

# MANUKAU TODAY IS NEW ZEALAND TOMORROW

REPORT ON PROCEEDINGS OF THE MANUKAU  
EARLY CHILDHOOD EDUCATION SUMMIT

HELD AT THE TELSTRACLEAR PACIFIC EVENTS CENTRE, 4 APRIL 2008  
IN ASSOCIATION WITH THE MINISTRY OF EDUCATION

COMET



MAKING EDUCATION WORK FOR MANUKAU



Tomorrow's  
Manukau

# FOREWORD

BECAUSE OF MANUKAU'S HIGH BIRTH RATE, NEW ZEALAND'S FUTURE WILL BE BASED ON THE SKILLS AND TALENTS OF MANUKAU'S CHILDREN OF TODAY. THAT POTENTIAL MUST BE NURTURED FROM THE BEGINNING.

This document provides a summary of keynote addresses, presentations and feedback, provided by participants at the Manukau Early Childhood Education (ECE) Summit held in Manukau on 4 April 2008. These participants included people from the early childhood education centres in Manukau, primary schools, community services, parents, and government agencies – in other words, a cross-section of stakeholders in the future of our children.

Several Manukau wards have participation rates in ECE that are lower than other wards and are low compared to national rates, particularly amongst Maori and Pasifika children.

The Tomorrow's Manukau Educated and Knowledgeable People's Group prepared a business case for the Tomorrow's Manukau Strategic Steering Group in late 2007 with the aim of increasing participation in ECE in areas of low participation in Manukau. This resulted in the identification of ECE as a Tomorrow's Manukau collaborative project.

The purpose of the Summit was to provide a forum for community feedback on ECE issues in Manukau, address the future of early childhood education services in Manukau, and to shape future collaborative projects.

***An overwhelming number of the 168 participants endorsed the importance of making participation in quality early childhood education a city goal, and supported Tomorrow's Manukau leadership for improving participation.***

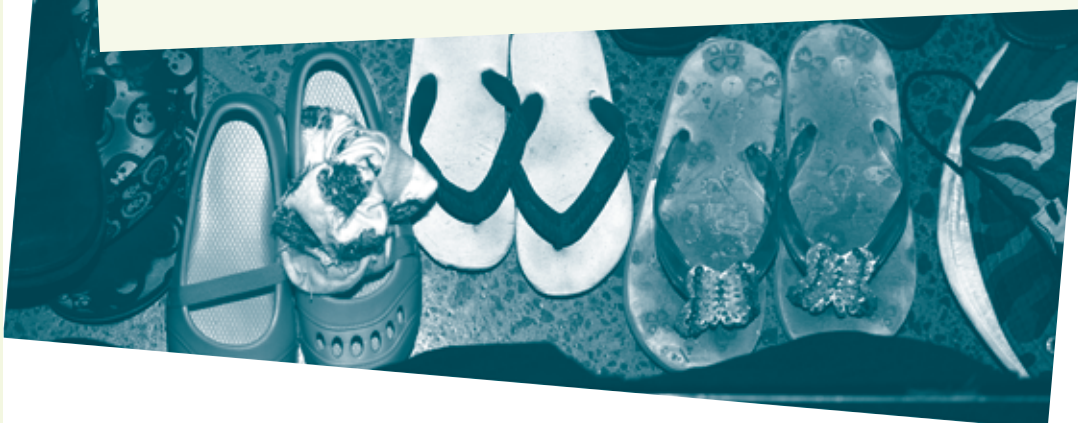
There was a clear theme around the need to have a more cohesive approach and to develop collaborative relationships across schools, ECE services and other family support services in the health and social service sectors.

***The Summit endorsed the development of collaborative and focused action to address participation rates, co-ordinated through a Taskforce.***

Our thanks go to the Education and Tomorrow's Manukau teams at Manukau City Council who made funding available for this Summit. We would also like to thank the Ministry of Education ECE team for being part of the planning for the Summit and endorsing its purpose. To the presenters who contributed to the programme, I pass on our great appreciation for your willingness to share expertise and experience. Finally, to the COMET staff who helped in preparation of the programme, organisation of the day, and preparation of this report, I express my deepest appreciation for your commitment and support.



Bernardine Vester  
Chief Executive Officer  
8 May 2008



# WELCOME

SUMMIT PARTICIPANTS WERE WELCOMED BY KAUMATUA HAARE WILLIAMS, WHO EXPRESSED SUPPORT FOR EARLY CHILDHOOD EDUCATION AS THE FIRST STEP TO REALISING THE POTENTIAL OF YOUNG PEOPLE.

THE SUMMIT WAS OPENED BY THE MAYOR, LEN BROWN. The Mayor stated his commitment to the young people of the city, and in particular endorsed early childhood education as a priority action area under the Tomorrow's Manukau: Manukau Apopo vision for an "Educated and Knowledgeable People".

