

# Minutes

MEETING SUBJECT:	Early Childhood Education Advisory Group (ECEAG)
DATE OF MEETING:	16 September 2021
TIME OF MEETING:	9:30am – 3:30pm
VENUE:	Via Zoom
ATTENDEES:	Clair Edgeler, Frian Wadia, Rebecca Chatwin, Alex Gunn, Tracey Hooker; Arapera Card, Annie Gordon, Jihye Shin, Jenny Ritchie  Pauline Barnes (Deputy CE – Professional Services), Jayne Franklin (Manager Teacher Capability & Collaboration), Prisca MacDonald (Teacher Capability & Collaboration Team Leader), Libby Tregear (Sr Policy Analyst), Susan Fogarty, (Communications Manager), Fiona Majendie-Williams (Sr Communications Advisor), Simon Cottle (Senior Adviser), April-Mae Marshall (Board Secretary)
APOLOGIES:	Vicki Hiini, Lealofi Kupa,

## 1. Karakia / Opening Remarks

Apologies were noted from Vicki Hiini and Lealofi Kupa. The Chair welcomed members leading a karakia.

Members noted their expectations that during the meeting they:

- hoped to find ways to connect with more ECE teachers;
- wanted to discuss the regulatory review and upcoming submission;
- hoped to look at ways to increase diversity and inclusion in the ECE sector.

## 2. Minutes from the previous meeting

The Board Secretary noted the change to sentence one of the minutes from March 2021 to read as: *The Acting Chair acknowledged Clair Edgeler's apology for the hui. Arapera Card gave a special karakia for Clair and her whānau.*

One action point is yet to be completed: sending the Rauhuai postcards to members.

### RECOMMENDATION

That the ECEAG **approves** the minutes as a true and accurate record of the meeting held on 29 March 2021.

**MOVED**  
**SECONDED**  
**CARRIED**

**ACTION:** Board Secretary to send the Rauhuia postcards to ECEAG members.

## 3. ECE Regulations Review

*Libby Tregear joined at 9:45AM*

A presentation was lead in regard to a Teaching Council submission on changes to ECE regulations. The following discussion noted:

1. that Option 3 for 80% options is the preferred options. This is noted as: *'services need to employ or engage 80% qualified and certificated teachers – whenever children attend there must be 50% ECE qualified and certificated teachers in contact with children (measured against minimum adult: child ratio requirements)'*.  
Members noted that there needs to be an acknowledgement in the submission on the issues regarding in meeting this for rural areas and isolated communities, pathways for education and workforce for ECEAG.
2. for Responsible Persons a submission document should address that the person must be an **ECE qualified** and **registered** person, there should be strengthening around the wording regarding the relationship with whānau and tamariki. Members noted the submission needs to address that ongoing support and relationships for the responsible person is important within the consultation.
3. For Home-based ECE, members were pleased to see the home based referenced within the documentation and advised this needs to be regularly overseen by an ECE qualified and registered teacher. Members noted that the consultation needs to focus on reducing the ability to have multiple visiting teachers at a service as it will give continuity to whānau, tamariki, and Home Based Educators. Members noted that MoE will have a large job in regulating and monitoring home based ECE.

A discussion on levels of qualifications for home-based educator knowledge followed, noting that Home Based Educators from different providers have different knowledge levels and work is needed to ensure that the qualifications and knowledge is more consistent across providers.

#### **ACTION(S):**

- Members to provide further advice to Libby Tregear at [Libby.Tregear@teachingcouncil.nz](mailto:Libby.Tregear@teachingcouncil.nz) by 5 October 2021.
- High-level minutes of discussion to be shared with the Governing Council at their next hui on 30 September.
- Next ECEAG hui have Tranche 3 discussion on the agenda.

*Arapera Card joined the meeting at 10:45AM*

#### **4. Update on trauma informed practice**

It was noted that there has been no update on this work from MoE. The Council has engaged with the Ministry and is trying to progress this. The ECEAG will be kept informed when further progress on trauma informed practice is made available.

Members noted that MoE has developed a resource for the profession (He Mapuna te tamaiti) which continues to have more of a behavioural approach with extremely set expectations of children. Another piece of work is also underway, and MOE has sent out RFPs for additional work via GETZ. The concern around development of these resources is that although MOE undertakes consultation, they did not appear to have had a very long consultation period with the ECE profession. There were some concerns raised that the learning resources from MoE could be further enhanced to ensure they are more holistic, inclusive and supporting teachers to understand more deeply the causes of behaviour rather than strategies that only deal with the behaviour itself.

