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Winter 2011

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Amazing Children

ECC Conference 2011

Assessing the impact
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From the Editor



This quarter's issue features a great combination of material, some critical to the early childhood sector's future and some showing the sector at play.

We begin with the sentinel report on the early childhood sector – the ECE Taskforce Report released on 1st June 2011. This long-awaited Report details the results of a seven-month journey for Taskforce members challenged by the Minister of Education Hon Anne Tolley to review the efficiency and effectiveness of the sector, its value for money and the extent to which outcomes for children are being achieved. The feature summarises the findings and recommendations of the report.

The government released its Budget on Thursday 19th May. After the pain of 2010, most of the sector waited with baited breath to see if 20 Hours would remain intact. The Budget announced an increase for the sector, albeit limited – a relief to all. The article examines the Budget and its impact for the sector.

The Early Childhood Council hosted its annual conference from 27 to 29 May in Wellington. This event featured an excellent line-up of speakers, from Professor Sir Peter Gluckman (the Prime Minister's Chief Science Advisor) talking about the connect between reducing teenage mortality and quality ECE, to Professor Margaret Sims (from New South Wales), talking about the future of the ECE teacher; to Professor Michael Mintrom (Chair of the ECE Taskforce), talking about the findings of the Taskforce review of the ECE sector to Dame Lesley Max talking about challenging behaviours and the need for a strong partnership between child, parent and ECE teacher.

In addition, the conference featured over 40 workshops covering everything from mask-making and highland dance to competency-based learning and teacher registration and professional development practices.

And then there was the gala dinner, attended by a range of bizarrely-dressed teachers, centre managers and others into the wee hours!

And then there was the gala dinner, attended by a range of bizarrely-dressed teachers, centre managers and others into the wee hours!

We bring you an informative article from ECE Astute on marketing for your ECE centre, with great pragmatic advice.

We also bring you a fond farewell from out-going Children's Commissioner Dr John Angus, who retires shortly from the role having only recently released his report into ECE for under-tuos – "In Good Hands", which points to the further opportunities to research and gather evidence of best practice in this critical area of our sector.

Peter Reynolds
Chief Executive Officer
Early Childhood Council



CEO's Message



The evidence is now in.

Pathways to the Future: Nga Huarahi Arataki is the ECE sector's 10 year strategic plan. This document was produced, following much sector involvement and consultation, in 2002 and therefore 'expires' next year. The plan laid out three broader strategic goals:

- To increase participation in quality ECE services
- To improve the quality of ECE services; and
- To promote collaborative relationships.

These are laudable goals and were underpinned by a network of interconnecting strategies designed to deliver the changes sought.

With the introduction of the National Government in 2009, emphasis and support for the strategic plan has waned, although the ECE sector still feels very strongly about the document and its principles.

Instead, and following the 'Black Budget' of 2010 in the face of the global economic recession, the Minister of Education established an ECE Taskforce to review the sector.

Specifically their role was to review the effectiveness and efficiency of the sector; the extent to which government funding was being appropriately spent and the evidence that funding was achieving the right outcomes for children, parents and the government – the last two being the principle funders of ECE in New Zealand.

The Taskforce was established in October 2010 and completed its work with the launch of its report in June 2011.

At the time of writing this report, the post-launch frenzy is just kicking into gear. Claims and concerns are being touted in media and via websites and e-mail about what the Taskforce is recommending and what its not.

The Taskforce Report, all 219 pages of it, is titled an "Agenda for Amazing Children" and features sections on quality in ECE service delivery, reprioritising government funding, reforming the ECE funding model, access for children, enhancing Te Whaariki, supporting parents, improving licensing and reporting, improving professional development and encouraging innovation.

Curiously, when one compares the two documents, one could be forgiven for making a large number of comparisons. Many of the aspirational goals for ECE are the same. This should be reassuring to the sector, particularly after the heartache of last year's Budget.

The question I pose is "how does one make sense of such a comprehensive review of our sector, particularly with all the 'noise' going on around?"

We live and breathe ECE. Parents do not. Politicians do not. The government has signalled that there will be a period of public consultation on the report and that, following this, the government will select the policies and recommendations from the Report that are to form the basis of its ECE policies going forward. Therefore, informed and constructive debate is essential.

The ECE sector has this opportunity to revise the goals and strategies that were an inherent part of the earlier strategic plan. We have the opportunity to get things back on track and agree, as a sector, on our agenda for amazing children going forward.

While all of this is going on, we should not lose sight of the 'other' key government report released on the same day as the Taskforce Report. Professor Sir Peter Gluckman, the Prime Minister's Chief Science Advisor, released his report into teenage mortality. It was no surprise that this document, coming from a scientific basis as it does, strongly supports participation in a quality ECE sector; and emphasises the learning of non-cognitive skills to develop greater social and emotional resilience, all of which will help save young lives.

The evidence is now in. Investment in ECE presents clear benefits. As a sector, we can take the opportunity given to us, or spend our energies fighting over the little stuff. The next few weeks and months should demonstrate the choice we make.

Peter Reynolds
Chief Executive Officer
Early Childhood Council

ECC Art Competition

FINALISTS

2011 saw the introduction of the ECC Annual Art Competition. The art competition was open to ECC member Centres and had the purpose of celebrating the imagination, talent and artistic skills of our teachers and their children.

Entries were judged on their originality, the age range of the artists involved, use of colour, extent of adult direction and connection to the theme. Other media could be used in the entry.

We want to celebrate the finalist entries with you and especially congratulate the winning entry for 2011.

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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

Over the next few months ERO will be reviewing its indicators and processes for reviews in early childhood services. If you have any suggestions about how ERO reviews could support your service's self review and planning processes, please email info@ero.govt.nz.

Ministry of Education

Recent changes announced by the Ministry of Education include:

- Budget information pack; go to: <http://www.minedu.govt.nz/theMinistry/Budget/Budget2011/ECEInitiaves.aspx>
- Changes to the Support Grant for Provisionally Registered Teachers; go to: <http://www.lead.ece.govt.nz/LeadHome/ManagementInformation/Funding/Grants/PRTSupportGrant.aspx>
- The new ECE Service Teacher Education Grant, previously known as the Incentive Grants scheme, open on Monday 4 April 2011 and close Friday 13 May 2011; go to: <http://www.lead.ece.govt.nz/LeadHome/ManagementInformation/Funding/Grants/2011ECEServiceTeacherEdGrantInfoAndApplication.aspx>

New Zealand Teachers Council/ Te Pouherenga Kaiako o Aotearoa Update

- A further round of Registered Teacher Criteria workshops has now concluded. The resources from these workshops, designed to assist professional leaders to implement the criteria in their settings are available on the website: <http://www.teacherscouncil.govt.nz/rtc/rtcworkshopresources.stm>
- The Guidelines for Induction and Mentoring and Mentor Teachers are now available on the website. <http://www.teacherscouncil.govt.nz/prt/inductionandmentoringguidelines.stm>. The guidelines will also be available at workshops later in the year to which a professional leader and the person responsible for induction and mentoring processes in ECE services will be invited.
- The Council's main communication is via email to registered teachers and professional leaders. Kaimanga is emailed each week to all registered teachers. At other times He Taumata is emailed to professional leaders. We hope you will ensure we have your up-to-date contact details. Please phone (04) 4710852 or email: inquiries@teacherscouncil.govt.nz
- Elections for teacher representatives on the Council will be held shortly which is another reason that each registered teacher should have an email address in our records.

ECC Executive Update

Following the ECC Annual General Meeting on 27 May, we have a new Executive.

The President is Maria Johnson, who owns and operates Little School centres in Wellington. Maria is ably supported by Jill Oliver as Vice President (Trinity Kindergarten, Auckland), Tim Lainson as Secretary (Kindercare, Auckland), and Lonnie Parker as Treasurer (Bright Sparks, Auckland).

We welcome Theresa Dodd (Penguins, Auckland); Darius Singh (Fern Garden, Tauranga); and Linda Stickley (ABC, Auckland) to the Executive, along with returning members Pam Maclean (Queenstown Childcare Centres) and Maree Moselen (Next Generation Childcare, Auckland).

Our Patrons (elected by life members onto Exec) are Allan Wendelborn (Kindercare), Brian Elliott (DesignGroup Stapleton Elliott) and Margie Blackwood (Kids Kampus, Auckland).

We also farewell Sue Wayman (Small World, Christchurch), with our sincere thanks and best wishes in her troubled part of the world.

Finally, we are pleased to announce that the AGM awarded Margie Blackwood with life membership of the Early Childhood Council, in recognition of many years service to the sector and to the ECC. Congratulations Margie.



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An Agenda for Amazing Children

The ECE Taskforce Reports

The government's Taskforce report on early childhood education was released on 1 June 2011. Early Childhood Council CEO, Peter Reynolds, thinks the report overall is good for the sector. 'We didn't get our own way on everything of course', he says.