The Mayor noted that despite significant injections of funding there remains a chronic shortage of early childhood education places in the city. The Summit provided an opportunity for input into how Manukau can "lift the game" in supporting children and their families.

The Mayor invited participants to contribute ideas for an Action Plan, and to consider nomination as a Taskforce member to oversee agreed actions.



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# Opening presentation: Bernardine Vester, CEO City of Manukau Education Trust.

There are 28,000 under-5-year-olds in this city. 12,386 of them are enrolled in early childhood education. While this figure is rising, so is the population in Manukau. Participation rates in Manukau are barely keeping up with population growth.

## **PARTICIPATION IS A CHALLENGE IN ALL PARTS OF THE CITY.**

**The participation challenge has many facets:**

- not enough services
- not enough qualified teachers
- service quality
- family desire for services that nurture language and culture
- participation doesn't measure attendance rates
- attitudes to the importance of early childhood education vary

## **THIS MULTI-FACETED CHALLENGE IS EXPRESSED VERY DIFFERENTLY IN DIFFERENT CORNERS OF MANUKAU:**

In the eastern suburbs of Howick and Pakuranga participation is generally high – as much as 100% for some groups of 4-year-olds. But there is enormous pressure on places in centres, and waiting lists are so long that some children are well past their fourth birthday before they can get in.

In Flat Bush, Manukau's newest suburb, over 1300 children will arrive in the next six years. As of April 2007, there were just nine licensed services, or around 350 or so places.

In Manurewa there is only one Pasifika early childhood centre in the area, there is an overall shortage of services, and amongst the lowest participation rates in the country.

In Otara, Mangere and Papatoetoe, many services are full. Where there are places, centres may not always 'fit' the language and cultural preference of the family. Parents are also making choices based on quality.

Attendance rates complicate the picture of early childhood participation. Despite enrolment in a service, children in parts of this city may not attend regularly.

This all indicates that we have a wider community issue – participation in early childhood education is not just an education sector matter: it matters to the overall social, cultural and economic wellbeing of the city.

***Manukau needs a Step Up in the efforts to improve participation in quality early childhood education.***

To make this Step Up, the presenter called for all sectors to work together around an agreed priority goal; to share leadership for achievement of the goal; and invited participation in a short-life Taskforce to oversee action.



# Presentation from the Ministry of Education – Jilly Tyler and Ngaire Putamainu.

There are 267 licensed and chartered early childhood education services in Manukau City and 41 licence-exempt playgroups.

## THE PRESENTATION INCLUDED:

1. Graphs relating to
  - the types of services
  - the proportion of Maori and Pacific centres
  - numbers of children in licensed centres (Manukau centres tend to be comparatively large)
  - the proportion of community-based and private services
2. Data about the current network
  - overall licensed provision is for 10,298 child spaces
  - overall enrolment in licensed services is 11,221 children

*Given population of under-5's (28,023) and high growth forecasts, the current network is insufficient to meet needs.*

3. Maps about where current services are located, where funded projects are being established, and a map of where the preschoolers are in Manukau
4. A summary of capital developments (\$8.1million over last two years, 12 community-based services, 365 new places; in the pipeline: 8 projects \$7.1million, 419 new places; and 15 planning grants to develop 635 new places)

*The greatest challenge is finding affordable and suitable sites*

5. Participation data (Manukau is low compared to national rates)
6. Ethnicity data
7. Strategic plan activity and focus of the Auckland office

(See Appendix for further information)



# Presentation from Te Kohanga Reo O Tamaki Makaurau, Kerry Jones; Kaiwhakahaere a Rohe, Monica Teokotai Kaupapa Kaimahi; and Naomi Campbell, whānau member, with tamariki and whānau from Manurewa Kohanga Reo.

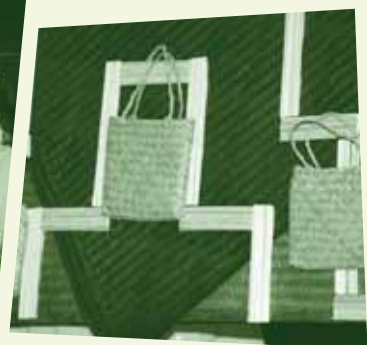
**Manaakitia ngā mokopuna. Whāngaitia ki te ūkaipō ki te kupu kōrero. Atawhaitia i roto i ngā tikanga kia tupu kia tū tangata. I roto i tēnei ao hurihuri.**

The programme presented three aspects – the birth of Kohanga Reo, what is currently being achieved, and the future – Te Ara Tuape, the strategic plan for the next 25 years.

