



**Te Rito
Maioha**

Early Childhood
New Zealand

Annual Report 2024 **Te Pūrongo ā-Tau 2024**

For the year ended 31 December 2023





*E kore e taea e te whenu kotahi
ki te raranga i te whāriki
kia mōhio tātou ki ā tātou.
Mā te mahi tahi o ngā whenu
mā te mahi tahi o ngā kairaranga
ka oti tēnei whāriki.*

*The tapestry of understanding
cannot be woven by one strand alone.
Only by the working together of strands
and the working together of weavers
will such a tapestry be completed.*

– Tuteira Pohatu

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President's statement

Te tauākī a te Pehitini



E ngā mana, e ngā reo, e ngā karangaranga maha, tēna koutou katoa

Te Rito Maioha is in good heart. Celebrating our 60th birthday gave us the opportunity to reflect on and celebrate our history. We paid tribute to the extraordinary and tenacious women in particular, who advocated on behalf of tamariki mokopuna and whānau and for the provision of high quality early childhood education. Their legacy lives on.

Education policy changes over time with each new Government championing its own agenda. Our history reminds us of what we can achieve when we come together to advocate for our youngest citizens and communities. Our collective influence has shaped early childhood education in Aotearoa New Zealand and will continue to do so.

Advocacy was brought to the fore in 2023 with our Chief Executive Kathy Wolfe bringing the sector together to promote our vision to Government – and to ensure Government listens. Our challenge is to make sure these efforts and the progress over the last six decades, which includes recognising the critical role teachers and kaiako play, are not lost.

It is a privilege to work alongside the Council and leadership team focused on ensuring Te Rito Maioha is a strong advocate for early childhood education and a world leader in teacher education.

The mana that Te Rito Maioha holds in the early childhood and wider education sectors, is a tribute to the Council, the staff and the leadership. The ability to navigate the many political, social, educational, economic and climate storms that have come our way while continuing to attract and retain taura and build our organisational and financial resilience, is a testament to our vision and to the mahi of our whole whānau, the strategic courage of Council colleagues and especially to Kathy's foresight, commitment and hard work.

I would like to pay tribute to Dr Lesley Rameka who I have known for many years as a colleague and since 2019 when I came on to the Council and worked alongside her as our President. Thank you Lesley for your leadership, for your generosity in sharing your wisdom, deep knowledge and experience, and for being courageous, tenacious and kind – ngā mihi maioha ki a koe. Under Lesley's leadership we navigated our way through precarious times to become a trailblazer in delivering online practicum-based programmes.

Our innovative delivery meant we were one of the few to seamlessly operate through the challenges of the pandemic. Investment in new technology paid off, and as we continue to invest - this time in our website and operation systems - we continue to be well placed to meet the evolving demands of education in Aotearoa New Zealand. Our digital strategies put in place over the last decade that led to the online Bachelor of Teaching in 2016, stood us in good stead to provide accessible and world-class qualifications. We now offer nine online degrees from undergraduate to postgraduate.

2023 reinforced just how important it is to be together kanohi ki te kanohi. Though the floods in Auckland and the East Coast demonstrated there are some things that are outside our control, planning from our takiwā ako ensured taura and kaimahi were able to be supported to continue their work.

Being part of a bicultural organisation that is continually improving, is a privilege. We are proud of our bicultural kaupapa, embedded in Te Ao Māori. Whanaungatanga, manaakitanga and kotahitangi underpin the strength of Te Rito Maioha's taura experience. Our journey would falter without Kathy's leadership and staff in our national office and throughout our eleven takiwā ako, who work tirelessly to ensure Te Rito Maioha continues to flourish and to be heard. On behalf of Council, we recognise and are grateful for your commitment, and for ensuring Te Rito Maioha is not only at the leading edge of initial teacher education and advocacy, but will always be a place with a heart.

I would like to acknowledge the passing of our National Kaumatua, Bill Kaua. Koro Bill brought a lifetime of commitment to education and his tireless dedication to te ao Māori. We miss him dearly and his contribution to our mahi here at Te Rito Maioha. Moe mai ki roto i tō moenga roa e te rangatira, ka kore koe e warewarehia e mātou.

I want to thank Council members for your vision and expertise, and for your passion and commitment to Te Rito Maioha. We welcomed Cathy Wilson and co-opted member Nick McKissack to the Council this year and farewellled Geoff Summers. Thank you Geoff for sharing your wisdom, experience and expertise.

We are unique as both a teacher education provider and a membership organisation. That dual responsibility sees us advocating for high quality teacher education and early childhood education, facilitating and supporting taura and kaiako to be amazing teachers, and influencing Government policy first and foremost in the interests of tamaki.

Despite the weather, 2023 was a year to celebrate - our anniversary providing an opportunity to celebrate 'us', and to celebrate early childhood education. I was honoured to be able to participate in some of these activities, and continue to be impressed by what our organisation has been able to achieve in the past 60 years and look forward to seeing what we are able to achieve next.

Mauri ora, nā

Clare Wells
President

Chief Executive's statement

Te tauākī a te Pou Whakahaere



Tēna koutou katoa

For 60 years Te Rito Maioha and its members have been driving positive change for early childhood education as well as educating future teachers. 2023 was an opportunity for the organisation, members both past and present, to come together and celebrate the journey of the organisation and its achievements.

We held celebrations across the motu, a three-day national conference Ketekete Mai! Make a noise for ECE! with conference partners Childspace, released a new book, created a petition which generated a national discussion on ratios and compiled history boards that charted the organisation from its conception to the present.

On reflection, our history demonstrates the growth of Te Rito Maioha, not just in size and complexity, but in our understanding and response to complex issues while highlighting the developing recognition of Te Tiriti and embedded biculturalism.

I'm indebted to the support and guidance provided by our Council where we have benefited from the experience of Dr Lesley Rameka. I'd like to acknowledge her for service as our National President for seven years and guiding me in my mahi. Lesley led our governance from a precarious position and has left her successor Clare Wells solid ground on which to stand. Clare brings a wealth of experience having led Te Pūtahi Kura Puhou o Aotearoa – New Zealand Kindergartens from 2008 to 2019 and brings a deep commitment to the sector from her many years in early childhood education. We also welcomed Cathy Wilson, the current Chief Executive of Montessori Aotearoa New Zealand and Nick McKissack as new Council members.

We were saddened when our National Kaumatua, Bill Kaua passed. Bill and I visited all the takiwā ako around the motu in 2023. The visits were wonderful, and it was a highlight to reconnect with kaimahi, kaumatua and kuia in each of our rohe. I for one am so humbled, privileged, and grateful we had this special time together. We will miss him and the mana he placed on Te Rito Maioha. Hei maumaharatanga.

2023 was also an election year and as a membership organisation we have a unique position representing ECE providers, kaiako and the teaching profession. Tertiary, primary, and early childhood education sectors remained of strategic interest for political parties. With that came a myriad of competing political promises that have significant implications for the sector.

But before the election year could even begin, Aotearoa New Zealand saw our Prime Minister resign with Chis Hipkins, the former Education Minister stepping into the PM's shoes and Minister Jan Tinetti becoming Minister for Education and Jo Luxton Associate Minister with the ECE portfolio.

