



Briefing Note: Background information for meeting with Te Rito Maioha
Early Childhood New Zealand (ECNZ)

To:	Hon Tracey Martin		
Date:	25 January 2019	Priority:	Low
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Purpose of Report

You are meeting with Graeme Severinsen of Te Rito Maioha Early Childhood New Zealand on Monday 4 February 2019. Mr Severinsen has indicated that he wishes to discuss an initiative to attract more men into teaching in early childhood education. This briefing provides you with background information for this meeting.

Proactive release

Agree that this Briefing will be proactively released.

Agree / Disagree



Damian Edwards
Associate Deputy Secretary
Education System Policy

25/1/2019



Hon Tracey Martin
Associate Minister of Education

2/2/19

Background

Te Rito Maioha Early Childhood New Zealand

1. Graeme Severinsen is a senior lecturer/academic leader of undergraduate programmes at Te Rito Maioha Early Childhood New Zealand (ECNZ). Mr Severinsen is also a member of the senior management group at ECNZ.
2. ECNZ is one of the largest initial teacher education (ITE) providers for early childhood education (ECE) in New Zealand. In 2016, approximately 670 students were enrolled in their Bachelor of Teaching (ECE). In addition to providing ITE, ECNZ represents around 600 ECE services operating as an advocacy group for ECE employers.
3. ECNZ negotiates on behalf of employers the Early Childhood Education Collective Agreement (ECECA) with NZEI. The ECECA covers staff at 102 organisations across 116 sites.
4. ECNZ is an incorporated society of members governed by a Council, elected by members at annual general meetings. The Council is a governance body that meets five times a year and oversees ECNZ's policies and strategic direction.
5. The senior management group is responsible for implementing ECNZ's strategic vision and plan, and ensuring the delivery of its academic and operational outcomes.
6. The Ministry works with ECNZ on matters relating to ECE. Kathy Wolfe is the Chief Executive and represents ECNZ on the Early Childhood Advisory Committee and as a member of the Reference Group for the Strategic Plan for Early Learning.

Men in the New Zealand ECE workforce

Recent data on men in the ECE workforce

7. The number of men working in ECE in New Zealand is increasing. In 2011, there were 379 men ECE teaching staff (or 1.8% of the total workforce), increasing to 795 or 2.6% in 2017. The proportion of men working in ECE is comparable with other OECD countries. In 2015, men accounted for 2.1% of ECE teaching staff in New Zealand, compared with an average of 3% across the OECD.
8. ECNZ has reported that between 2012 and 2017, men comprised approximately 4% of the graduates from their ECE teacher education programmes. In 2018, 5% of their ECE teaching students are male.

Teacher supply

9. The government historically has not had the same role in managing the supply and demand of the teacher workforce in the early childhood as in schooling.
10. As ECE providers are not required to advertise vacancies in the Education Gazette, and they use independent payroll providers, the Ministry has no sector-wide data on ECE vacancies.
11. The Ministry regularly seeks and receives advice on ECE matters including workforce through the Early Childhood Advisory Committee (ECAC). ECAC is made up of representatives from early learning sector and meets with the Ministry quarterly.

Current organisations and initiatives that support men working in ECE

12. In 2018, ECNZ collaborated with EC-Menz to discuss and address gender disparity within the ECE workforce. EC-Menz is the national network for men working in ECE. Their primary mission is to support men to work in ECE. In collaboration with the Child Forum, EC-Menz offers a \$400 grant to incentivise men into ITE for ECE.
13. Another initiative is the Y-men initiative run by He Whānau Manaaki kindergartens in Wellington. The purpose of the initiative is to attract more young men into ECE teaching and address the high rates of unemployment among men under the age of 25.
14. It is unclear what initiatives ECNZ are proposing to increase the number of men teaching in ECE. In a 2018 article, ECNZ argued that early learning settings should reflect the societies and communities they are in. The article indicates that initiatives to attract men into the ECE workforce could be centred on addressing pay rates in the sector, and reducing unconscious bias towards men working in the sector.

Pay equity claim

15. In 2017, a pay equity claim was launched by NZEI for ECE services party to the ECECA. The claim's timeline indicates NZEI and ECNZ are in the process of assessing remuneration differences between the roles they are assessing and the comparator roles they have used. NZEI has consistently stated that pay equity settlements in the ECE sector must be fully-funded by Government because it is the monopsony funder.

Key Messages

16. A high quality early learning system is key to achieving this Government's vision for education which has the wellbeing of learners at the centre. The system should enable all children to achieve their full potential and support their identity, language and culture. A high quality early learning system depends on a well-qualified and diverse workforce that is culturally and socially responsive.
17. The draft Strategic Plan for Early Learning recognises this. It has a number of recommendations that will promote an integrated approach to recruitment, retention, growing and developing the ECE workforce. We recommend that ECNZ complete the online survey or provide a submission if it hasn't done so already.
18. It is unclear what the initiative is that Mr Severinsen is proposing; however, any new initiatives that require government funding would need to be considered as part of the standard Budget process.

Opportunities

Strategic Plan for Early Learning

19. The Strategic Plan for Early Learning will provide a 10 year strategy to develop and strengthen the early learning sector. ECNZ is a member of the Sector Reference Group and were involved in the development of the draft Plan.
20. The draft Plan, *He Taonga te Tamaiti: Every Child a Taonga*, has been released for public consultation. Consultation closes on 15 March 2019.
21. There are five goals within the draft plan. Goal 3 focuses on investing in the ECE workforce and supporting excellence in teaching and learning. This includes improving

consistency and levels of teacher salaries and conditions, and the development of a workforce supply strategy.

Education Workforce Strategy

22. As part of the Education Portfolio Work Programme, the Ministry, in partnership with the education sector, is developing a future-focussed Education Workforce Strategy to attract, recruit and retain the workforce we need to help every child achieve educational success. The strategy will cover the education workforce from early learning to the end of secondary schooling.
23. The Education Workforce Strategy presents an opportunity to address concerns over low proportions of men working in ECE.

Other issues ECNZ may raise

24. Te Rito Maioha has a number of priorities that Mr Severinsen may raise. These include:
 - a. reinstating funding for 100 percent and 80 to 99 percent certificated teaching staff in teacher-led centres
 - b. reducing the regulated adult to child ratio for infants
 - c. investing in professional learning and development for ECE teachers and leaders
 - d. recognising ECE teachers as equals alongside primary and secondary teachers, including pay parity.
25. The draft Strategic Plan, which is open for consultation until 15 March 2019, covers each of these issues and provides Te Rito Maioha and Mr Severinsen with an opportunity to have their say on the future of the ECE sector.