The presentation was a hands-on demonstration of the cloak of Te Kohanga Reo, describing the ancestral house, and its inter-related elements. The importance of whānau to Kohanga Reo operation was strengthened by the voice of whānau member Naomi Campbell, who presented her story of involvement in the Manurewa centre.

The 25-year plan is still in draft form. There is still a need to “feed the language intensively to our children, because they need to be able to stand in both worlds”.

The children completed the presentation with a waiata.



## Presentation from Awhi Whānau Early Childhood Centre – Thelma Chapman and children.

This presentation focused on opportunities and possibilities. The key message was the importance of having a dream, a vision of what can be, and growing peoples' God-given potential.

Thelma described the impact that her visits to the Reggio Emilia Centre and Pen Green centres has had on her vision of a bi-cultural approach that supports Maori aspirations for tino rangatiratanga.

Key guiding values are Aroha (love), Manaakitanga (respect) and Awhinatia (caring, nurturing). Children become the 'genealogical link' that strengthens whānaungatanga (family relationships) of time and place. It is important that they know who they are and where they have come from.

The development process for the Awhi Whānau Centre was not linear or simple. In describing opportunities and possibilities, Thelma laid down a wero (a challenge) about the importance of providing opportunities and possibilities that will assist all children to grow as competent and confident learners in their own world, as well as the wider world. What should be offered to communities is not a pre-conceived process, but something that offers possibilities for the achievement of vision/aspirations.



# The Impact of the 20 Hours Free Policy – a Manukau Case Study. Karen Shields, Franklin Kindergarten Association.



Karen gave a brief outline of the Franklin Kindergarten Association's operations, described the traditions of kindergarten and the three main goals of the government's Early Childhood Education plan.

## KINDERGARTEN OPERATIONS HAVE BEEN AFFECTED BY:

- the implementation of a new funding system in 2005
- changes in qualifications requirements
- reviews of regulations
- 20 hours free

Karen described the impact of the 20 hours free policy on Manukau services through two case studies. The 20 hours free policy commenced in July 2007. It is available for 3- and 4-year-olds whose parents opt into the scheme, for a maximum of six hours per day up to 20 hours per week. Parents are able to use the 20 hours in more than one centre.

**Manukau Central:** In 2004 the Kindergarten was unable to fill rolls, so session numbers were reduced from 45/45 to 30/30. Capacity dropped to 67% and transience was a major factor in sustaining roll numbers. By January 2005, when compulsory donations were introduced, the kindergarten was operating with around 20 children in each session and the service became financially unviable. However, because the donations were compulsory, parents could now access WINZ subsidies.

In 2006, the kindergarten changed its sessional operations so that children could stay up to six hours per day, or for just the morning or the afternoon sessions. At June 2007, the number of children had increased: 44 children were on the roll. Of these, 37 accessed WINZ subsidies and transience was reduced significantly.

**Roscommon:** In 2006, the roll of the kindergarten was reduced from 43/30 to 30/30 (60% capacity) as they were unable to fill places and the viability of the service was at risk. By June 2007 the kindergarten changed its operations to six-hour sessions, with some sessional provision. The roll rose to 67 children, with 11 receiving WINZ subsidies.

For kindergartens, the disparity in 20 hours free funding rates for sessional and all day services is resulting in a trend for kindergartens to change from sessional to all day services.

The birth rate in Manukau is higher than the 1960s 'baby boom'. Hundreds of children in Manukau are not participating in any form of ECE, and this is not likely to improve without an increase in the number of service places available.

### Impact of 20 hours free

Both kindergartens now operating at between 95 - 100% capacity

	Pre 20 hours			Post 20 hours		
	Roll	WINZ	Wait	ROLL	WINZ	Wait
Kindergarten						
Manukau Central	44	37	5	38	4	24
Roscommon	65	11	46	54	4	96

### Manukau Central

- 5 children attend for longer than 20 hours per week. The remaining children share places up to the maximum 20 hours.

### Roscommon

- 8 children attend for longer than 20 hours per week. 37 children share morning or afternoon places and 7 children attend 3 days per week.
- Age of entry to start kindergarten has raised from just 2 years to between 3.5 to 4 years.

Karen noted that 20 hours free has increased demand significantly. However, participation rates in Manukau may actually decrease as places are filled.

## PANEL: Pacific Voices for Early Childhood Education.

### SULIETI PAU'UVALE-MOA

Sulieti Pau'uvala-Moa is the licensee for the Akoteu Kato Kakala in Bairds Road, Otara. She described the establishment journey for her centre, and her excitement and expectations upon its success. She recognised that the early childhood centre provided a 'transition' point for families who are adjusting to a new land and culture. The journey to licence a centre is quite a daunting one, but its outcome has included three staff successfully completing training and qualifications. Parents bring the children to the centre from all over Manukau, but they have a waiting list. More Pasifika centres are needed, and more Pasifika training is needed so that there are more qualified teachers.