We put out a five-point call to the new Prime Minister in the form of an open letter calling for improved child teacher-ratios, the addressing of the teacher shortages, the need to fund ECE sufficiently, replacing the broken ECE funding model and the simplification of regulations.

NZEI lodged a Fair Pay Agreement on behalf of Early Childhood Education, and Te Rito Maioha became an approved bargaining party. As you are aware the new government swiftly repealed Fair Pay Agreements which came into force 20 December 2023.

Our Pay Equity mahi continues. I was honoured to be nominated as Chair of the ECE Steering Group acting on behalf of the 524 named early childhood education employers together as the education sector's largest and most complex pay equity claim, affecting approximately 90,000 kaiako across Aotearoa New Zealand.

Our mahi this year was important with hundreds of kaiako interviews across the motu over a wide range of ECE and school settings to start assessing the mahi they undertake which is the same or substantially similar across the teaching profession.

Prior to the election, policies such as Pay Parity and extending free ECE to two-year-olds were all progressed by the then Ministers. However, many policy ideas suffered from poor implementation or concerns with consultation. This only served to highlight the sector's growing alarm that the Ministry was too often either working independently of the sector or suffering from under resourcing themselves and rushing through big policy decisions.

The sector's increased concerns saw Te Rito Maioha bring together ECE leaders for the first time to oppose changes collectively that would have hamstrung providers that were already struggling financially. Ultimately the government's Budget Plans for ECE were amended, but the damage to relationships and trust between the government, Ministry and sector was significant.

Chief Executive's statement *(continued)*

Te tauākī a te Pou Whakahaere

Rivalling the political tumult was the weather in Auckland and the East Coast with flash floods followed by national emergencies and the potential for years of rebuilding for the communities affected. This affected many students | tauira and our staff, and I am proud of the way my entire team across the motu supported their students and local communities in the face of such hardships. You only have to look at the graduations and listen to the stories of students and their whānau and friends to know the adversities they endured, but held true to themselves to continue studying and be successful. This showed the resolve and resilience of everyone.

This year saw a number of amazing international opportunities taking Te Rito Maioha and ECE in Aotearoa New Zealand to the international stage; from Singapore, Malaysia, South Korea, China, Canada, Taiwan, Philippines, Australia and beyond. We have made international connections and participated in research conferences, delegations, study tours, collaborations and more and have signed up with six reputable international agents to partner with us to work with countries such as China, India, Japan, Hong Kong, Taiwan, Philippines, and Malaysia to attract additional international students.

2023 Highlights

- Participated in the historic pay equity claim.
- Created a Petition: Implement a 1:4 ratio for children under three years of age attending ECE.
- Ensured the changes to the 20 free hours ECE in the budget was fair.
- Successfully advocated for the government to support the Home-Based sector.
- Record number of media releases and coverage including television, radio, and print.
- Membership grew 12%.
- The free professional development provided as part of the 60th anniversary.
- Ketekete Mai! Make a noise for ECE! Conference.
- The birthday presents gifted to our members through the 60 gifts promotion.
- Celebrated our 60th anniversary across the motu.
- Released ECE Diamond Stories in lieu of celebrating our long and empowering history of ECE in Aotearoa.
- 18 Publications and 35 external presentations on research.
- 10% increase in enrolments on 2022.
- Graduated 372 students across ECE and primary programmes.

- Launched the Kahurangi Scholarship to mark our commitment to advance quality teaching, education, and care for all young Tamariki.
- Offered 13 programmes and launched the Grad Dip Teaching (Primary).
- Received approval for two new Montessori courses in our Masters Programme.
- Reapproval of our Bachelor of Teaching (ECE) with the inclusion of a new course, Infants and Toddlers.
- Approval of our new generic Bachelor of Education.
- Welcomed our new Lead Advisor Pasifika Relations to Te Rito Maioha.
- Completed our final Disability Action Plan.
- Implemented our Quality Management System.
- Granted two new Ministry of Education contracts.
- Returned a surplus to reinvest into Te Rito Maioha, organisational projects, teacher training and membership initiatives.

All this mahi is not achievable without the dedication of our members and students | tauira. We appreciate you and your commitment to Te Rito Maioha. Our success is built off your success and without you we wouldn't be able to do what we do well.

To Clare and the rest of Council, my team across the motu, ngā mihi nui ki a koutou for your passion and commitment to our vision, purpose and mahi which manifests into the successes of our students | tauira and members. I appreciate you all and am humbled to lead such a fabulous team and organisation.

“Kua tawhiti kē to tātou haere, kia kore e haere tonu. He nui rawa a tātou mahi, kia kore e mahi tonu.”

“We have come too far not to go further, we have done too much not to do more”

- Sir James Henare

Nō reira, tu kaha, tu maia, ngā mihi nui, tēnā koutou, tēnā koutou, tēnā tatou katoa

Kathy Wolfe
Chief Executive | Pou whakahaere

Remembrance

Hei maumaharatanga

E tika ana me mihi tātou ki ngā mate kua hinga i te toki o Aituā. Haere koutou ki te moana nui, te rerenga o ngā waka i hoehoe ai e rātou mā, ka ngaro i te tirohanga kanohi. Heoi anō, e mau tonu ana i ngā tōpitopito o te ngākau. Koutou anō, koutou kua wehe atu ki te ao wairua. Hoki wairua awe atu rā, ko kōrua ēnā e ngā mareikura, e Bill, e Pam.

Hoki atu ki ngā ringa o tō tātou Matua nui i te rangi, ki a tātou tūpuna, ka ora tonu kōrua i roto i ngā mahi kua waihotia e kōrua hei kawenga mā mātou, kia kore ai e ngaro.



Kaumatua Wiremu (Bill) Kaua

It was with great sadness that we acknowledged the passing of Te Rito Maioha's National Kaumatua Wiremu (Bill) Kaua.

Bill passed away peacefully at his home surrounded by his wife, friends and his whānau. Kua hinga te tōtara i Te Waonui a Tāne.

E te rangatira, e koro Wiremu Kaua, aue te mamae, aue te ngāti o te ngākau. Kua kore koe e rongō i te mamae anō, hoki atu ki a rātou mā e tatari ana mōu, hoki wairua atu. Okioki koe inaianei. Kore rawa koe e warewarehia e mātou katoa o Te Rito Maioha. E te whaea e Doris me te whānau pani kia kaha koutou, kia mōhio hoki koutou kei roto koutou i a mātou ngākau.

The great tōtara tree has fallen in Tāne's great forest. Our dearest rangatira, koro William Kaua, we ache, our hearts are broken. Your pain is gone now, return to the arms of those who await you, your spiritual journey begins. May you rest in love. You will never be forgotten by us all at Te Rito Maioha.

To Bill's wife Doris and wider whānau, be strong, please know our thoughts are with you all.