Taskforce Chairperson, Michael Mintrom, explained that the Taskforce was required to keep its recommendations fiscally neutral. However, a major recommendation was that government proactively shifts existing money towards high value investments such as early childhood education.

"We recognise that high-quality early childhood education services are expensive. But we also know that providing high-quality early childhood education to children represents one of the best investments that any society can make."

The Taskforce acknowledged the growing professionalism and the great diversity of the sector, both of which it sees as strengths. Its recommendations are designed to build on these strengths and continue to move towards high quality throughout the sector.

Access for All Children

There are children from particular sectors of the population that are not attending early childhood education services at present. Government's plans to date to provide for these children have had limited success. The Taskforce believes that greater collaboration between the sector, the government and local communities will promote greater access.

"We propose a move towards a model where local communities themselves identify their early childhood education needs and where this is appropriately supported by government. A focus on community is expected to promote parent input into the early childhood education settings."

In addition to ensuring that all families are included in the world of early childhood education, the Taskforce recommends an increased focus on providing for children with special needs and for special attention to be paid to the needs of the increasing number of 0 – 2 year olds who are being cared for in formal early childhood settings.

"We believe the pursuit of high quality services and access for all children will have a transformative effect on early childhood education and subsequent educational achievement. ... This is how great societies are built, and how great societies sustain themselves."

Supporting Parents

The Taskforce recommends that parents also receive more parenting support and that employers provide more support for parents of young children in the workplace.

"Early childhood education programmes that have strong parental connections have been shown to be more effective than those that do not. Enabling effective parent support is therefore potentially one of the most effective ways that governments can ensure good outcomes for children. Our vision for the future involves having services build trusting, reciprocal and warm relationships between parents and teachers. Most importantly, this model avoids viewing parents as deficient, but rather as potential reservoirs of strength."

Recommendations

A detailed summary of the Taskforce recommendations is in the Recommendations Table. The recommendations focus on:

1. Effective use of government spending

This includes:

- Reviewing spending to ensure it is high value
- Strengthening quality by measures such as regulating for a minimum of 80% registered staff in centres, regulating for group size and lowering staff:child ratios
- Reducing tolerance for low quality services by changes to the funding system and more ERO monitoring of low quality services.

2. A better funding system that includes:

- A subsidy for a core 20 hours
- Payments for priority groups, including Maori, Pasifika, children with special needs and low socioeconomic areas
- Incentives, support and rewards for high quality
- Removes unnecessary compliance costs.

3. Increased productivity by greater support for working parents by:

- Combining existing supports for parents from the Ministry of Social Development and the Ministry of Education
- Requiring earning parents to pay more for early childhood education where they can afford to.

4. Improved accountability through:

- Standardised performance and outcome reporting
- Better information for parents, on-line
- Evaluation of Te Whariki.

5. A well-supported, highly-regarded, professional and innovative sector that:

- Invests in professional development
- Works collaboratively
- Is supported by government.

6. New roles and relationships

- Where there is more emphasis on cross-government responses to the needs of families
- Where the sector works together both internally and with others concerned with the care of young children.

7. A strong foundation in research and evidence, focusing on:

- A well-funded research programme for understanding how best to provide for children under two years of age
- Identification of effective professional practice
- Systematic evaluation of innovative practice.

8. A measured pace

- Change to happen coherently, in manageable steps, following trial phases
- Change to arise from a partnership between government and the sector.

In Summary

The ECC sees the Taskforce Report as making a compelling case for the value of early childhood education. We pay particular attention to the findings that children with access to quality ECE are less likely to be abused and more likely in later life to be healthy, have stable families and be less likely to be involved in crime.

We note also the finding that investing in quality ECE generates higher returns than spending on education and catch-up social programmes later in life, and that Government investment in high-quality ECE delivers massive returns, from \$3 to \$16 for every dollar invested.

We think the taskforce report should be read together with the report of the Prime Minister's Chief Science Advisor, Professor Sir Peter Gluckman, that was released the same time and that argued that many adolescent problems are associated with early life neglect.

The science says the nation can get the biggest return on the investment of taxpayer money if that money goes into quality ECE. And in our view the Taskforce report and the Gluckman report challenge the Government to act boldly, to go with the scientific evidence, and redirect funding from other sectors to early childhood education.

Taskforce Recommendations Summary

1: High Quality Services

- 1 Regulate for a minimum of 80% registered teachers in centres
- 2 Aim for 100% qualified teachers
- 3 Regulate for ratios of 1:4 for under 2s and 1:10 for others
- 4 Establish sector group to provide advice on under 2s and children with special needs
- 5 Investigate reducing group size.
- 6 Further funding for research into high quality ECE

2 & 3: Reprioritising Government Expenditure and reforming funding mechanisms

- 7-8 Develop cross-government investment strategy that shifts government funds towards higher value investments such as early childhood education
- 9-17 By 2014, introduce a new funding system for early childhood education in New Zealand that is simple and transparent, increases participation of those who benefit most from ECE, and incentivises provision of high quality education
- 13 Regulate performance and outcome reporting

4: Achieving Access for All Children

- 18 Recognise and resource early childhood education settings operating as community hubs
- 19 Work with Maori and Pasifika communities to determine ways to provide an over-arching governance and management support structure in Maori immersion early childhood education settings and Pasifika language settings
- 20 Explore the feasibility of social marketing approaches to raising awareness of the value of early childhood education

5: Ensuring Access for Children with Special Education Needs

- 21 Ensure that children with special education needs are able to access suitable early childhood education services, including:
 - a) ensuring services have sufficient support, resources and well-trained staff to identify and work effectively with children with special education needs;
 - b) making parents and service managers aware that being refused enrolment in an early childhood education service on the grounds of their child's special

education needs, or not being allowed to enrol for as many other hours as other children, is a breach of the Human Rights Act 1993; and

- c) considering ways to strengthen accountability mechanisms to ensure services comply with the Human Rights Act 1993, including considering amending the Education Act 1989 to enable the Minister of Education to direct an early childhood education service to enrol a particular child, as she may do in the compulsory schooling sector.

- 22 Capture adequate information on SES provision

- 23 Require early childhood education teacher training providers to include in their programmes sufficient study of special education to promote early identification of needs and appropriate teaching practices for children with a special education need.

- 24 Employ agents to assist parents of children with special educational needs to locate appropriate early childhood education services for those children and arrange places for them, along with ongoing monitoring for suitability and transition to school.

- 25 Review Equity Funding to ensure it is well allocated. (Note: this is only until a new funding system is in place. Equity funding would be part of a new funding system)

6: Enhancing ECE Through Te Whariki

- 26 Evaluate the implementation of Te Whariki in particular focussing on its success for Maori and Pasifika children, children who have English as an additional language, and children with special education needs; and of the level and quality of the early childhood education sector's assessment practices.
- 27 Evaluate the effectiveness of the schooling sector at recognising and building on the skills and knowledge of children moving from early childhood settings to the early years of school.

- 28 Review how well teacher education prepares teachers to implement Te Whariki.

- 29 Develop a framework for measuring outcomes of Te Whariki.

7: Supporting Parents through Early Childhood Education

- 30 Report on changes needed to allow early childhood education services to provide effective parent support.

- 31 Report on effectiveness of parenting interventions by NZ government agencies.

- 32 Review of government spending on non-government organisations' parenting programmes.

8: Supporting Parental Engagement in Paid Work

- 33 Enable employers to support their employees who have young children.
- 34 Support parents to remain connected to paid work by combining existing subsidies from the Ministry of Social Development and Ministry of Education into a single, coherent, transparent payment.

9: Improving Licensing Processes and Performance Reporting

- 35 Create two new early childhood education licensing categories: teacher-led, centre based services to better reflect the level of qualified teachers in each category; and other services.
- 36 Review licensing criteria for home based services to ensure sufficient regulation.
- 37 Assess quality of home based services.
- 38 Require a mandatory performance report for early childhood education services to ensure high quality; and link reporting to funding.
- 39 Develop interactive web-based tools for parents to compare services.
- 40 Review early childhood education regulations biennially to minimise unnecessary compliance costs, ensure compliance costs are fairly borne, and ensure there are appropriate links between licensing, regulation, funding and quality assurance.
- 41 Implement a system of standardised quality assurance of Education Review Office (ERO) activities, including regular external audit of reports, to provide parents and services with assurance that information provided is consistent across New Zealand.
- 42 Tighten Education Review Office processes in relation to under 2 year olds.
- 43-44 Complete the tripartite review by Te Kohanga Reo National Trust, Te Puni Kokiri and the Ministry of Education; and implement, where appropriate, the recommendations of the Gallen, Price Waterhouse Coopers and Te Kohanga Reo National Trust reports.