### PAULINE LUAFUTU-SIMPSON

Pauline Luafutu-Simpson spoke about the choices New Zealand-born [Samoan] parents were making about participation in early childhood education. She referred to the responses of 16 participants in her research, who valued the cultural importance of language, but questioned quality in current provision and the welcome extended to mixed-heritage parents.

Pauline felt that there was an advantage in co-locating Pasifika services with mainstream services, providing families with more choices and more comfortable access. She was particularly concerned about young Pasifika teen parents and services for marginalised Pasifika people and their children.

Pauline particularly emphasised the impacts of "the changing face of Pasifika identity" associated with dual and mixed ethnicities within the Pasifika population. She warned that if the strategies for increasing participation "do not acknowledge, consult, advocate and include the more marginalised sector of our [Pasifika] communities, the high profiling of a few visible and successful Pasifika celebrities together with an increasingly 'brownier' middle class will continue to mask the realities of the most vulnerable...".

### KENETI APA

Keneti Apa spoke about the work of Edupac, a service organisation that supports Pacific early childhood education services to obtain licences and build centres. He described the importance of having people who have the skills and capacity to manage and govern centres.

The economic development potential for Pacific people in the early childhood education sector is significant. Centres should be seen as opportunities for growing business and management skills – such as financial management – within the community.

### NAOMI TUTINI TAMANGARO

Naomi Tutini Tamangaro spoke about the importance of language nests from her perspective as a Cook Islander. Languages should be nurtured from early childhood, and she described her passion and commitment for building children's language and cultural competence. Her presentation stressed the importance of having centres available for families that could meet their expectations for 'belonging' in New Zealand.



# Michelle Pratt, Living and Learning Foundation Family Centres.

Michelle provided a background about the Living and Learning Foundation, which is currently developing family centres incorporating early childhood education services and extended family services in a holistic way, in socially and economically disadvantaged communities. She previewed the development at 6 Bicknell Road, Favona, Mangere as part of the vision.



From her perspective, high quality services need clear governance and management structures, competent leadership available every day in the centre, robust financial and audit management systems, qualified teachers, and functional and well-designed spaces with small group sizes.

The Ministry of Education's Discretionary Grant Scheme (DGS) is too small to make an impact on participation rates.

The Manukau City Council District Plan has not changed to meet societal changes about the need for services within residential communities. She specifically spoke about:

- Rule 8.27 – car parking for early childhood centres
- Rule 13.10.1 – need for resource consent for any centre for more than 10 children (a minimum economic centre size would be 62 children)
- Rule 13.11.1.1 – noise levels unrealistic – where do we want our children to be?
- Rule 13.11.1.6 – traffic – centres are classed as business activity in a residential area, therefore resource consent is needed
- Rule 13.13.2.2 – intensity level rules (number of children per square metre) differs from council to council, and don't match MOE regulations
- Development Reserve Contributions – a rule which contradicts the Auckland Sustainability Strategy and provides disincentives to develop high quality environments for children
- Timeframes for obtaining resource consents

Michelle recommended that Council:

- consider early childhood centres not as commercial developments, but as community developments
- provide clear indications about where future early childhood services could be developed and located
- review the District Plan to focus on services for children and families
- review the costs for compliance for resource consent processes
- establish a mediation process to avoid costly hearings with objectors
- review reserve and development contributions for the not-for-profit sector

## Transitioning Children to School – One school's perspective. Leanne Nathan, Clendon Park School.

Leanne described an initiative that Clendon Park School took as part of the Manurewa Enhancement Initiative (MEI). The schools were concerned about the skills and vocabularies of new entrant children. By looking at 'effective practices', the schools decided there was a gap in their understanding about what early childhood education experiences their children brought with them when they came to school.

A group of schools decided to undertake a Needs Analysis Survey. The initial survey showed that 25% of children had no early childhood education experience, with a further 3% of children coming from overseas. An ethnic breakdown showed that of those with no pre-school experience, 39% were Pasifika children, 54% were Maori, and 7% were of other ethnicities.

Of those that did have experience, 68% attended a public kindergarten, and 14% a kohanga reo.

Broken down by school decile, 34% of new entrants in decile 1 and 2 schools did not attend, while 12% of new entrants in decile 8 or 9 schools did not.

While there was some debate about the data, the schools had further questions about the consistency of new entrant enrolment data from school to school, the nature of participation (for example, how long the child attended the centre prior to coming to school), and what to do next.