Bill was honoured as an Officer of the Order of NZ Merit (ONZM) in 2018 for services to Māori, Education and the State. As the Deputy Secretary Māori Education in the Ministry of Education, he was responsible for the implementation of the 10 Point Plan for Māori Education, which included, Te Kōhanga Reo, and the establishment of Kura Kaupapa Māori, Wharekura and Whare Wananga. Bill's tribal affiliations included Ngāti Porou, Te Whānau a Mahaki, Ngāti Horowai, Te Aitanga-a-Hauiti, Rongowhakaata, Ngā Tāmanuhiri, Te Aitanga-a-Māhaki, Ruapani, Ngāti Kahungunu, and Ngāti Rakaipaaka. Rest in Peace.



Pam Cubey

"I still feel that young children are totally enchanting. I find myself observing them with delight, and reflecting on what they are doing and thinking about as they play." – Pam Cubey

Early childhood educator, campaigner for the environment and social justice, Pam Cubey died peacefully on 2nd November 2023, aged 93, at Poneke House in Wellington. She began her career in early childhood as a playcentre mother in Wellington, became a supervisor and worked with other playcentre trainees as a centre supporter. She undertook a postgraduate course in primary school teaching and later became an early childhood lecturer at the Wellington College of Education.

In 1989 she introduced the schema learning theory at the College of Education, completed a Master's Degree in Education Research and Policy, ran professional development courses for teachers, undertook research for the Ministry of Education, worked for the Education Review Office and supported teachers in the field to develop their practice to name just a few of the things Pam was involved in.

Our Council

Tō mātou Kaunihera



Clare Wells
National President



Christine Taare
Kaiwhakahaere



Wiremu (Bill) Kaua (deceased)
National Kaumātua and
Council Member Māori



Lesley Rameka
Council Member

Te Rito Maioha is an incorporated society of members governed by a member elected Council.

The Council oversees Te Rito Maioha's strategic direction and policies and meets four to five times each year.

Te Rito Maioha's Council comprises a National President, a Kaiwhakahaere and five members – of these, one position is reserved for Māori, one for Pasifika, and one for a staff representative on the Council. Additionally, two co-opted Council members currently serve on Council to complement and broaden the governance skillset of Council. The Council is guided on tikanga Māori by a National Kaumātua.

Our Council is responsible for:

- developing Te Rito Maioha's strategic vision and direction and approving its Strategic Plan
- consulting with Te Rito Maioha's members in a regular and systematic manner
- employing and overseeing the performance of the Chief Executive
- monitoring the organisation's performance.



Meritiana (Tiana) Lolesio
Council Member Pasifika



Cathy Wilson
Council Member



Rhys Barlow
Council Member (co-opted)



Nick McKissack
Council Member (co-opted)

Council changes:

Geoff Summers left the Council on 31 March 2023 after 7 years as a co-opted member.

Nick McKissack joined the Council as a co-opted member, filling the role previously held by Geoff Summers.

Cathy Wilson was elected to the Council at our 2023 AGM. As the Chief Executive Officer for Montessori Aotearoa New Zealand (MANZ) Cathy has worked to represent the early childhood sector on a number of government advisory groups and we are thrilled to have her on our Council.



Raewyn Penman
Staff Representative

Our leadership

Ō mātou kaihautū



Kathy Wolfe
Chief Executive |
Pou whakahaere



Brent Denham
General Manager Finance and
Operations | Kaiwhakahaere
Matua - Tikanga Putea



Arapera Card
Senior Advisor Māori | Pouhere
Kaupapa Māori



Dr Rosina Merry
Director Teaching, Learning
and Research | Kaitohu
Akoranga me Rangahau

Te Rito Maioha's Senior Leadership Team is responsible for developing and implementing the organisation's strategic vision and plan and ensuring the organisation delivers on its academic and operational outcomes.



Nikki Parsons
General Manager Learner
and Workforce Engagement |
Kaiwhakahaere Hiwaia Taurua
me ngā Hunga Whakauru



Carolyn Mitchell
General Manager People and
Capability | Kaiwhakahaere
Pūmanawa Tangata



Vision, commitment, beliefs and values

Te aroā, te oati, te whakapono, me ngā uara

OUR VISION TE PAE TAWHITI

Shaping early childhood education so every child thrives and learns.

Arahina ngā tamariki, kia puawai te ako me te mātauranga ki roto i a rātou.

OUR COMMITMENT TE PAE TATA

We are a bicultural organisation committed to advocacy, teaching, promotion and delivery of world-class early childhood education for tamariki, whānau, kaiako and ECE services. We respond by being connected, contributing and agile to ensure successful learning happens together.

He rōpū tikanga rua a Te Rito Maioha e manawanui ana ki te tautoko i ngā tamariki, ngā whānau, ngā kaiako, me ngā whare kōhungahunga. Ka tū māia mātou i roto i te mahi tūhono me te mahi taunaki kia pūmau ai te angitū o te ako ngātahi.



OUR GUIDING BELIEFS NGĀ WHAKAPONO ĀRAHITANGA

Every tamaiti has the right to high-quality education that complements and supports their and their whānau life. Every tamaiti in Aotearoa New Zealand has the right to know and enjoy the dual cultural heritage of Te Tiriti o Waitangi partners along with their own cultural heritage. People working in early childhood and primary education need access to high-quality kaiako education, advice, information and resources to aid their decision making that affects their profession, their tamariki and their whānau.

OUR VALUES NGĀ UARA

Making a difference – Te puawaitanga o te tangata

Honouring Te Tiriti o Waitangi – E matua whakapono ana tātou ki te Tiriti

Including everyone – Whakawhanaungatanga

Being accountable – Kia tāea te hāpai i ngā kaupapa katoa ahakoa te aha

Caring and connecting – Manaakitanga

Innovating – Whakahihiko hinengaro

Illustration: Ngā Karekare Oranga - The waves of Wellbeing
The current/ripples from the spring (Puna) carrying energy, support and wellbeing (Ora).



Teaching and learning programmes

Ō mātou hōtaka whakaako

We grow skilled and sought-after educators, kaiako, thinkers and leaders in early childhood and primary education with a range of undergraduate, graduate and postgraduate qualifications.



Our portfolio of 13 programmes, from diploma to master's level, provide a career-long learning pathway for students | taura, kaiako and leaders. Our programmes reflect our bicultural kaupapa and the best of local and international early learning research and practice, accredited, approved and highly rated by NZQA. In 2023 we offered 13 programmes of study:

- NZ Diploma in Early Childhood Education (Aperfield Montessori)
- NZ Diploma in Early Childhood Education (Pasifika)
- NZ Diploma in Early Childhood Education (Home-based)
- ECE Diploma to Degree Upgrade
- Bachelor of Teaching (ECE)
- Graduate Diploma of Teaching (ECE)
- Bachelor of Teaching (Primary)
- Graduate Diploma of Teaching (Primary)
- Bachelor of Education
- Postgraduate Diploma in Infant and Toddler Learning and Development
- Postgraduate Diploma in Leadership (ECE)
- Master of Education (ECE)
- Teacher Education Refresh.

Top rating from NZQA

The New Zealand Qualifications Authority (NZQA) awarded Te Rito Maioha Early Childhood New Zealand the highest status as a highly confident Category One tertiary education provider. The four-yearly external evaluation and review was undertaken in November 2021.