Continued over...

45 Te Kohanga Reo National Trust's reporting and compliance requirements become the same as those required of other early childhood education services.

46-48 Do supplementary reviews 3 months after the first ERO review. Give immediate targeted support and guidance if a negative supplementary review is received; then review the service's future. Review the quality of service provided.

10: Improving Professional Development and Learning

49-51 Provide governance and management professional development resources for early childhood education services, consistent with that offered to schools; and set minimum levels of training.

52 Review early childhood education qualifications to ensure consistency across providers in teaching of, for instance, cultural competence, positive behaviour guidance and leader education.

53 Assess accuracy, consistency and transparency of teacher registration process.

54 Review accountability arrangements for the NZ Teachers Council.

55 Create a licensing requirement to have a programme of self-improvement for teacher-led services that includes a specified minimum level of professional development.

56 ERO assesses professional development as part of its review processes.

57 Government facilitates and shares the cost of increased leadership education and support to early childhood education services.

58 Remove requirement to put teacher pay rate in Education Circular.

59 Develop a comprehensive Maori professional development and guidance programme for Maori language services.

60 Develop a comprehensive Pasifika professional development and guidance programme for Maori language services.

11: Promoting an Innovative, Continuously Improving Sector

61-65 Establish a new, high-quality early childhood education innovation scheme; systematically evaluate any innovation and institute awards for excellence. Remove barriers to innovation and explore innovative delivery methods such as web-based or mobile technology.



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Budget 2011

Assessing the impact of Budget 2011

We have all now had a few weeks to assess the impact of Budget 2011. The Early Childhood Council's conclusion is this: We welcome the increased investment of \$550 million over four years. We welcome the fact this money will fund increased numbers of children and hours of attendance. But we know also that this money will do little to alleviate the pain felt by many individual centres and kindergartens still feeling the impact of the revenue cuts announced in Budget 2010. Many centres, especially those with 80% or more qualified staff, have in the past year, endured big cuts to Government revenue, fees increases for parents, cuts to numbers of qualified staff, cuts to the ratio of staff to children, and cuts to professional development for teachers.

Circumstances however are, at least, not set to worsen as a result of Budget 2011, and for this reason the Early Childhood Council has greeted the Budget with a substantial sense of relief. Canterbury earthquake damage will be expensive to repair. The country's fiscal circumstances remain dire. Budget 2011 could have been much worse.

So, what has this Budget done for ECE?

1. The general funding rate is increased from 1 July 2011.

- This means centres get a 2.92% increase for non-salary costs, which, by the time this is operationalised, will equate to around 1.1%.

Source: Ministry of Education Budget Fact Sheet; <http://www.minedu.govt.nz/theMinistry/Budget/Budget2011/ECEInitiaves.aspx>

Investment in early childhood education

The Government is committed to high-quality early childhood education (ECE) and the benefits it provides to young children before starting school.

The Government's priority is to improve participation in quality ECE by Maori and Pasifika children, and children from lower socio-economic status backgrounds, while also controlling expenditure.

Every child who attends ECE is subsidised by the Government. The Government is spending more than ever before on ECE – expenditure has more than trebled since

2004/05, increasing by nearly \$1 billion between 2004/05 and 2011/12 – to \$1.4 billion in 2011/12. Most of this funding goes directly to ECE providers.

The level of ECE expenditure is expected to grow further, and Budget 2011 has provided an additional \$416.7 million over the next four years to recognise more children are attending ECE from a younger age and for more hours on average.

The Government's participation programme, announced in Budget 2010, invested \$91.8 million over four years to increase ECE participation for families in most need. Other Budget 2011 initiatives build on this investment to further support ECE participation by these families.

Budget 2011 increases in ECE funding rates

The Government will provide two funding increases to the ECE funding rates:

- A universal cost adjustment to all funding rates
- A separate increase to the salary component of funding rates for kindergartens.

Universal cost adjustment

Budget 2011 provides \$61 million over four years for a universal cost adjustment to all ECE funding rates.

The cost adjustment is being provided to recognise cost pressures in the ECE sector.

The non-salary component of ECE funding rates will be increased by 2.92 per cent.

The universal cost adjustment will benefit all 5,328 ECE services (as at 13 May 2011). ECE services will receive additional funding of between \$0.03 and \$0.24 per funded child hour.

Kindergarten rates

The Government has provided an increase of 2.75 per cent to the salary component of ECE funding rates for kindergartens.

This salary increase is provided to compensate kindergarten associations for costs incurred from the latest round of collective negotiations.

Kindergarten teachers are part of the State sector and the Government negotiates collective agreement settlements on behalf of kindergarten associations. The outcome of the latest round of negotiations

was a 2.75 per cent salary increase and a \$300 lump sum payment for kindergarten teachers.

Due to increases resulting from the universal cost adjustment and the Kindergarten Teachers, Head Teachers and Senior Teachers' Collective Agreement, ECE funding rates for kindergartens will increase by between 0.06c and 0.35c per funded child hour in total.

An additional issue for centres, highlighted in the Budget, is the increase in ECE Teacher's wage rates if they are employed in Kindergartens. This comes about as a result of Kindergarten Associations negotiating with NZEI, and the government feeling obliged to cover an increase. The problem is that this creates a two-tiered pay system for ECE teachers with the same qualification and doing the same job.

2. The Ministry's equity funding, currently available to community-based services only, is made available to all ECE centres. This money is targeted to lower socio-economic communities, special needs, isolated services, Maori/Pasifika, and other minority cultures.

Source: Ministry of Education Budget Fact Sheet; <http://www.minedu.govt.nz/theMinistry/Budget/Budget2011/ECEInitiaves.aspx>

Equity Funding

The Government is committed to high-quality early childhood education (ECE) and the benefits it provides to young children before starting school.

The Government's priority is to improve participation in quality ECE by Maori and Pasifika children, and children from lower socio-economic status backgrounds, while also controlling expenditure.

Equity Funding provides additional targeted funding to services that provide ECE for high-needs families. Services receive Equity Funding if they meet one or more components, including catering for low socio-economic communities and operating in a language other than English.

Budget 2011 has extended Equity Funding to all ECE services that provide for high-needs families. Currently only community-based ECE services are eligible for Equity Funding. This initiative extends eligibility to Equity Funding to all services meeting the same criteria.

Equity Funding supports the Government's priority to increase participation in quality ECE.

The objectives of Equity Funding are to:

- reduce educational disparities between different groups in New Zealand communities
- reduce barriers to participation faced by those groups that are under represented in early childhood services
- support early childhood services to raise their level of educational achievement.

Eligibility for Equity Funding is based on the characteristics of children enrolled and funding is paid directly to ECE services or umbrella organisations. It is made up of four components:

1. Low socio-economic community
2. Special needs and non-English speaking background
3. Language and culture other than English
4. Isolation.

Services can choose how to spend Equity Funding with the equity objectives of participation and quality in mind. This can include purchasing additional resources, employing additional staff and providing professional development for staff.

Currently 1,277 services receive at least one component of Equity Funding.

Extending Equity Funding to all services

Budget 2011 is investing \$21.5 million over four years to extend Equity Funding to all ECE services that provide ECE to children from high-need communities from 1 July 2011.

Through this initiative we estimate approximately 550 additional ECE services would become eligible for Equity Funding.

Questions and answers

How will I know if my service is eligible for Equity Funding and how do I apply?

The Ministry will be contacting all private ECE services to gather the addresses of children who attend the services to assign an equity index rating. This information will determine whether services are eligible for components A and B (low socio-economic community and special needs) of Equity Funding. Services will be advised of their equity index rating.

If you think your service is eligible for funding against component C (the language and culture other than English (including sign language) component), you will need to complete the EC15 Language and Culture

Attestation Form. This is available on our ECE Lead website.

Eligibility for component D (isolation) will be determined by the Ministry of Education and services will be advised of the outcome.

If my application is approved, when can I expect the first payment?

ECE services will become eligible from 1 July 2011. The first payment will be made on 1 November 2011.

What kind of services or resources does Equity Funding pay for?

Equity Funding must be spent with the equity objectives for participation and quality in mind. How each service spends their Equity Funding will depend on the component(s) the service is eligible for. Suggestions for ways to spend Equity Funding are available in your EC Funding Handbook. Examples include transport, professional development, employing additional staff, and purchasing additional resources.

What are the payment rates for Equity Funding?

For component A: Low socio-economic community and component B: Special needs and non-English speaking backgrounds

Low socio-economic Rate per FCH	Special needs and non-English speaking backgrounds Rate per FCH
EQ1 1 \$0.42	EQ1 1 \$0.20
EQ1 2 \$0.33	EQ1 2 \$0.13
EQ1 3 \$0.18	EQ1 3 \$0.09
EQ1 4 \$0.09	EQ1 4 \$0.08

Note: FCH = Funded Child Hour or an hour that Government funds for a child to attend ECE.