Clendon Park's response has been to review their questionnaire and data, and to look more carefully at the correlation between pre-school attendance, readiness for school and later school achievement in Reading and Numeracy, with a view to better supporting the children in their first year in school. The school has also identified the possibility of hosting a centre – a Kohanga Reo, or language nest, on the school site – to cater to their Maori community, and working more closely with their local kindy.

# Feedback from participants

## What actions are needed to encourage families to participate in early childhood education?

### EDUCATE PARENTS AND WHĀNAU ABOUT THE VALUE OF ECE

A key theme was that parents and whānau need to be educated about the benefits of ECE and that there ought to be more awareness of the importance and need for ECE before children get to school level. Suggestions included educating families through churches and increasing media promotion of the benefits of ECE and the issues children face when reaching school when they are not on an equal playing field. Other suggestions were to have information available at all Plunket Centres and have Plunket volunteers/workers informed of the benefits of ECE so they can share with parents when visiting them in their homes.

### ACTIVELY INVOLVE FAMILIES

Respondents felt that ECE services should work with the families and continue this support once children have started attending ECE services. This could stop the 'fall off' of children from rolls. Suggestions for how to do so included having children/family whānau gatherings to help build the relationship with families and centres, encouraging family members to contribute to their children's learning and encouraging families to contribute their culture to the centre, i.e. through greetings, songs etc.

### REMOVE BARRIERS AND PROVIDE INCENTIVES SUCH AS 20 HOURS FREE

Some summit participants felt that barriers to participation in ECE need to be addressed. For example, it was felt that families need to know about and understand the concept of 20 hours free e.g. by publishing information in local community newspapers about the locality of ECE centres that promote 20 free hours. An issue around families being able to afford additional ECE over the 20 hours if their circumstances require it was also identified. Further issues were the need to address transportation and the proximity of families to the centres – especially for those families unable to afford a car. Families also need to know about the diversity of centres available. A suggestion was made to consult with groups with lower levels of participation to establish their needs and how we can meet them.

### NUMBER AND DIVERSITY OF CENTRES

It was a key theme that there should be more funding available for ECE and that there should be more ECE services in the Manukau City area. Some areas within the city were identified as having small numbers of ECE centres (e.g. Manukau/Wiri and Manurewa). In particular, some felt there should be more Maori and Pacific centres built, along with support for Maori and Pacific to gain qualifications. Another issue was that due to long waiting lists some families have to find an alternative centre for a sibling of a child already enrolled in a centre.

### CONNECTIONS WITH OTHER ORGANISATIONS

There was a clear theme that strong relationships should be created with church, marae and early childhood healthcare agencies to reinforce and increase participation. There was also a suggestion to co-locate ECE centres with primary schools, perhaps even utilising empty classrooms for the purpose.

### COMPULSORY ECE FOR 4-YEAR-OLDS

Some suggested that ECE be compulsory for all 4-year-olds, funded by the government.

### PAY PARITY

Some felt there should be pay parity across the whole ECE sector so that services are able to pay the same rates for same qualifications across different services.

## Summary

- parents and whānau need to be educated about the benefits of ECE, perhaps through Plunket, churches, media and health services
- actively involve families in ECE services, including encouraging family members to contribute to their children's learning
- families need to know about and understand the concept of 20 hours free
- we should consult with groups with lower levels of participation to establish their needs and how we can meet them
- there should be more Maori and Pacific centres built, along with support for Maori and Pacific people to gain qualifications
- strong relationships should be created with church, marae and early childhood healthcare agencies to reinforce and increase participation
- co-locate ECE centres with primary schools

# What are the challenges for establishing new services?

## **FUNDING/CAPITAL**

A key theme was that there is insufficient funding from government agencies to purchase land and build new centres. Some felt that accessing existing funding is too complicated and time consuming, particularly for those caught up in the day to day compliances of running their own ECE service. There was a suggestion for the government to use some of the budget surplus for new ECE services.

## **RESOURCE CONSENTS ETC**

An overwhelming number of respondents commented on the challenges associated with the long resource consent process and associated costs. This was especially problematic for non-profit organisations. It was also felt that the Council needs to ensure that departments within it are working in alignment to support the establishment of more ECE services.

## **AVAILABILITY OF QUALIFIED STAFF**

Another challenge identified was that there are insufficient numbers of qualified staff available. It was felt that there should be better pay and working conditions across the sector in order to attract and retain qualified staff and to attract more people into the ECE teaching profession.

## **SPACE**

It was suggested that we could look to older schools for spaces to develop ECE services since these schools often have huge playgrounds that are under-utilised and are often in the heart of the communities.

## **OTHER**

Other issues identified included the challenges associated with early services working together e.g. health, education, local community, social development, and also the need for high quality mentoring to be available for ECE service leaders.