Among its key findings, NZQA said Te Rito Maioha graduate teachers are highly valued by employers; student | taura achievement is consistently high; learning programmes are strong; bicultural practices are authentic; and the organisation makes a valued contribution to the early childhood education sector.

Learning through the pandemic

We ensured quality learning and success for our students | taura throughout Covid-19 disruption, thanks to:

- flexible online learning delivery, strong course content and e-learning capabilities
- tireless mahi by staff to ensure the same rich, high standard of teaching, learning and interaction with peers and lecturers
- innovative variations to adapt and achieve quality learning when Covid-19 restrictions prevented face-to-face experiences in centres, schools, block courses or noho marae. Our staff worked closely with New Zealand Teaching Council and NZQA to approve the changes.

Bicultural practice and learning

We were well supported through the challenges of 2023 by our Bicultural Strategy | Te Kōkiri Tikanga Rua and our Bicultural Principles of Teaching and Learning Online | Ngā Mātāpono Kākano Rua o te Mahi Ako Tuihono. These helped staff to offer a learning environment that maintained a strong bicultural experience valuing the funds of knowledge students would bring with them into the learning space.

Noho marae continued to be delivered kanohi ki te kanohi after a period of online delivery caused by Covid-19 and weather events.

All lecturers and teachers are considerate and supportive.

- Quote from the 2023 Graduate survey.

We continue to embed bicultural content and kaupapa – te reo me ngā tikanga Māori, mātauranga Māori and ngā āhuatanga Māori – in all our programmes, in a way that students | tauira not only learn but feel the senses of tika and pono (right and truth) in te ao Māori.

He Pātaka Reo, our language pantry programme, is an important tool for our students | tauira, both for entry level learners and advanced speakers which was launched in 2021. We also have our He Pātaka Reo programme for our members and staff across the organisation. Our bicultural practices and content were recognised by internal and external moderators. In our External Evaluation and Review, NZQA noted that:

- our online learning is supported by research-informed principles to ensure bicultural practice in an online setting
- students | tauira and graduates noted the focus on biculturalism in the course content including gaining skills in te reo Māori. Understanding waiata and local stories was an advantage to them in their roles.

Bachelor of Teaching (ECE)

Our Bachelor of Teaching (ECE) continues to be our largest programme, reflecting best practice and currency with the early childhood education teaching profession. Both monitor and moderator's reports highlight the strength of delivery and the high quality of the students joining the profession. This is reinforced by the 2023 Employer and Graduate surveys which reflect high student satisfaction rates with the degree programme, and how it prepared them well for teaching. A key feature has been the strength of pastoral care and support, both online and face to face that students receive as they study.

Bachelor of Education

This programme has been granted NZQA approval for international delivery and is currently growing in size and reputation. In 2023 it was also approved by NZQA as a self-monitoring programme, such is the high quality and strength of the degree.

“Congratulations to all involved in the programme’s continuing development, improvement, and enhancement. All should be justly proud of this robust, rich, and still evolving programme.”

- External Monitor 2023

Bachelor of Teaching (Primary)

Our Bachelor of Teaching (Primary) has grown significantly since the first cohort started in 2021. This first cohort has completed their programme and will graduate in 2024, with most of the cohort gaining their first full time teaching position within a primary school. The primary teaching team has also grown significantly to meet the increasing demand for places on this programme. The team brings a wealth of knowledge and experience within the primary sector, reflecting best practice and currency with the sector. Both the monitor's and external moderation reports for this programme highlight the relational approach, which ensures each tauira receives the support required to help them be successful and the standard of graduates entering the profession. The primary sector has continually reported how positive the programme is and the in-depth preparation the tauira receive to ensure they are ready to enter the teaching profession.

The second year was an opportunity to continue to build on the programme's recognition within the sector and to be seen as a valued partner with schools in growing teachers from within their community. Our relational approach has strengthened the communication and support we provide Associate Teachers and schools. The level and quality of our communication is an aspect that is continually commented on by the sector as being a positive of the programme.

During 2023 there has been continuous development of course material to incorporate the changing curriculum environment. This course review and development draws from the input of our student representatives and the sector. Alongside this ongoing review we have continued a research programme looking at the implementation and development of the programme which has resulted in the first publication from this research in the New Zealand Journal of Education Studies.

Graduate Diploma of Teaching (Primary)

The Graduate Diploma of Teaching (Primary) was delivered for the first time in 2023 with a cohort of 14 students. 12 of these students completed the course successfully, with two changing to part time in 2023 and they will complete their programme in 2024. All 12 who completed the programme have gone onto be employed as teachers within their community. The programme has provided a pathway for those who may not have had the opportunity to become a teacher in the past.

Teaching and learning programmes *(continued)*

Ō mātou hōtaka whakaako

Strength to strength for Graduate Diploma of Teaching (ECE)

When first offered in 2018, the Graduate Diploma of Teaching (ECE) attracted 30 students | tauira. In 2023, we had a cohort of 54. Newly revised, updated and fully approved in 2021, our Graduate Diploma of Teaching (ECE) achieved the highest rating of Excellent in our NZQA External Evaluation and Review, and continues to receive positive monitor and moderator's reports. Our Graduate and Employer surveys continue to emphasise the supportive lecturers of the programme, and how this enabled them to become very employable, and rise to leadership roles in a short time.

NZ Diplomas strengthen ECE practice - Montessori, Pasifika and Home-based Care

Our three NZ Diploma in Early Childhood Education and Care (Level 5) programmes continue to support the ECE sector, strengthen pedagogical knowledge and practice, and lead continuous improvement. The NZ Diploma in ECE (Aperfield Montessori) attracted good numbers of students | tauira working in Montessori ECE centres as well as students | tauira interested in learning more about the Montessori Philosophy, Curriculum and Methods of Teaching and Learning.

The NZ Diploma in ECE (Home-based Care) extends educators' knowledge and practice and supports them to engage in critical reflection and discussion with home-based educators nationally.

The NZ Diploma in ECE (Pasifika) continued to attract interest from the Pacific community with students | tauira keen to learn more about their own and other Pacific cultures' ways. We also focused on encouraging ECE staff of other cultures – both

unqualified and qualified – to enrol to strengthen their relationships and ways of working with Pasifika children and families.

Postgraduate Programmes

We are continuing to see growth in the numbers of students | tauira enrolling in our postgraduate programmes and it is exciting to see the growing trend of our postgraduate diploma students in both the leadership and infant and toddler learning and development programmes, continuing on into the master's programme. In addition, we are experiencing real growth in the numbers of students | tauira wanting to enrol in their master's thesis. It is exciting to see many of our BTch students | tauira coming back to us to start their master's, and in general to see the number of kaiako in the sector wanting to enrol in master's study. As our master's students | tauira complete their thesis or are engaged in it, we support our students to disseminate their findings. The dissemination of findings is a key aim of our master's programme, and it is very rewarding to see supervisors working with their students to hone their writing skills for publication.