For component C: Language and culture other than English (including sign language)

Payment under this component is not tied to the size of a service, and is paid by way of a fixed monthly grant.

Services will receive \$2,116.68 per annum, or \$176.39 per month for 1 November 2010 payment onwards.

For component D: Isolation

Payment under this component is not tied to the size of a service, and is paid by way of a fixed monthly grant. The grant increases to reflect higher degrees of isolation within the eligibility threshold. This means that more isolated services receive a higher rate of funding.

The payment bands are as follows:

Isolation index bands	Monthly amount
1.65 to 1.83	\$99.95
1.84 to 2.53	\$150.52
2.54 and greater	\$290.45

Why is equity funding being extended to all services?

This initiative is about recognising the contribution that all services make to the Government's priority groups. It may also provide incentives for establishing new ECE services in target areas and support increases in quality.

Is Equity Funding effective?

Evaluation evidence indicates that services receiving Equity Funding were more likely to be rated as good or very good compared with services which did not receive it. Services are required to report to parents and the local community about how they have spent their Equity Funding.

3. There is a small package for children in care.

Source: Ministry of Education Budget Fact Sheet; <http://www.minedu.govt.nz/theMinistry/Budget/Budget2011/ECEInitiaves.aspx>

Protecting our children – Services for Children in Care

The government is investing more than \$43.7 million over the next four years on improving services for children in State care.

The package aims to address a range of unmet health, mental health and education needs for children in care.

Expansion of Gateway Assessments: health and education profiles for children in care

\$15.3 million over four years will be invested in comprehensive gateway assessments for children and young people that are entering or already in New Zealand's care and protection system.

Understanding the unmet health, mental health and education needs of children and young people is vital in ensuring they're able to access the help they need.

All children and young people entering state care each year (around 2,200) will be assessed. In addition 500 children and young people already in state care and 1,500 children or young people participating in

family group conferences identified as most at risk will also be assessed.

Gateway Assessments involve collating existing health and education information and administering screening tools (including screening for parent's mental health and drug and alcohol issues). Each child or young person will have their own inter-agency child development plan to wrap the appropriate services and support around them in response to the Assessments.

After four years, \$3.8 million will continue to be invested annually in this initiative by the Ministry of Social Development. The cost of education profiles will continue to be met from the Ministry of Education's baseline funding.

Mental health services for children in care

More than \$14.5 million over the next four years will be invested in providing more mental health services for children in care.

4. There is an extension of access to the "HIPPY" parent support programme.

5. Cuts to Kiwisaver

- From 1 April 2012 the tax-free status

of employer contributions to KiwiSaver and other complying superannuation funds will end. All employer contributions will be subject to Employer Superannuation Contribution Tax (ESCT) paid at the employee's marginal tax rate.

- For the year ending 30 June 2012 and beyond the Member Tax Credit rate will be halved from \$1 to 50c for every \$1 contributed by members, up to \$521 a year – half the current maximum. These payments are made annually after the government financial year, so the first payments at these new levels will occur in the second half of 2012.
- From 1 April 2013 the minimum employee contribution rate will rise from 2% to 3%. This will apply to existing and new members. This will also be the new default rate, with members still able to select a higher contribution rate of 4% or 8%.
- Thus Government will be putting less into Kiwisaver and both your contribution and your employees' contributions will increase. You need to note these increases from 2012 and 2013 respectively.

6. Changes to Working for Families

- Working for Families is being cut back from 1 April 2012. There will be a slightly lower abatement threshold of \$35,000, compared to the current \$36,827. There will be a slightly higher abatement rate of 25 cents in the dollar, compared to the current 20 cents in the dollar. Thus Working for Families payments will reduce faster as income increases.
- It is thus possible that lower Working for Families rates (especially when combined with recent centre fee increases) will have a small negative impact on hours of attendance.

Conclusion

The reaction to the ECE component of Budget 2011 was predictable. National said it was a good increase. Labour said it was not enough. The ECC's view is that it could have been a lot worse.

In conclusion, this Budget does not recoup the losses of Budget 2010, but it does little additional harm to ECE centres. Centres might have to do a little tinkering perhaps, but no major changes.



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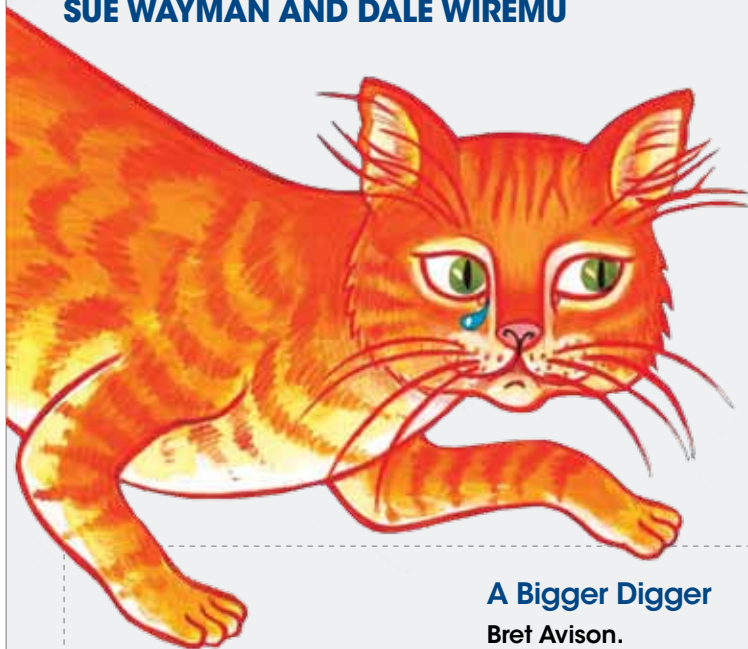
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Resource Reviews

REVIEWED BY AMY COOK, JILL OLIVER,
SUE WAYMAN AND DALE WIREMU



A Bigger Digger

Bret Avison.

Illustrated by Craig Smith.

The Five Mile Press.



At first I thought not another bigger digger story.....BUT I was immediately captivated by the first page.

"They were doing no harm on Mum's little farm... working hard with a bucket and spade."

Right there in the farm yard Oscar (the dog) and Bryn struck something hard, and as they dug down it kept getting bigger. Join these little adventurers and a whole parade of diggers as they uncover a VERY BIG find.

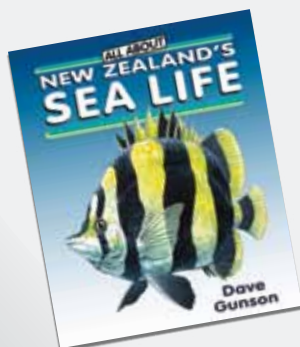
Parenting expert Nigel Latta has said he is delighted to see a picture book with a boy as the main character doing 'boy stuff'.

This story is about surprise, discovery, and teamwork. Not to mention a farm yard yard that has lots of animals looking on that children will delight in noticing.

The illustrations appealed to me and when I tried to rationalise why I think it's the attention to detail and yet with a simplistic sense reality and fun in the style. The workman look like New Zealand workman, mum brings out a cup of tea, the chooks peck away around the edge of the big dig and the workers take a break lying down in the grass.

The font and layout reflect the tone of the story and illustrations perfectly.

This is a delightful rhyme story with a big surprise at the end with a pop up page. Highly recommend.



All About New Zealand's Sea Life

By Dave Gunson
New Holland

This book is well set out by individual species for quick finding of any New Zealand sea life, making it a great help to a teacher or child with questions about sea creatures. It has beautiful pictures of the different creatures along with

detailed information about their diet, what eats them, how they move and protect themselves.

If you already have books from Dave Gunson's series, this is a must have addition, or a great starting point to begin collecting the series. Although these books are aimed at older children (6-9 year age group) with adult support they are and excellent reference source for any early childhood setting.



Bravo

By Philip Waechter and Moni Port
Gecko Press

A story of a quiet family with a loud father who shouts all the time.

Helena does not want to be a shouter like her father, so she leaves home. Her family miss her terribly and her father says he will never shout again, if only they could find

her and bring her home. One day they see a poster of Helena for her up and coming concert, so they attend the concert, the audience is very quiet and polite, eventually the curtain falls and everyone starts clapping apart from one person who shouts "Bravo!" – her father! Helena is very happy to hear his shouting then.

This book has lovely detailed illustrations and great big shouting words in it.



100 Things

By Masayuki Sebe
Gecko Press

This is a fabulous book that includes a variety of pre-math skills – colours, patterns, positions and of course counting. The little creatures through the book ask questions about the pages, getting children searching

for the answers, with some jokes and little stories included throughout. The second to last page combines all the previous pages into one with sets of ten, with the final page having pictures from the book for you to go back and find, providing lots of fun. It is more suited to smaller groups of children as there is so much to see and do in it.