## Summary

- there is insufficient funding from government agencies to purchase land and build new centres
- accessing existing funding is too complicated and time consuming
- resource consent process is costly and very challenging
- more qualified staff are needed, along with better pay and working conditions
- there are challenges associated with early services working together
- high quality mentoring is needed for ECE service leaders

# What are the challenges for delivering existing services?

## QUALITY STAFF

Almost all respondents identified that there are insufficient numbers of qualified ECE teachers. Retention of quality staff was also identified as a key challenge since staff benefits and pay for qualified teachers varies significantly and some services do not have sufficient funding to compete. Some also felt that the qualification time frame needs to be extended.

## MANAGEMENT

A key issue was the lack of support for governance and management for not-for-profit organisations. Some felt that strong leadership and management is needed, particularly in dealing with new draft regulations and administration.

## FUNDING

There were some challenges around funding to maintain ECE centres, for example, it was stated that bulk funding has not kept pace with increasing wages and other costs. A further challenge is the six week delay in WINZ processing.

## COUNCIL PROCESSES

Council red tape and regulations were also identified as a key issue – for example, the council resource consent process to increase centre size to cater for increased demand. This was felt to be very frustrating for both families and centre managers.

## ATTENDANCE

The need to engage at-risk families and lack of consistent attendance from those enrolled were also key issues. Respondents felt a variety of measures were needed to address these including the need to educate our families/whānau on the benefits of ECE, to ensure that the service is what is wanted and needed for our diverse families, for ECE services to work with other early services to support each other's work.

## Summary

- there are insufficient numbers of qualified ECE teachers
- retention of quality staff is a key challenge
- more support for governance and management for not-for-profit organisations is needed
- there are challenges around funding to maintain ECE centres
- council red tape and regulations are problematic
- the need to engage at-risk families and lack of consistent attendance from those enrolled are key issues

# How can we work together to improve participation? What recommendations would you like to make about ECE Action in Manukau?

## **COLLECTIVE PLANNING AND COLLABORATIVE APPROACHES**

There was a clear theme around the need to have a more cohesive approach and to develop collaborative relationships across schools, ECE services and other family support services (i.e. health and social services).

There was a suggestion to establish a working party with cross-sectoral representation in order to develop strategies for common goals and to ACTION initiatives.

It was felt that there was a need to meet more than once a year to discuss strategies that affect ECE, e.g. to meet in smaller groups with local colleagues to discuss issues that impact on participation and brainstorm solutions in our areas and communities. For example, some thought that we may need to provide social services in order to support parents to access ECE services.

Some respondents indicated there was a need to involve major Pacific ECE communities e.g. SAASIA, KAN, PUNANGA REO etc, who are able to pull their ethnicities together for a robust and coherent response/input in the ECE Action Plan – it was felt only they know best what best suits their needs. It was seen as important to involve Pacific church leaders in Manukau and also tertiary providers with ECE qualifications – MIT, AUT, NZCA etc and PTEs who offer certificate level.

## **COUNCIL PROCESSES**

There were many comments regarding the role of the City Council. They included recommendations to review the District Plan so it meets the needs of ECE zoning and to take into consideration the amount of land that is set aside for ECE when developers are building in order to provide for the community in the area. It was also suggested that council work with the ECE sector to review resource consent processes and remove costs associated with gaining resource consent.

The role of the Council in providing buildings for services for community organisations to lease was also suggested.

## **ACTIVE PROMOTION OF THE VALUE OF ECE**

A key theme emerged regarding the need to actively promote participation in ECE, for example, by increasing the levels of advertising regarding the importance of ECE, providing free seminars for families to educate them about the importance of ECE and targeting publicity for ECE especially to teen parents and grandparents. Some suggested there should be incentives for parents to ensure high attendance rates for their children.

Other ideas mentioned included educating parents on the importance of consistent ECE, encouraging parents by promoting the 'lifelong educational benefits' (e.g. through doctors, Plunket, churches etc), offering more time with parents to understand their children's education and more whānau involvement.

## **PROVIDE A VARIETY OF ECE SERVICES TO REFLECT DIVERSITY OF FAMILIES**

Many responses referred to the importance of ensuring that parents are still able to select a service provider of their own choice and that there should be recognition from an official level about the diversity of ECE providers that does not gloss over those differences.

## **FUNDING**

Respondents indicated that more funding was required for several purposes, namely, to help improve centres to become quality and professional centres, to allow centres to charge parents at a lower rate and therefore allow parents with lesser incomes to participate, to be able to increase the number of places available in centres and to build more centres close to people who need encouragement to participate in ECE.