Te Moana nui a Kiwa - Pasifika Strategy

The Te Moana nui a Kiwa Pasifika Strategy 2021-2024 outlines our commitment to the aspirations of Pasifika fanau and communities. In 2023 the Kaitohutothu Matua Pasifika (Lead Advisor Pasifika) was appointed to lead the implementation of this strategy; the Lead Advisor Pasifika role reports to our Pouhere Kaupapa Māori.

Our organisation is committed to developing teaching and learning programmes that are responsive to Pasifika ways of knowing and being. The Curriculum Advisor Pasifika and Pasifika teaching staff provide advice on how we can continue to enhance our current suite of programmes, to ensure that the teaching curriculum



Studying isn't my favourite thing but Te Rito Maioha made it worth it.

- Quote from the 2023 Graduate survey.

is inclusive of indigenous Pasifika knowledge and is informed by current and relevant research. Developing and growing the capacity of Pasifika academic staff is critical. We continue to reflect on how we can support the transition of our Pasifika students into postgraduate pathways who could potentially be mentored into lecturer/academic roles.

Across our 11 takiwā we are committed to providing safe and equitable spaces to support the academic journey of our Pasifika learners. As part of our takiwā ako annual goals and aspirations, Pasifika fanau success is a priority. The Lead Advisor Pasifika engaged in an online initiative in 2023 to support the Pasifika Student Representative to deliver an online forum to bring together Pasifika students across the motu.

A priority for our organisation is building and nurturing our relationships with Pasifika fanau, community and stakeholders within the ECE sector. In 2023, the Ōtautahi takiwā ako engaged with the Pasifika ECE Fono which is a community network hosted by Ministry of Education and comprises of Pasifika ECE providers in the Ōtautahi area. We have also had opportunities to connect with Northland Fiji Community in Whangārei and will continue to nurture these relationships.

Our organisation recognises the diversity of Pacific Nations connected to the Moana nui a Kiwa (Pacific Ocean) and we incorporate opportunities to learn about Pasifika communities

through our annual Staff Hui and Pacific Language Week series with our staff. In 2023 the Pacific Language series was celebrated across the motu for nine languages, through our CE and our Member Update Newsletters, the stories of our Pasifika fanau alumni and current students also featured as part of our student success stories on the main website.

Academic Quality Leader (AQL) | Kaiwhakahaere Tuawhiti Ngaio

This role supports the organisation in the achievement of superior quality services relating to Educational and Operational Excellence including academic compliance, regulation and continuous improvement requirements. Retaining the highest NZQA category one rating in the External Evaluation Review is paramount. The role is responsible for the management of academic quality across all programmes including programme development, moderation, education delivery policy and practice, and the Quality Management System (QMS). A key component is consistent compliance across all agencies that we are affiliated to relating to our programme development, changes and delivery, and the academic rigor required in terms of quality in meeting these expectations. This includes quality assurance internally and externally. The AQL reports to the Director of Teaching Learning and Research.



I liked being assessed more in the working environment.

- Quote from the 2023 Graduate survey.

Our students

Ā mātou tauira

As a specialist provider of bicultural early childhood and primary teacher education, we have more than 1270 students | tauira across the motu. We are one of Aotearoa New Zealand's largest ECE teacher education providers.

1274

individual
students | tauira

372

students | tauira
completed
qualifications
in 2023

529

new student
enrolments for 2023

98%

overall student
satisfaction

98%

highly recommend
Te Rito Maioha

98%

agree Te Rito Maioha
has a strong academic
reputation

87%

want to study
higher qualifications
with us

Most of our students | tauira are actively employed in early childhood or primary education while they study with us.

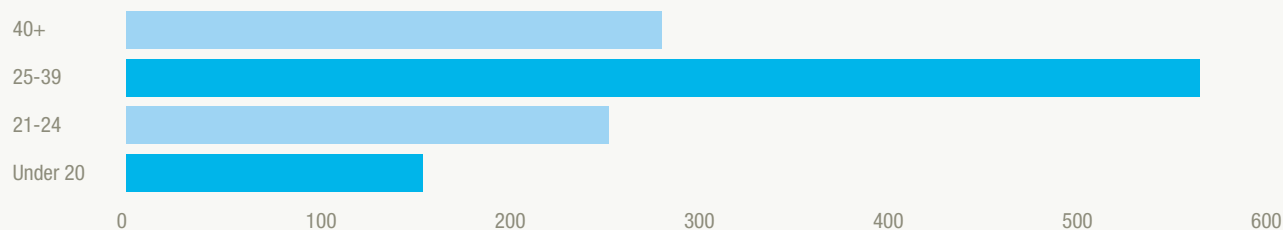
They combine practical experience with online and face-to-face learning to gain skills and qualifications to progress their careers.

“Te Rito Maioha is a wonderful institution to study for a career in ECE. It places the child at the centre and that resonated with my passion for children and seeing them develop and grow.”

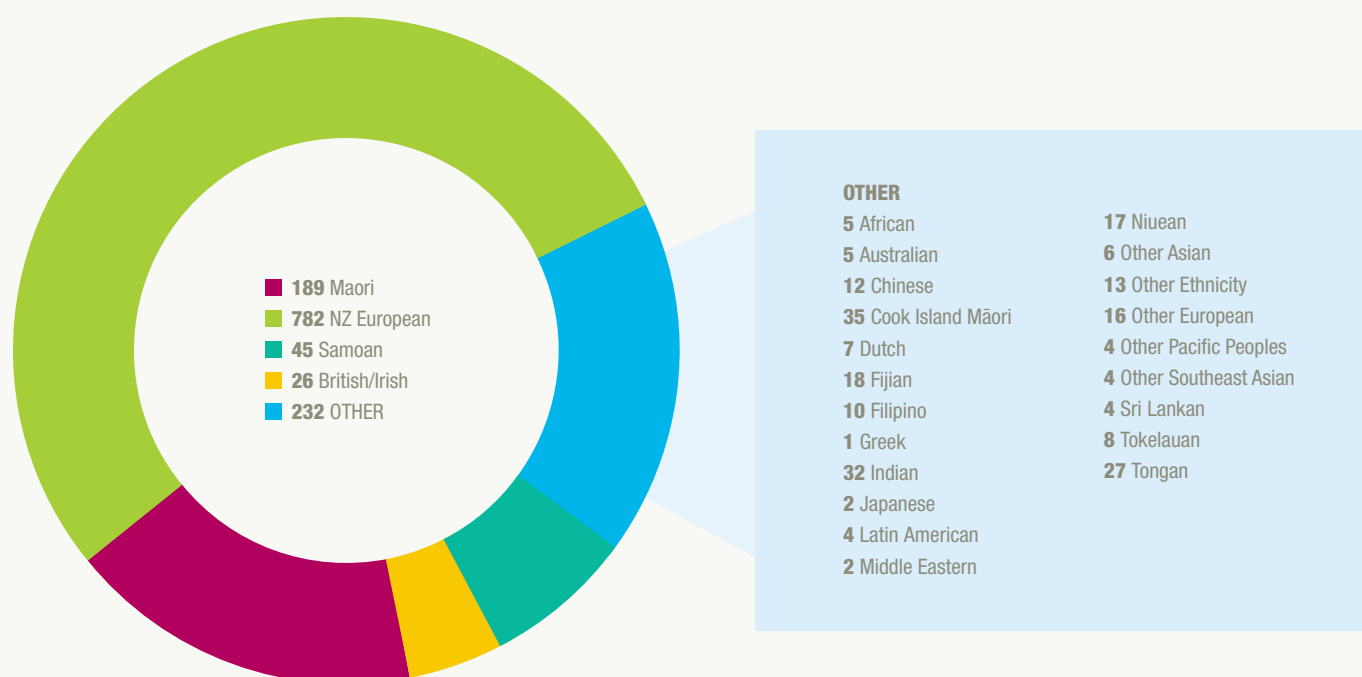
- Wendy Barnard, Student, Graduate Diploma of Teaching (ECE)