Hairy Maclary, Shoo

By Lynley Dodd
Penguin Group

First published in 2009 this is the board book edition of Lynley Dodd's most recent Hairy Maclary adventure.

Who can't smile when they pick up a hairy Maclary adventure.

When Hairy Maclary decides to snoop inside a delivery van, he's in for a chaotic adventure.

More Hairy Maclary havoc occurs.

The customary poetic rhythm tells a tale of a curious Hairy Maclary causing a 'shemozzle, hullabaloo' and being told to 'scarper, skedaddle and be off with you.' Fun sounding words that will appeal, repetition and a little Peter Rabbit when he finds himself sad and alone hiding among the flower pots in a local garden centre.

Children will enjoy the 'shemozzle, fret when Hairy Maclary feels lonely and sad and express joy when he is helped on his way home to his friends by Miss Plum.

All the elements of good story telling for children and fun to read out loud as an adult.



Recipes of Hope: A cookbook to awaken your senses

New Zealand Tertiary College

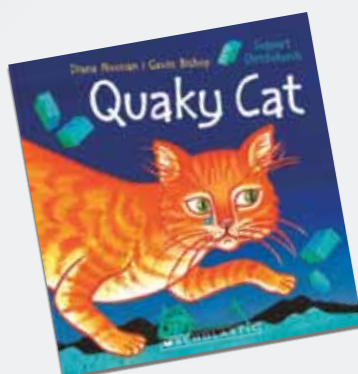
The staff, students and friends of the New Zealand Tertiary College have shared their favorite recipes in this book, with all profit from sales going to the children of Jagriti Children's Home in New Delhi, India.

Old favorites like chocolate brownie,

corn fritters and spicy pumpkin soup are presented along side more adventurous offerings like soguk domates corbast (cold tomato soup) and roast cashew nut casserole.

Embroidered with pictures and stories of the children from Jagriti Children's Home this book makes a lovely addition to any food-lovers collection.

Recipes of Hope can be ordered for \$20 by emailing jagriti@nztertiarycollege.ac.nz



Quaky Cat

Written by Diana Noonan

Illustrated by Gavin Bishop

Written in response to the September Canterbury earthquake, Quaky Cat by Diana Noonan and Gavin Bishop is a story that many will be able to relate to in Canterbury.

Includes thoughts on the earthquake by Mayor Bob Parker, Margaret Mahy and Jason Gunn. It also has a helpful glossary of terms used.

50% of net proceeds from sales of this book will be donated to Canterbury charities

'On a cold Christchurch morning, while the city was sleeping, before the birds roused him with twitters and cheeping, curled up

on the end of his friend Emma's bed, Tiger woke with a start ...and a feeling of dread. Tiger fled from the house with a leap and a bound as, louder than thunder, from deep underground, came a roar and a shudder and terrible shaking! Around him, the city was rolling and quaking.'

Quaky Cat is a picture book written for all children and to bring comfort to those who experienced the earthquake, and understanding to the children who didn't. Its most enthusiastic audience will be older preschoolers and school aged children.

P.S. As I write this an aftershock rocks my desk – I am off to find Tiddle's my black cat.



Something Has Happened

Written by Tricia Irving Hendry

Illustrated by David Hughson

www.skylight.org.nz

An activity book for young children, 3 - 6 years, who are facing tough times.

It has been designed to be personalised by each child, so it fits any difficult situation. There are guidelines on every page for a parent or carer as they help a child with the book.

This book helps young children find words and ways to express and begin to process what it is that's happened to them or to someone they care about.

I purchased this book several years ago when it was first published and have found it useful. I have recently revisited it while reflecting on how our team offers learning opportunities and interactions that encourage children's self regulation and resilience.

I have not always used it as an activity book and have found it useful just as refresher for myself on conversation starters with children when talking with children about feelings and/or a sense of self.

A versatile resource and I recommend every centre have one.



Understanding the losses children and young people face, and how to help

www.skylight.org.nz

What a fabulous book, it provides a breakdown of what loss is and includes many things that may not always be perceived as loss, covering children from preschool through to teenage years.

It discusses when children may grieve, it may be that grief in a child does not always appear immediately and may resurface at later times. It looks at the emotional, mental, physical, spiritual and social

reactions that can occur, providing signs so that adults can recognise that their children are still grieving.

It gives specific possible reactions for each age group, as well as how to help and when to seek professional help.

This is another great book to have in the centre library so advice is on hand for children who are dealing with grief.



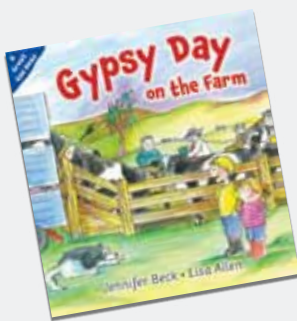
Turning Trash into Treasure For Young Children

By Adam Buckingham
www.reuse.schoolnet.co.nz

This book proves that one person's trash really is another person's treasure.

Adam Buckingham presents ideas on how waste materials can be used to educate

and entertain children in this brightly coloured, well laid out book. He also demonstrates some inspirational storage solutions using recycled materials, and suggests ways of getting family members involved at your centre. This book is a must-have for any centre.



Gypsy Day

By Jennifer Beck and Lisa Allen
 New Holland

What a cool book, I really liked it. I like this style of illustration it looks effortless but I am sure that it Lisa Allen the illustrator would say differently.

I had no idea there was such a day as Gypsy Day and neither had my friends at kindergarten. When I started to read it I

thought it was a true story of the author's experience. Did it actually happen to her? What an experience for children and families to go through.

The notes at the back Behind the Scenes are a welcome addition and confirm this really does happen to farmers and their families all over New Zealand. I felt quite sad when the little boy has to start a new school, we all love a happy ending but you will have to find out if this has one for yourself.



What's Happened to Baby?

Written by members of SIDs, Sands and Skylight
 Illustrated by Ali Teo

There many books of books available that tells the story of family members passing away. This one deals with the loss of a baby that has died shortly after birth.

When there is a death in the family of one of our kindergarten children the parents share it with us and we are usually able to find a book which we can either give to the family to read at home or we will read it at kindy.

What's Happened to Baby? will be a valuable addition to our library.



The World in your Sandpit

By Bernard Woodhams
 Illustrations and photography
 Jo Carter

I was really excited when this book arrived for me to read and review. I opened it and expected to find a whole heap of new ideas.

Wheel barrows, buckets, spades, water, mud, plastic drain pipes, and plastic animals adorn the pages, nothing new or original here.

Throwing sand is a safety issue and can be born from frustration; we need to scaffold children's learning. We know that already.

However, if you are just starting out on your early childhood career then perhaps this book is just right for you and a useable resource for an assignment.

It all seems just common sense to me.



My Very first Bible Stories, Brave David

By Lois Rock

Illustrated by Alex Ayliffe

Lions Children's

A very simple, well written, nicely illustrated book, perfect for one-to-one story time. The books are tiny so they are not suitable for a large group of children

on the mat. There are twelve in the set and are inexpensive. I would be interested in purchasing them in larger format if available, for group story time.

I wish it was explained why it was acceptable for David to throw stones at animals. We teach children to treat people and animals with care and respect. How then can we read a story that says it's okay to throw stones? It's a dilemma.



Just One More

Written by Joy Cowley

Illustrated by Gavin Bishop

Gecko Press

Who am I to critique Joy Cowley, an award winning author, but I did not like this book one little bit.

The stories are short and sweet and as the title suggests there is always time for 'Just One More'. But I did not want to read just one more. The children listened but when I asked do you understand what this story is about they looked puzzled and there were no forthcoming questions as there often are. They did not get these stories and neither did I.

Win!

We have a copy of each of these books to give away.

To be in to win a parcel of books (two prizes) simply write the answer to the following question on the back of an envelope and send it to:

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P.O. Box 5649, Lambton Quay, Wellington 6145

By Friday 15 July

Question:
What is 'soguk domates corbast'?



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LAUGH out loud!

Q: Why are handcuffs like cheap souvenirs?

A: They're both two wrist traps.

Q: What's the best way to make pants last?

A: Make the jacket first.

Q: What best-selling author was a carpenter from Utah?

A: Mormon Nailer.

Q: Why isn't your ear 12 inches long?

A: If it were, it would be a foot.

Q: Why did the Blonde climb up on the roof?

A: Because she heard that the drinks were on the house.

Q: What did the British driver say to the one-legged hitch-hiker with no arms and three eyes?

A: "Aye-aye-aye, you look 'armless. Hop in."

Q: What happens to a refrigerator when you pull its plug?