Members noted that MoE has set up a working group to look at this mahi and help advice moving forward. Additional guidance and practice documents have RFPs listed which have implications for the profession

## RECOMMENDATION

The ECEAG **recommends** that the Teaching Council meet with MoE and discuss the need to better consult with the profession, including ECE before publishing advice.

*Libby Tregear left the meeting at 11:32AM*

## 5. Connecting with ECE teachers and services

*Susan Fogarty and Fiona Majendie-Williams joined at 11:30AM*

A discussion on the media the Council uses to communicate with the profession noted newsletters, social media, specific platforms including unteach racism, webinars, message platforms.

Discussion noted that:

- The Council need to find ways to engage with ECE graduates and those on the ECE pathway early so the Council's work is not seen merely as 'tick the box' for certification. ECE students need to hear more about the Council's work whilst in their studies so they build meaningful connections with the profession early and provide relevant, uplifting information to the profession on their work. Council to consider ways to better connect with beginning kaiako during their pre-service study to ensure they are aware of the mentoring, support, and information that is available for them.
- Suggested speaking to professional bodies such as the Early Childhood Council, organisational networks and unions, on what information is relevant to their ECE members.
- The Council needs a stronger social media presence in order to connect with teachers as they are studying and before they enter the profession; nurture a relationship on more than a certification platform.

## 6. Rauhuia - Leadership Space

*Pauline Barnes, Jayne Franklin, Prisca MacDonald, and Simon Cottle joined at 1:00PM*

A presentation was given on the work to date and a following discussion noted:

- The profession needs a space to allow for partnership and collaboration, an opportunity for individuals to do this in their own space. 'Spaces and places' for conversations that come from the whole profession. A place to find unity, cohesion, and shared learnings.
- The ECE teachers need to be mentioned in this space since at the moment it tends to note primary and other teachers and does not specifically speak to ECE.
- Rauhuia needs to be a space to coordinate efforts and recognise the emergent work established leaders are doing as well as facilitate in the distribution, collection, and collaboration of varied models of leadership such as emergent and distributed leadership.
- Leadership models need to reflect a commitment to Te Tiriti o Waitangi in engaging with Iwi education leaders.

A presentation to share with ECE professionals was shared and members suggested changes including:

- Deletion of reference to the word engagement to be replaced with wording used within the sector.
- Adding timelines to let the profession know when things have and will be done.
- Asking if the roles noted include those in ITE who are also certificated teachers.
- That Pedagogical leadership information at <https://tewhariki.tki.org.nz/en/leadership/> should be included/referenced.

- This should highlight the Teaching Council values of empowerment/ whakamana - as teachers supporting the leadership of other teachers, tamariki, rangatahi, and whanau

#### **ACTION(S):**

- ECEAG members to share ECE professionals who might be interested in working with the Council in this mahi.
- Presentation to be sent to ECEAG when finalised.
- ECEAG members to speak with ECE colleagues on opportunities to be part of Complaints Assessment Committee [competence@teachingcouncil.nz](mailto:competence@teachingcouncil.nz), *He Toa o ngā Paerewa, Part-time leader to assist our Teaching Council TCC team.*

*Pauline Barnes, Jayne Franklin, Prisca MacDonald, and Simon Cottle left the meeting at 2:00PM.*

## **7. Environmental Scan – What’s on top**

*Libby Tregear joined at 1:55PM*

An environmental scan noted:

1. Auckland University will not be offering an under-graduate ECE qualification next year citing lack of international students. This is noted as a temporary action.
2. ITE workloads have increased quite substantially in the last year with one lecturer citing 2000 hours in one trimester.
3. The latest figures of ECE ITE enrolments notes a reduction of 6% in 2019. It was noted MoE has mentioned an increase for 2021 but no statistics are known.
4. Te Mahau is scheduled to launch in October and there is interest in what this means for ECE regarding PLD, strategy and regional coverage for things like the role of Curriculum Leads etc.
5. PLD providers tend to schedule classes considering primary and secondary teacher schedules with little regard to those of ECE. This reduces the opportunities for ECE PLD.
6. Work continues with MoE on inclusive education, making Special Education Teachers feel connected to resources and ensure this work is contextualised within Aotearoa’s bicultural environment.
7. Latest pay parity announcement from the Minister mentions this is linked to meeting the Teaching Council standard. Teachers who prove they meet the standard for pay parity should take the opportunity to become registered and certified.
8. Work continues to change into curriculum and assessment at a very fast pace which is often difficult to keep track of. These changes can be accessed at <https://www.education.govt.nz/our-work/changes-in-education/curriculum-and-assessment-changes/>

## **8. Other Business**

None noted.

## **9. Meeting Closing**

The meeting adjourned at 2:35.