The following gives insight into our students | tauira in 2023

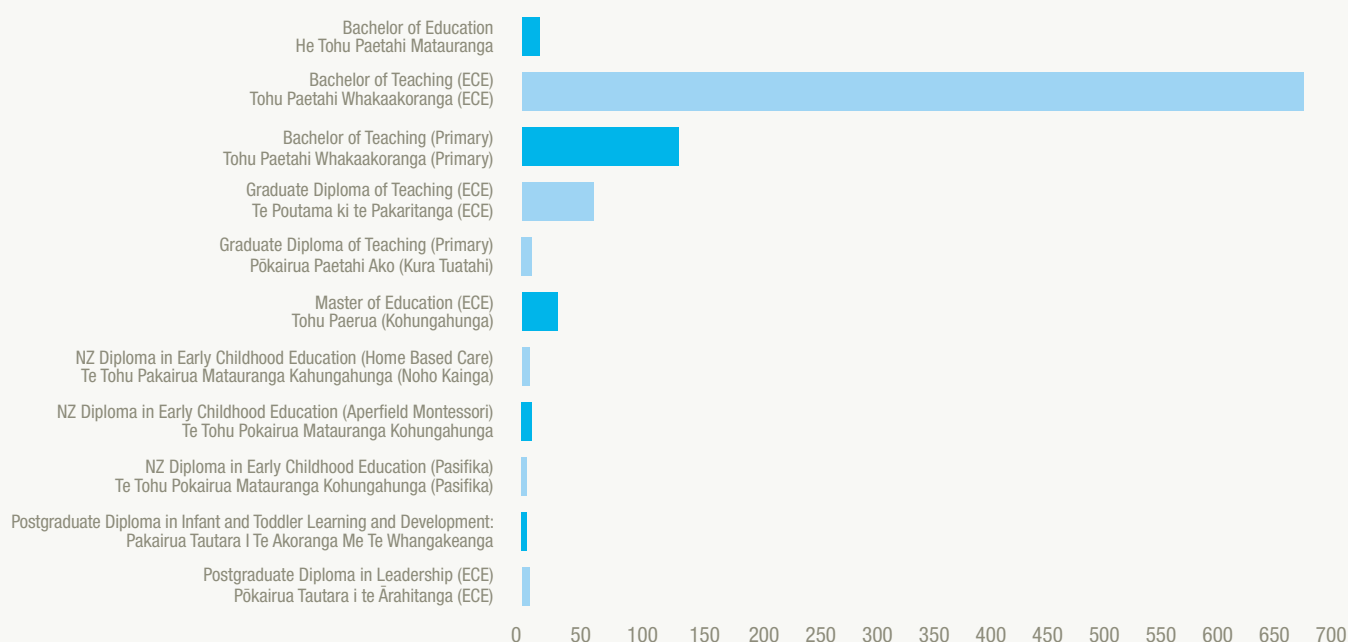
2023 Student age mix - all programmes



2023 Student ethnicity mix - all programmes



2023 EFTS by Programme



Our students

Ā mātou tauira

Student success

We were proud to see 386 of our students | tauira complete qualifications in 2023.



Educational performance indicators

Ngā tātai hiranga mātauranga

Course completion	
Course completion rates for all students are at least 90%	88.5%
Māori student course completion rates are at least 88%	85.0%
Pasifika student course completion rates are at least 75%	85.9%
Under 25 student course completion rates are at least 90%	89.2%
Enrolments	
Under 25 enrolments are at least 40%	36.1%
Māori student enrolments are at least 35%	29.5%
Pasifika enrolments are at least 12% in level 5 and 11% in Level 7 and 10% in Level 8	11.2%
Retention	
First year retention rate for all students at least 80%	73.1%
First year retention rate for Māori students at least 80%	67.9%
First year retention rate for Pasifika students at least 70%	65.2%
Qualification Completion	
Cohort qualification completion rate for all students at least 80%	68.1%
Cohort qualification completion rate for all Māori students at least 80%	56.1%
Cohort qualification completion rate for all Pasifika students at least 75%	51.3%



Research

Ngā mahi rangahau

We continue to strengthen our research culture with a commitment to raise Te Rito Maioha's research profile nationally and internationally, and contribute more to new knowledge, fresh thinking and best practice.



The research culture at Te Rito Maioha continued to strengthen throughout 2023. Research capabilities are supported through a number of different initiatives including publishing a monthly panui rangahau, holding regular writing retreats, symposium, hui and workshops on specific topics for different groups of staff.

A summary of all staff research outputs (publications and presentations) can be found on page 66.

Te Rito Maioha launched the following publication in December 2023 as part of their 60th jubilee celebrations: Te reo karanga mō ngā mokopuna. Making a noise for ECE 1963-2023. Celebrating Te Rito Maioha Early Childhood New Zealand at 60. Written by Helen May, the book is a collection of stories crafted from the voices and opinions of Te Rito Maioha people. The book carefully documents the changing political landscape alongside the organisation's commitment to biculturalism and quality early childhood education for every child.

National research projects

Our academic staff are expected to research and publish outputs every year. To support this, we fund national collaborative projects between staff, ECE and primary school communities and experienced researchers. The projects aim to:

- Inform or create new thinking and lead to improvements in practice
- Generate new, credible and useful research knowledge
- Expand and develop our research capability.

The following national research projects were underway in 2023:

- Effective leadership in early childhood and primary school education in Aotearoa New Zealand
- How does disclosure of disability impact on tauira experience at Te Rito Maioha?
- Implementing a bicultural, field-based, initial teacher education (primary) programme as an alternative pathway for ITE in Aotearoa New Zealand
- Understanding assessment practices in a bicultural tertiary organisation in Aotearoa New Zealand for continuous improvement
- Quality early childhood education for infants and toddlers in Aotearoa New Zealand – a literature review
- The nuances of homebased care in Aotearoa New Zealand
- How is the language, culture and identity of Pacific children supported and enhanced within mainstream ECE?
- How does He Pataka Reo language course support and develop Te Rito Maioha students' Māori language and learning?
- Autistic children transitioning from early childhood settings to primary school: the parents/primary caregiver experience
- How is the professional identity of a teacher developed during a one-year Graduate Diploma Teaching (Primary) programme?