A: It loses its cool.

Q: What did King Tut say when he was scared?

A: I want my mummy!

Q: Where do you go to replace a missing chess piece?

A: The Pawn Shop.

Q: What did the big watch hand say to the small hand?

A: Got a minute?

After a long day of work, a termite walks into a saloon and asks the person behind the counter, "Is the bar tender here?"

And remember... Any time you have a 50-50 chance of getting something right, there's a 90 per cent probability you'll get it wrong.

On the first day of primary school, a child handed his teacher a note from his lawyer-mother. The note read, "The opinions expressed by this child are not necessarily those of his parents."

"Doctor, I can't stop singing 'What's New Pussycat?'"

"That sounds like Tom Jones Syndrome." "Is it common?"

"Well, 'It's Not Unusual!'"



ECC Conference 2011

Review



**PROFESSOR
SIR PETER
GLUCKMAN**

The opening key note presenter for the Conference was Professor Sir Peter Gluckman. Sir Peter is the Prime Minister's Chief Science Advisor, and has been heading up a group exploring the reasons behind New Zealand's high rate of teenage suicide.

Sir Peter made the point that "early childhood education cannot be seen as simply about education for educational objectives or simply as a sophisticated child care service.

There is increasing evidence that early childhood is a phase in which many attributes and functions of importance in later life in a much broader range of domains from health to social adjustment are established and refined.

These longer term effects are not only underpinned by learning but are also by biological processes. Indeed longer-term cognitive outcomes may well be the least influenced by this phase, yet Western society tends to give greatest emphasis to the cognitive domains.

The evidence would suggest a need for a more holistic view of early childhood education so that it is seen as a phase of critical importance for a broader range of outcomes.

It is only if the function and potential of early childhood education is understood that it is likely that the right understandings of how to evaluate various approaches can be developed. Otherwise the simple view of its purpose is likely to dominate to the detriment of both the child and society.

Furthermore unless the success criteria inherent in different models of early childhood programmes are identified, it is possible that some programmes will be invested in that have lesser long-term benefits.

In general we have done badly as a society in investing in the proper evaluation of many child-based interventions allowing dogma to have greater impact than evidence.

A related issue relates to the needs of vulnerable and at risk children vis a vis the broader objectives of early childhood education.

The presumption of a one size fits all model may not be appropriate and the priorities for resource allocation need to consider a model in which the full range of returns is understood by all."



**ASSOCIATE
PROFESSOR
MICHAEL
MINTROM**

In his keynote speech, '**The Future of ECE In New Zealand: What Role for Government?**', Dr. Michael Mintrom discussed findings and recommendations of the independent ECE Taskforce, established by the Government in October 2011. Dr. Mintrom chaired the 9-member Taskforce whose report to the Government was publicly released on Wednesday 1 June.

The keynote began with comments on why a Taskforce was deemed necessary and how the Taskforce approached its work. Based on significant convergence in the findings of longitudinal studies and associated cost-benefit analyses performed in the United States and elsewhere, the Taskforce has confirmed the value to society of high-quality ECE.

It has recommended that steps be taken to raise overall quality levels of ECE in New Zealand, reduce variance in service quality, and promote access to appropriate forms of service for all children.

Beyond its role in providing significant funding support to the sector, Government can play a leadership role, setting the context for service performance, establishing guidelines such as the national curriculum and training standards, and promoting continuous service improvement.

The Taskforce has proposed that Government step up its contributions to the sector across all these functions. However, the Taskforce has also proposed that services themselves, parents, and the broader community should step up the ways that they contribute to the creation of high-quality outcomes for children.

While the Taskforce has argued that more government funding should be allocated to ECE, it has also called for careful assessments of the value for money currently being delivered by the sector.

It has proposed adoption of a radically new funding model for the sector, and it has also called for much more rigorous monitoring of service performance and the provision of performance reports for parents. In addition, the Taskforce has proposed that more attention be given to the ways that services can support parents to become highly effective in their parenting roles. And it has proposed that more support be given to families where all parents are maintaining at least some connection to the paid workforce.

Dr. Mintrom articulated a vision for the future of the ECE sector that establishes a more level playing field for all service types, and promotes collaboration among services.

Should the Taskforce recommendations be adopted, they will open the way for the ECE sector to effectively build on the many outstanding current examples of good practice.

The Taskforce has proposed a future role for Government that is facilitative and supportive, but not bossy or all-encompassing.

A focused, committed, sector that responds well to information and incentives can do an enormous amount to support New Zealand's economic and social advancement.

That is the kind of sector that this country needs, and that Government policy should encourage.

Coming in the aftermath of a Government budget termed by many as lacking in vision, the work of the ECE Taskforce represents a major statement about where we should be heading as a country, and why ECE should be viewed as central to the attainment of our dreams for an abundant, affluent, and caring New Zealand.

Dr. Michael Mintrom served as chair of the ECE Taskforce. He began his career as an economist in The Treasury. He Holds a PhD from the State University of New York at Stony Brook.

Independent of his Taskforce role, he is an associate professor of Political Studies and an associate dean in the Faculty of Arts at the University of Auckland.

He is internationally recognised for his contributions to the field of policy analysis and has a strong reputation for leading policy teams and serving as an honest broker among diverse stakeholders.

His books include *Public Entrepreneurs: Agents for Change in American Government* (Princeton University Press, 1995, co-authored), *Policy Entrepreneurs and School Choice* (Georgetown University Press, 2000), *People Skills for Policy Analysts* (Georgetown University Press, 2003), *Political Leadership in New Zealand* (Auckland University Press, 2006, co-edited), and *Contemporary Policy Analysis* (Oxford University Press, 2011).



**DAME
LESLEY MAX**

Dame Lesley took a broad, 'ecological' overview, which will include consideration of the child; the parenting environment (values, beliefs and behaviours); the early childhood centre environment, with particular reference to early entry with long hours; and the national policy environment and what changes could and should be made for the benefit of children, families and those who work with them, as well as for the benefit of New Zealand.

Dame Lesley also discussed her twenty years' experience with two innovations that have proved to

be excellent examples of "A Team Effort: Influencing Behaviour", namely, the Family Service Centre model and HIPPY (Home Interaction Programme for Parents and Youngsters). The HIPPY programme has recently been identified by the Minister of Education in the 2011 Budget to receive additional funding to expand to new communities identified as likely to benefit from this parent support initiative.



**PROFESSOR
MARGARET
SIMS**

*The future of ECE
Teachers*

Professor Margaret Sims (from the University of New England, New South Wales) both advocated for and predicted radical changes to the early childhood workforce, changes that will see trained teachers working in teams with other trained professionals.

Professor Sims says recent research reveals that the quality of care of young children effects the activity of genes managing stress regulation and ultimately brain development, and that large numbers of children (14% in Australia) have mental health problems.

She cites research showing that young children with psychological problems go on to have lower educational outcomes and earn hundreds of thousands of dollars less in a life time, with these lower incomes passing social disadvantage to a new generation.

In response Professor Sims argues for an early childhood qualification system in which there would be core early childhood learning, with students going on to specialise in either teaching, the management of centres, counselling, parent education or other specialties.

ECC Conference 2011 Gala Dinner





Turn to pages 36 & 37 for more photos

Marketing your Childcare Centre

**Gavin Hazelden, ECE Astute Limited –
Childcare Consultants.**

Marketing is many things to many people...

You're at a party and go up to a good looking person and tell them how great you are... **That's Direct Marketing**

You're at a party and you get your friend to tell the good looking person how great you are... **That's Advertising**

You go up to a good looking person at a party and get their number. You call them tomorrow... **That's Telemarketing**

You go up to the good looking person, pour them a drink, open the door for them, pick up their bags and then say by the way I'm great... **That's Public Relations**

You're at a party and a good looking person comes up to you and says 'I hear you are great'... **That's Brand Recognition**

As you can see there are many components to marketing and each of these can be used to promote your Childcare Centre. Not one area of marketing on its own will achieve an overall result, so our suggestion is that you bring together Key Stakeholders in your business; be that teachers, owners, parents and other advisors you may wish to assist you. You should plan to spend an afternoon or evening offsite with a whiteboard or blank sheets of paper to create a simple and effective marketing plan.

Marketing plans should be living, breathing and reactive to changes in the whole business landscape. The plan should be

reviewed frequently to determine which aspects were successful and which areas need to be changed.

There are times where opportunities present themselves to promote one or more of these marketing methods. For example discounted advertising rates in the local newspaper, sponsorship opportunities or other special deals. These can be considered on a case by case basis. However in the main, a clear marketing plan should be developed and used as the framework for the year ahead.

Your marketing plan itself can be as simple or as complex as you like. Nevertheless we would typically suggest that you should create the following key headings to form the framework for any marketing plan.

Environment Analysis.

