administration Software for NZ Early Childhood

FirstBase keeps the administration tasks simple, so you can spend more time with children in your charge

- >>> Easy to use
- >>> Keep comprehensive child records
- >>> Store staff records & MoE staff funding data
- >>> Create rolls, sign in lists & general reports easily
- >>> Control invoicing, receipts & debtors
- >>> Produce ministry returns (RS7, RS61, WINZ forms)
- >>> Auto-activation of future enrolment agreements
- >>> Keep medical & vaccination records
- >>> Staffing ratio optimisation



JANUARY 2011										Service No. 555	
Enrolment & Staff Data					Enrolment & Staff Data					Enrolment & Staff Data	
Child	Staff	Enrolment	Staff	Enrolment	Child	Staff	Enrolment	Staff	Enrolment	Child	Staff
1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
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6	6	6	6	6	6	6	6	6	6	6	6
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99	99	99	99	99	99	99	99	99	99	99	99
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The software is fully networkable & is available for Windows & Mac users. FirstBase is already in use in hundreds of centres and kindergartens. It maximises your funding, and handles even most taxing setups.



Skagerrak Software

Skagerrak Software
PO Box 52-241 Kingsland
Auckland 1352
0800 367 658
sales@kidbase.co.nz
www.kidbase.co.nz