Community of Inquiry projects (COI):

Our staff were also involved with a variety of Community of Inquiry projects in 2023 including:

- Gisborne: In what ways have emergency events in the Tairāwhiti since 2020 impacted on Te Rito Maioha tauria in the area?
- Wellington: Playing to our strengths: A Community of Inquiry investigation into a strengths-based approach to appraising practice.
- Dunedin: Experiences of early childhood centre leaders/managers in the Otago region of Aotearoa New Zealand, during the COVID-19 pandemic.
- Nelson: What does research and literature about Māori leadership offer leadership in Early Childhood Education? Some critical reflections on a collaborative research experience.
- Rotorua/Hastings/Gisborne: Mirumiru Papā – houhia te whanokē: Ngā pūrākau o ētahi kaiako whare wānanga i te wā o te mate urutā KOWHEORI-19. Bursting Bubbles

– the unusual new normal: Narratives of kaiako at one ITE provider during the COVID-19 pandemic.

- Whangārei: To explore and deepen individual and collective understandings about bicultural practice and the impacts on our roles as teacher educator through conversations.

International collaboration

International partnerships ensure we are outward-looking, learning and contributing at a global level, creating opportunities for staff. Te Rito Maioha is currently involved in the following international research collaborations:

- UNITAR in Malaysia: Synergies & differences between EC curriculum for children aged 4-6 years old in Aotearoa New Zealand and Malaysia.
- There has been an article published from the UNITAR research, and we are on track to have a publication from the UAE research later in 2024.
- Higher Colleges of Technology (HCT) in UAE: Exploring early childhood initial teacher education concepts & curriculum developed from Aotearoa New Zealand in higher education UAE.

Our people

Tō mātou tira



Ataahua Brown Bloomfield

Master of Education - Student

E ngā mana, e ngā reo, tēnā koutou katoa.

It is a privilege to be a part of this kaupapa and share my journey with Te Rito Maioha. In 2017 I started off my journey with Te Rito Maioha doing my degree, igniting my passion for teaching and early childhood, especially with providing tamariki Māori with learning spaces that reflect their culture.

In 2020 there was an opportunity to take on the role of pouako in Ōtautahi and in 2021, I took on the role and started supporting up-and-coming kaiako with the tools needed to become a culturally responsive kaiako in their settings.

During my role as pouako, I started my Master of Education. As a wahine Māori, it was important for me to conduct research which reflected my world views and was relevant to me. There have been a lot of challenges, highs and lows, but with the support of Te Rito Maioha, my supervisors and colleagues here in Ōtautahi, my journey is finally coming to an end and I am looking forward to celebrating and attaining my Master of Education.

Ehara tāku toa, he toa takitahi, ēngari he toa takitini.

International strategy

Rautaki rāwāhi

We continue to grow our international relationships and to meet the goals of the International Education Strategy particularly in attracting international students | tauira initially through professional learning staircasing into formal qualifications.

Post Covid, as all providers are doing, we are committed to meeting our requirements under the Tertiary Education Strategy and Education New Zealand Strategy to spread the message that New Zealand education is trusted and sustainable. The Education New Zealand strategy has three overarching goals:

- Delivering an excellent education and student experience
- Ensuring international education is resilient and sustainable
- Developing global citizens.

It focuses on delivering good education outcomes for international students, global opportunities for domestic students and Te Rito Maioha's reputation as a reputable provider and research organisation. We had 10 international students enrolled across the following programmes:

Graduate Diploma of Teaching (ECE)

Master of Education (ECE)

NZ Diploma in Early Childhood Education (Aperfield Montessori).

We presented at various conferences and built relationships with universities and early childhood educators.

Australia

Australian Children's Education and Care Quality Authority (ACECQA)

We retained our accreditation for both our Bachelor of Teaching (ECE) and our Graduate Diploma of Teaching (ECE) on the ACECQA framework. This accreditation allows any of our alumni who wish to teach in Australia to have their degrees recognised by the National Australian Framework.

New South Wales Education Standards Authority (NESA)

Our accreditation as a preferred provider for professional learning and development continued in 2023.

Australian and New Zealand School of Government (ANZOG)

2023 First Nations Public Administration Conference held in Brisbane early 2023 was attended by our Pouhere Kaupapa Māori and Director of Teaching, Learning and Research. The theme of the conference was: First Peoples to All Peoples. Partnership, devolution, transformation and sharing. Many of the

keynote speakers, panels and learning sessions focused on the National Agreement Closing the Gap, a document of significant importance for First Nations People in Australia. Government officials and Public Service staff from Aotearoa New Zealand and Australia presented over the three days. This created an opportunity for us to demonstrate how we can work with indigenous groups.

Australian International Education Conference

The Chief Executive and Director of Teaching, Learning and Research attended this conference at the end of 2023. There were many discussions about international education and student experiences across Australia and Aotearoa New Zealand. Key things that stood out for us:

- The need to focus on international education, not just attracting students for international fees. This includes professional development with academic staff so that they understand what international education is, and what providers need to do to ensure international students have a good experience and will stay in NZ and contribute to our society after graduation.
- The importance of data to track all aspects of international education.
- The importance of collaborative cross-country research.
- Understanding the transformative role generative AI can play in education. For example, what to ring-fence and what to use.
- The importance of having a dedicated digital leader in the academic space to keep up to date with digital technology and to support its integration across all programmes.
- The power of the international student voice when listened to and acted on.

The conference was visionary and included transformative thinking. The top four areas were:

- Artificial Intelligence
- How students choose a provider taking into account their values and activities relating to sustainability
- Student experience and how they make decisions, where to study and what they expect - high student expectations relating to safety and experiences



- Future of degree study – some interesting discussions such as whether we see a change in degree format and the value of a degree qualification. Stackable courses were another area of conversation.

Bangkok, Thailand

Pouhere Kaupapa Māori, and Director of Teaching, Learning and Research presented at the 29th Montessori Congress in Thailand. The title of the presentation was “Beyond the skin of man – balancing the spiritual wellbeing and physical wellbeing of man” and “Do you know who I am?”. The engagement of delegates was high and many were discussing the notion of diversity in their Montessori training and schools.

Te tuakiri o te tangata| Beyond the skin of man, is a model that identifies nine elements which combined together formulates the essence of wairua or man's spiritual make-up. A close look at te tuakiri o te tangata translates to mean beyond the skin of man therefore beyond the physical existence of man. This model aligns to the Māori epistemological beliefs that all mankind require balance of their spiritual wellbeing with their physical

wellbeing. The presentation also identified three external influences that impact the wairua/spirit of the child. If applied correctly they will support the child to reach their full potential as they comprehend their world around them.

The second presentation challenged educators; “Do you know who I am?” As educators, it is our responsibility to ‘get to know’ each of the tamariki in our ECE services. What does this mean? In order to be able to confidently and genuinely answer with a strong ‘YES’ when asked, “Do you know who I am?” we challenged educators to consider how they would build strong relationships, not only with each child, but with whānau, their communities and to learn about their cultures. Creating learning environments that connect tamariki to their culture/s provides a space where they are nurtured and celebrated for who they are. Encouraging relational pedagogical practices promotes a learning environment of understanding where teaching is flexible and vibrant, and both the teacher and the learner learn with and from each other. Understanding cultural values will influence ways in which the teacher and child interact and identify different strengths in others.