This is where you develop an understanding of the local suburb in which your centre is situated. Consider the type of housing, new developments, traffic count and employers.

Market Analysis.

What is the market? Is there demand for what your centre offers and how is this trending.

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Target Marketing.

Consider who your potential parents are likely to be. What type of people are they and what are their needs when it comes to their child's Early Childhood Education. Discussions with existing parents can be very useful in assisting your understanding of your target market.

Competitor Analysis.

Who are they? Create a list and understand what they offer as well as their strengths and weaknesses. What is their reputation like in the market and how does this compare to your centre?

Market Measurement.

Understand how many children there are aged 0-5 years in your catchment area. You can use various sources for this data including Stats NZ, Education Counts, local real estate agents and local business associations.

Marketing Strategies.

This is an opportunity to determine what you are going to do to be the preferred

centre for your parents. Consider your unique selling proposition. In other words how you will differentiate your centre from others.

Advertising Programs.

There will be lots of ideas you come up with. Make sure your advertising is consistent with your strategy and brand.

Sales Promotion & Direct Marketing.

This can include open days, flyers delivered to your local area and letters promoting yourself directly to new parents.

Management.

Consistency within your centre around such items as induction, uniforms, in centre branding, signage and business cards are key to ensuring a common message is portrayed to all current and potential parents.

Pricing.

This is a key part of your plan. You do need to consider your overall pricing and enrolment policy. Increasing or

decreasing your price is as much of a marketing methodology as advertising. Confirm your pricing is neither the most or least expensive unless this is part of your marketing strategy.

The Plan.

So having compiled your thoughts and ideas you can begin writing a comprehensive marketing plan for your centre.



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Weds 13th July - 1pm, or 7pm,
or Sat 16th July - 10am

Christchurch

Chateau on the Park Hotel Christchurch,
189 Deans Avenue
Weds 27th July - 1pm, or 7pm,
or Sat 30th July - 10am

For further info contact the Leadership Programme Manager: Debbie Ryder
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- Why do more kids have ADHD now?
- Is male sexual dysfunction more prevalent now?
- What damage are we doing to our planet by using plastic?
- Is there more cancer around these days?

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recycled. **In New Zealand it's 78%.**

The United Nations Environment Programme estimates there are **46,000** pieces of **FLOATING** plastic in every square mile of the ocean. However **70%** of all plastic actually sits on the ocean floor!



On average we each use 168 plastic bottles per year costing more than **\$580**.



Your health can be damaged by toxic chemicals such as **Bisphenol-A (BPA)** and other chemicals which can be leached from bottled water. BPA intake can also cause **Cancerous Cells** in your body.



The **environment** is **tainted** by the Production, Transportation, Packaging and Disposal of plastic water bottles.

They also estimate more than **1 MILLION** birds and **100,000** mammals die every year from plastics - by poisoning, entanglement and choking.

40% of Albatross chicks die from their mothers feeding them plastic.

And ironically we're **poisoning ourselves**, as when fish ingest it, the plastic goes through the complete cycle of the food chain.

And even though you might not keep it in the car, do you know what extreme temperatures it has been through **BEFORE** you bought it?



Stored in warehouses where temperatures vary from -3C to 29C



Transported in trucks where temperatures vary from 37C to 65C



Loaded and unloaded where temperatures vary from 7C to 37C



Distributed to stores where temperatures vary from 12C to 37C



Finally to you.

The following are quotes relating to BPA and chemicals found in plastic water bottles.

Taylor suggests that when pregnant women are exposed to the oestrogen mimicking properties found in BPA, it can impact the reproductive tract development and the future fertility of female foetuses. In essence this research shows that BPA may prevent the embryo from attaching to the uterus for further development.

In men the oestrogen mimicking effects of BPA have been known to block some of the more important effects that testosterone has on sexual functioning. Those who were exposed to BPA were four times more likely than those who were not exposed to report some sort of sexual dysfunction. Associate Professor of Department of Reproductive Sciences - Yale

Environmental Health Perspectives found that detectable levels of BPA leached into liquids at room temperature. This means just having your plastic water bottle sitting on your desk can be potentially harmful. The best thing to do is to avoid plastic altogether. C W Randolph, MD

Like BPA, these chemicals leach into the water more quickly when the plastic is heated, so don't leave these water bottles in a hot car or out in the sun. A potentially deadly toxin is being absorbed into bottled mineral water from their plastic containers. And the longer the water is stored, the levels of poison increase, research reveals. Jo Knowsley

The latest study showed that women with a history of miscarriages were found to have higher levels of BPA in their bodies. The women who had miscarriages were found to have BPA levels on average about three times higher than women who had successfully given birth. David Steinman

There are enough warning signs to show the need to act sooner rather than later. There are growing concerns about bottled water in particular in plastic bottles.

High concentrations of antimony can cause nausea, vomiting and diarrhoea. Evidenced by the recent study which was also highlighted

here at Natural News where 90% of cord blood from babies was found to contain BPA.2. Aaron Turpen

There are over 200 independent scientists, not in conflict financially with this chemical (BPA), saying we find it relating to obesity, prostate cancer, breast cancer, diabetes, brain disorders such as attention deficit hyperactivity disorder, liver disease, ovarian disease, disease of the uterus, low sperm count for men and the list goes on. David Gutierrez Natural News

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Outgoing Children's Commissioner John Angus shares his reflections on early childhood education and care in the second decade of the 21st century

I am not an early childhood professional or service provider, but as Children's Commissioner I have taken a keen interest in the sector over the past two years. What follows are some reflections on what I have learned of the challenges facing the sector now and in the future. It is written before the 19 May budget, the release of the Early Education Taskforce Report and responses to other recent reports, including that of my Office.

I started in my role with an assumption that the New Zealand early childhood sector was one of the jewels in the crown of childhood services in New Zealand, characterised by high levels of attendance, high quality, an increasingly professionalized workforce and a much admired curriculum. Now I am not so sure.

The sector has several strengths. The curriculum is well accepted and much admired by academics and professionals. There is an acceptance within the sector of the need for a trained workforce. There is an emphasis on professionalism albeit described in different ways by different groups and proselytised through a confusing set of different professional bodies and conferences. Government investment is at historically high levels. There is a strong history, now almost 30 years old, of focussing on education and care together as interwoven aspects of a child's development rather than artificially separating them into two services. And I have been impressed by the focus on children's best interests in many of the groups and by individuals working in the sector.

On the other hand, there are significant weaknesses and some threats to children's best interests in some of what is going on in early childhood services and in the environment in which it operates. One weakness is the quality of services for under two year olds. My Office has just

released a substantial report on non parental formal care. We found significant deficiencies in policy, regulations, training and delivery. Policies are disconnected, regulations set minimum standards too low, training is underdone and quality is variable. ERO reports are disquieting; witness the most recent about literacy.

A second weakness is in the level of monitoring. There is a substantial taxpayer investment in the sector, but not enough is done to ensure a good return on it. We want women to return to paid work before their children go to school, but we leave most of the burden of finding and monitoring care to them, in particular in home-based services. I do not think that is right or fair. Most parents are busy keeping body and soul together for their families, and are relieved to be able to access a licensed service with some state oversight. Some do not have the knowledge of child development necessary to judge quality. But the level of government monitoring is meagre: a one-off licensing, infrequent ERO visits and variable health inspections. Vulnerable children deserve better.

I have been impressed by the focus on children's best interests in many of the groups and by individuals working in the sector.

A third weakness lies behind the high enrolment figures. The children who are most likely to benefit from high quality early childhood education and care (in their first language) are those least likely to be able to access it: children from low income, Maori and Pacifica households. This arises amongst other things from the market driven approach to supply, a shortage of teachers with appropriate language and some inflexibilities in service structures that exclude extended family provision.

Then there are threats. One is to professionalisation, where the challenges

come not only from the move away from the 100 percent registered teacher goal but more fundamentally from the growth of an under-trained cadre of care workers in the home care sector. The widely held assumption is that learning begins with cognitive development at ages 2 and 3 and provision to under-2-year-olds does not need trained providers.

A second threat is to quality. It arises out of the pressures to sustain services by reducing costs and increasing efficiency. In our inquiry we saw pressures to increase centre and group size, reduce flexibility by standardising hours, and drive quality down to minimum requirements, for example in ratios. We heard of practices to increase the division of labour, reduce staff conditions and take shortcuts on levels of qualified staff.

Another worrying trend is the move away seeing early childhood education and care as a child focussed partnership between educators and parents in optimal child development. Too often it is being seen in much more limited terms as a service to parents to remove a barrier to paid employment. This approach is present in the report of the Welfare Working Group, perhaps understandably, but it is also prevalent in some of the wider policy discourse in Wellington. This is not in children's best interests.