## **MORE CENTRES AND MORE SPACE IN EXISTING CENTRES**

Respondents overwhelmingly felt that Manukau needs more ECE centres in order to give communities greater access to ECE. They also felt that establishing new centres requires effective support in terms of personnel, finance and ongoing mentoring. Some suggested looking at provision across all of Manukau, including areas with high participation but also high growth such as Howick. Others said more ECE centres are needed in Manurewa, while still others urged more support for Pasifika ECEs and varied centres that acknowledge a range of cultural ethnicities. Some respondents suggested establishing ECE centres in primary schools which could be used as a base by a variety of groups including ECE, health agencies and social services.

With regard to existing services, respondents indicated the need for bigger buildings, better environments and more space. They articulated the concern that with high waiting lists some children on the waiting lists wouldn't even reach the ECE centres before going to primary school.

#### **MORE QUALIFIED STAFF**

Suggestions to increase the numbers of qualified staff included coming up with strategies to make the career of ECE teaching more attractive, encouraging the take-up of TeachNZ scholarships, targeting scholarships for ECE training to mature students, removing the teaching cap, supporting staff to become qualified and upgrade qualifications, and providing more funding for ongoing professional development. Some respondents felt more bilingual teachers are needed in centres and that perhaps existing teachers could be encouraged to study another language.

#### **OTHER**

Other suggestions included making ECE compulsory, lobbying the government to equalise funding levels across the sector, ensuring there are affordable fees for low income families and providing funding for transport.

Also mentioned were lobbying the government to equalise funding levels across the sector, and developing national guidelines that ensure tertiary providers are providing the same Diploma etc throughout New Zealand.

## Summary

- there is a need to have a more cohesive approach and to develop collaborative relationships across schools, ECE services and other family support services (i.e. health and social services)
- establish a cross-sectoral working party to develop strategies and ACTION initiatives
- there is a need to involve major Pacific ECE communities e.g. SAASIA, KAN, PUNANGA REO etc, who are able to pull their ethnicities together for a robust and coherent response/input in the ECE Action Plan – only they know best what best suits their needs
- council should work with the ECE sector to review district plan and to streamline resource consent processes etc
- actively promote ECE to families
- provide a variety of services to reflect the diversity of families
- increased funding required to expand existing centres and build new ones
- increased funding required to retain existing qualified staff and train more

## Next Steps

A Taskforce is being established that will lead the development of an Action Plan. In doing so, it will pay specific attention to the engagement of Maori and Pacific community stakeholders.

**A PRELIMINARY MEETING HAS BEEN HELD TO DISCUSS THE ESTABLISHMENT OF THE TASKFORCE. SEVERAL PURPOSES FOR THE TASKFORCE WERE IDENTIFIED:**

- to provide a community overview for action on increasing participation in ECE for Manukau families
- to provide a community overview for action on meeting demand/ensuring availability of places for ECE in Manukau
- to develop and monitor an Action Plan to increase participation in quality ECE in areas of low participation in Manukau, including determining the specific areas of focus within Manukau for increasing participation in quality ECE
- to look at models of participation, i.e. do families want ECE in its current format? What do families actually want?
- advocacy to reflect the range of models the community requires

An early challenge for the Taskforce will be to commission detailed baseline area data to use as the basis for evaluating future action, and to focus project action around a 'pilot' area.

Alongside this activity, the Council is establishing a workstream to look at issues raised around resource consent processes.

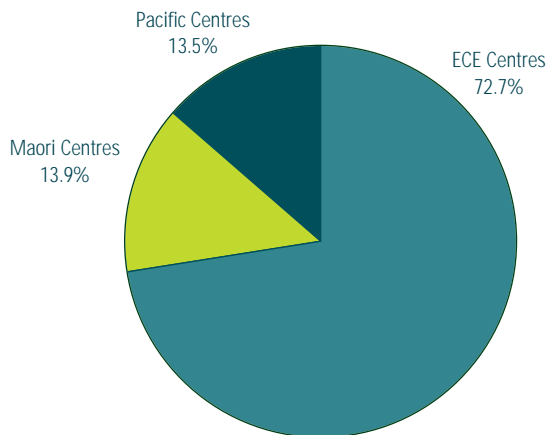
The Manurewa Community Board is also developing an initiative around early childhood education provision in the ward.