I think, in conclusion, that children deserve much better than some of the current trends in policies and services in early childhood education and care. We understand more and more about the importance of the first years of life to the whole of life. We know the crucial part intimate secure relationships play in young children's optimum development. We know that foundation learning starts at birth, not at age five. As a nation we should value the contribution quality early childhood education and care can play in partnership with parents in that optimum development, and insist that government put its quality provision high in its priorities.

Meet Your ECC Executive



Maria Johnson
President

Maria has been on the ECC Executive since 2008. She has served two years as Secretary, and was appointed Vice-President and Secretary at the AGM in 2010. Maria succeeded Margie Blackwood as President in April 2011.

Maria is a trained primary school teacher and a trained early childhood teacher. In 2007 she completed a course in Melbourne for auditory processing development, and

is a licensed Integrated Listening Systems practitioner. Maria has four sons and believes being a mum is the greatest job in the world (even though sometimes it tests our patience). She owns four preschools in Wellington called Little Schools. Maria enjoys her journey as a leader and is passionate about teaching and keeping up with the latest research and ideas in education and care.



Jill Oliver
Vice President

Jill has been a member of the ECC Executive since 2008 and serves on the Conference and Publications Sub-Committee.

When Jill's eldest daughter was three she went to the local playgroup. Jill helped out one afternoon and, as they say, the rest is history. Jill realised she liked working with children, and with other people's children. A couple of years later, while living in South

Africa, a similar situation arose with her youngest daughter and she decided to do something about it. Jill gained a Montessori Teachers Diploma and when she came to New Zealand she upgraded to a Diploma of Teaching ECE. Jill has worked in childcare and kindergarten and is now very proud to be the manager and licensee of Trinity Kindergarten in Pakuranga, a not-for-profit community kindy.



Tim Lainson
Secretary

Tim has been on the ECC Executive for the past year and serves on the Policy Sub-Committee.

Originally from the UK, Tim has been living and working in New Zealand for the past seven years. Tim's dual role as Development Manager for both the Living & Learning Foundation and for KinderCare Learning Centres gives him an unusually broad perspective on current issues in the

early childhood sector. His intrinsic role in the development of the Living & Learning Foundation ensures that Tim has an in-depth understanding of the not-for-profit sector, where he is able to use his proactive and creative problem solving skills effectively. Tim's commercial background of over 20 years' experience means he is fully conversant with the needs of service providers and the pressures they face.



Lonnie Parker
Treasurer

Lonnie has been on the ECC Executive for the last four years and has served as Treasurer for three years.

Lonnie became involved in the childcare industry when she and her husband Ashton purchased a centre in November 2005. Two years later, they extended that centre and built a new one. Both centres are now inspired by the Reggio Emilia approach to Early Childhood Education.

Lonnie has worked for a variety of corporates - airline, meat processing and newspapers, in accounting, IT and senior

management roles. She is a qualified accountant, a member of the Institute of Directors, and has a Masters in Business Administration degree. Her qualifications and experience mean she can bring strategic thinking and good governance disciplines to the Executive Committee.

In addition to the childcare centres, Lonnie and Ashton are involved in other sectors, including residential private hospital care of the elderly. They have two young sons - Jackson and Henry and five grandchildren.



Dr Darius Singh
Executive

Darius has over a decade of experience in executive management and almost five years' experience in dealing with TEC (Tertiary Education Commission) and MOE (Ministry of Education) on various issues via his previous position as Professor in Technology Management at AUT University. He is a member of the NZ Institute of Directors, is a Fellow of the NZ Institute of Management and serves on a number of Boards.

He and his wife, Nikeeta, jointly own and operate Fern Garden Preschool & Childcare

Centre in Tauranga and they are in the process of building a greenfield centre set to open in Auckland early next year.

Darius is passionate about effective governance and best practices in education management, teaching and learning, and in particular - research on innovative techniques in these areas (as he has published in various journals in his career to date). He and Nikeeta have three beautiful children aged under 5 - Dilan, Nivisha and Daniel.



Pam Maclean
Executive

Pam has been on the ECC Executive for six years and participates on the Policy Sub-Committee.

Pam has three daughters and has lived in Queenstown for the last 40 years. She qualified as a primary school teacher in the early sixties and was introduced to early childcare through her local Playcentre and then a local childcare centre in the early 1980s. Initially she accepted a position on the committee and then became the

licensee and head teacher. Pam gained her early childhood qualification at Dunedin College of Education in 1994. She worked as head teacher of Queenstown Centre (a not-for-profit, community-based centre) for 11 years and during the early 1990s was on the building committee for their new centre. Her team fundraised and built two more centres licensed for 70 children. Pam manages both centres.



Theresa Dodd
Executive

Theresa, the oldest of six children, always knew she wanted to be a teacher. She first became involved in the early childhood sector as a school leaver by enrolling to study for a Teachers Certificate as it was in those days. Nineteen years later she has travelled the world as a nanny, worked in both private and community-based services and is now co-owner of Penguins School of Early Learning in Howick and Hamilton. Theresa returned to study along the way and upgraded to her Diploma of Teaching

at Auckland College of Education and later also completed a Graduate Diploma in Educational Management (ECE). She is still as passionate today about teaching and young children's learning. Theresa currently serves on the advisory committee for ECE teacher education programmes at Auckland University. She is married to Simon and they live on a lifestyle block in South Auckland. Theresa is the Centre Director at Penguins School of Early Learning, Auckland.



Linda Stickley
Executive

Linda has been involved in Early Childhood for more years than she cares to think about. She is a qualified kindergarten and early childhood teacher, completing her first qualification at Palmerston North Teachers College, and later upgrading to a Bachelor of Teaching and Learning through the Auckland College of Education. Linda started her career teaching in kindergartens, later moving into a management role, and then taking up positions within the Education Review

Office and the Ministry of Education. Linda has also spent time working for the Office of the Children's Commissioner, and as a self-employed consultant working with centres in the Auckland area. Linda is now with ABC Developmental Learning Centres (NZ) Ltd where she is a Regional Manager and licensee for more than 40 centres, and has specific responsibilities for sector engagement. Linda lives in Auckland. She has 2 adult daughters and a particularly beautiful granddaughter.



Maree Moselen
Executive

Maree has been a member of the ECC Executive since 1992 and serves on the Conference and Publications Sub-Committee.

Maree graduated from graduated as a kindergarten teacher from North Shore Teachers College in 1975. Since then she has taught in kindergartens in Kaitiaki, Auckland and Wellington. In 1991 she opened her own centre in partnership with a colleague and has since become the sole owner/operator. Next Generation Childcare

is two small centres, one for 15 babies and the other for 30 two to five year olds. Her story and background is similar to many in the field, a small operator and passionate about children's care and learning. Highlights of Maree's achievements was receiving a Neita Award in 2006 and her involvement as one of only 60 centres in Ministry of Education's ICT ECE PL project, which also involved sharing these ideas and experiences with other centres throughout NZ in a series of workshops.

ECC Conference 2011 Gala Dinner

Continued



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mum2mum.com

*Offer valid to childcare centres only. Minimum order value of \$100 plus GST and freight. Offer valid for 2011 and only applies to new customers of Mum 2 Mum on their first order.

FRESH, CLEAN.. TOXIC?

The effects of plastic on the environment are already well documented...but what about the effects of plastic on our bodies?

Research is showing that under special circumstances, certain chemicals from plastic bottles and containers are able to leach into the water (or food) held within. One such culprit is a toxic chemical known as Bisphenol A (BPA), a chemical with estrogen mimicking effects that is linked to obesity, diabetes, breast cancer and hyperactivity. Another two common toxic chemicals present in plastic bottles are antimony and phthalates. Make a change for the better. Buy stainless steel BPA-free SafeBottles and reduce the impact of plastic on the environment and our bodies.

For more information and to see the full range of SafeBottles, please visit www.safebottles.co.nz or call our friendly team on 0800 777 444 or text SAFE to 244.



SAFE BOTTLES
saving you, saving the planet

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

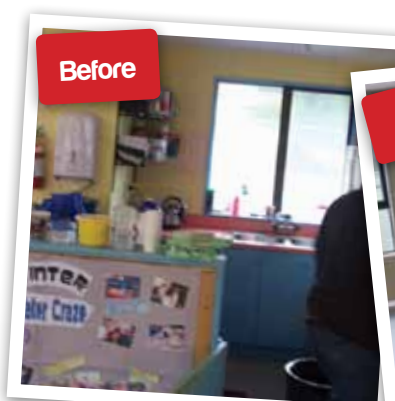
This kitchen has large rubbish and recycling bins and is fitted with quality hardware throughout. All doors and drawers are fitted with a remote control electronic locking system to meet health and safety requirements.

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.



For further information see our website
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FirstBase keeps the administration tasks simple, so you can spend more time with children in your charge

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