# Appendix

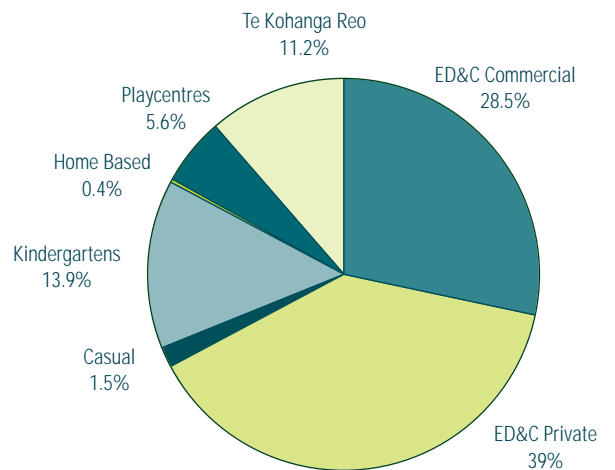
Profile of ECE Centres, Manukau City									
Number of Services	Institution Type	P	CB	20 Hours Free	No	Total LCP's	Over 2 provision	Under 2 provision	Total Roll
5	Homebased Network	4	1	5	0	400	400	0	397
3	Casual Ed & Care	0	3	0	3	52	21	31	74
191	Ed & Care	111	80	138	53	6984	5281	1703	7538
38	Free Kindergarten	0	38	38	0	1545	1545	0	2936
13	Playcentre	0	13	0	13	345	171	174	469
31	Te Kohanga Reo	0	31	5	26	972	725	247	972
<b>281</b>		<b>115</b>	<b>166</b>	<b>186</b>	<b>95</b>	<b>10298</b>	<b>8143</b>	<b>2155</b>	<b>12386</b>

Data supplied by the Ministry of Education, April 2008

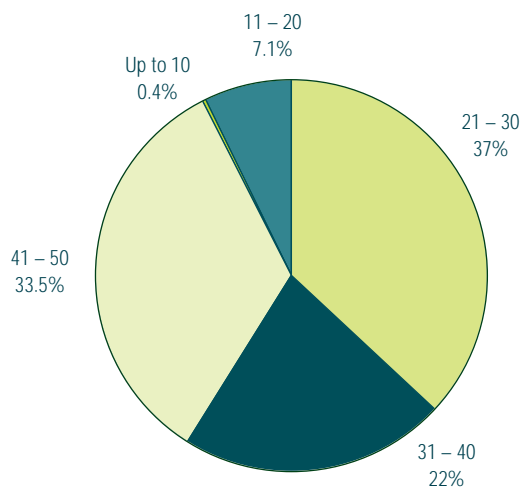
Number of Services in Manukau City = 267



66.6% of all services are community-owned services (n=162). Of the 105 privately-owned services, all but one are categorised as Education and Care Centres as in the following diagram:



Size of Services

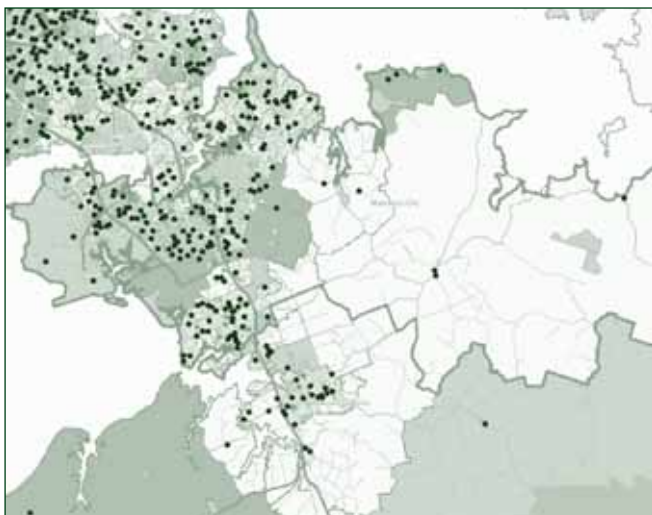


Services in Manukau are large by New Zealand standards. Over 50% of services cater for more than 30 children.

There is overall licensed provision for 10,298 child spaces. Overall enrolment of children in licensed services – 11,221 children. Given the under-5 population (28,023) and high growth forecasts, the current network is not sufficient to meet needs.

The map below identifies where these services are located in Manukau City.

#### MANUKAU CITY COUNCIL BOUNDARY – MARCH 2008



#### DGS FUNDED PROJECTS WITHIN MANUKAU CITY BOUNDARY – MARCH 2008



The Ministry of Education has funded capital developments over the last two years for 12 community-based services (totalling \$8.1 million), for 419 new licensed child places. 15 "planning grants" may result in provision for a further 635 places.

The Ministry of Education's Promoting Participation (in ECE) Project has placed 136 Maori children and 301 Pasifika children in Manukau in the last 18 month period.

## Thanks

#### WE WOULD LIKE TO THANK THE FOLLOWING ORGANISATIONS WHO SPONSORED GIFTS AND SERVICES FOR THIS SUMMIT :

Edukidz, Botany Town Centre  
National Heart Foundation  
Dymocks Booksellers  
Photographs by Abigail Raymond

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**CONTACT:**

City of Manukau Education Trust  
Private Bag 94006, Manukau City  
[www.comet.org.nz](http://www.comet.org.nz)

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MAKING EDUCATION WORK FOR MANUKAU