International strategy *(continued)*

Rautaki rāwāhi

Canada

Now Play University of Toronto – Turangi Kindergarten
2023-2027

Research Project: Mana whenuatanga - The uniqueness of Tuwharetoa knowledge strengthens identity development, wellbeing and language and literacy learning for tamariki in ECE.

We have had the pleasure of being involved with Turangi Kindergarten to be able to capture the stories, histories, customs of Tuwharetoa from local iwi and hapū. Current data collection has involved a selection of videos, learning stories, teachers' voices, parents' aspirations, interviews, induction, team hui, writing discussions, kapahaka and sign language learning. We are preparing to present our findings and analysis of this work to our Toronto colleagues in 2024 ensuring an authentic sharing of significant historical teachings and learning experiences in developing language and literature for our tamariki in Tuwharetoa.

Toronto, Canada

"Cultural knowledges and voices"

Te Rito Maioha was represented in the panel session which comprised Indigenous Elders, Knowledge Keepers and Kuia and focussed on what research looked like to each indigenous group represented in the panel members who attended the gathering. All members were honoured as the Knowledge Keepers and would provide guidance to all in the NOW Play project on doing research in a good way. The research methodology for Aotearoa New Zealand would naturally be action research and Kaupapa māori. The Knowledge Keepers included Patsy Steinhauer from Saddle Lake Cree Nation in Alberta joined by Cree Elder Dave Matelpi from northern Alberta, Anishinaabe Elder Brenda Mason from northern Ontario and Sami researcher Hanna Maret Outakoski from northern Sweden and Aotearoa New Zealand, with Arapera Herewini-Card sharing that with a Kaupapa māori paradigm. The mahi we conducted with staff from Turangi Kindergarten would be undertaken by māori for māori, with māori which is an important aspect in representing māori.

Aurora College, Canada

Developing relationships with other indigenous groups in Canada was a natural thing to do while participating in the 'Gathering' in Toronto. We have now established relationships with a couple of groups, Aurora being one of them, to provide study tours in 2024 to New Zealand where we will complete professional learning and development relating to indigenous teachings.

Malaysia

UNITAR International University, Kuala Lumpur

Three staff presented virtually at the UNITAR International Conference on Education. The future of education: Trends, challenges, and opportunities in education for sustainable development and global citizenship. Our presentation topics were:

- AI in education
- Beyond the skin of man
- Relational trust and digital technology.

Our collaborative research continued in 2023 and culminated in an article, published in a reputable international journal Carlyon, T., Cameron, M., Maxwell, A., Woolston, D., Hue Chew Kuen, J., & Ngadni, I. (2023). Early childhood curriculum comparison: Aotearoa New Zealand and Malaysia. *Asia-Pacific Journal of Research in Early Childhood Education*, 17(3), 1-20.

United Arab Emirates (UAE)

Higher Colleges of Technology (HCT)

We continue our research project. We signed off the two surveys that the UAE team will use to collect data. The working title for this research is, "The impact of exploring early childhood initial teacher education concepts & curriculum developed from Aotearoa/New Zealand in higher education UAE". It is exploring the impact for UAE students and staff of the joint webinars developed in 2022, which have been integrated into the Higher Colleges of Technology ECE Bachelor of Teaching degree. The webinars were; 1. Hauora|Wellbeing – Te Whare Tapawhā; 2. Look, Listen and Speak – Telling our stories; 3. Unconscious Bias in ECE. Each of these webinars were co-presented with Te Rito Maioha and UAE lecturers.

When we have collected all the data and analysis is complete, we will look to publish in an international journal, or perhaps a book!



Professional learning and development

Te mahi whakakangūngū

We have developed and provided more professional development for kaiako and services to enrich and enhance teaching and learning in early childhood and primary education.



Strengthening Early Learning Opportunities

We delivered professional development to ECE centres nationwide through the Ministry-funded Strengthening Early Learning Opportunities (SELO) programme. Topics included:

- Kaiako at play – a one day seminar for services in the Wellington region
- Gazetting Te Whāriki
- Kowhiti Whakapae

Mana in Mahi

Mana in Mahi – Strength in Work support people to get into long term work, so they receive the training and careers they deserve. The course is over 4 weeks and provides an introduction to early childhood education. Participants complete their first aid training, learn about Te Tiriti o Waitangi, Te Whāriki and attend a Marae. They learn about child development, social competence, expectations in the workplace, curriculum and completed practicum visits.

Te Rito Maioha link with employers in the early childhood sector to obtain employment opportunities for the participants. Employers who hire the participants and continue to support them throughout their study, are supported with a wage subsidy.

Te Ahu o Te Reo Māori

As part of the Government's commitment to foster te reo Māori in the education workforce, we continued our contract to deliver Te Ahu o Te Reo Māori programme to ECE services and kura in Turanganui a Kiwa | Gisborne and Heretaunga | Hastings rohe.

Workshops and online courses

We launched four new online courses, and there are now 34 courses accessible on our website. These can be purchased by anyone and are either free or discounted for Te Rito Maioha members. The new courses cover a range of topics including mentoring in bicultural contexts, intentional teaching practices and maramataka.

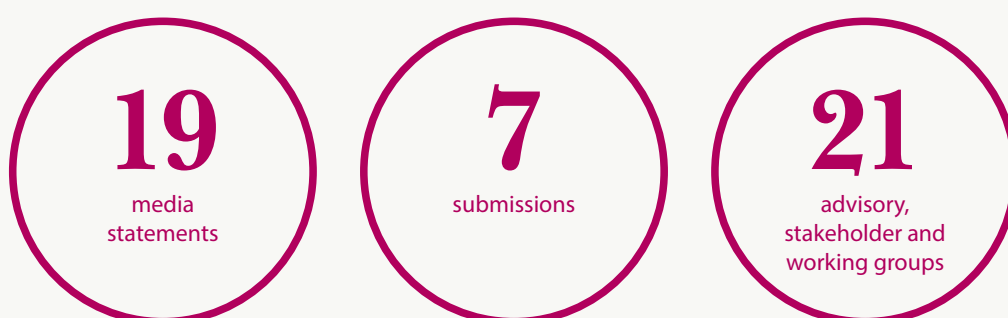
He Pātaka Reo

He Pātaka Reo, our Māori language programme for our students| tauira and staff, is also available for others in the ECE sector. In 2023 we offered non-members the opportunity to complete He Pātaka Reo Stage 1 for free, as part of Te Wiki o te Reo Māori.

Advocacy

Ngā mahi taunakitanga

Our advocacy focuses on issues most important to our members and our sector.



Funding, pay parity and kaiako shortages

Through media statements, interviews, submissions and representations to the Ministry and Ministers we urged the Government to address funding, pay parity and teacher shortages challenging the ECE sector. Decades of inadequate funding have made it difficult – in many cases impossible – for early childhood education employers to pay their kaiako at the same levels as their kindergarten colleagues. Fair pay is a significant factor in ECE teacher shortages.

Our CE wrote to the new Prime Minister in an open letter that focuses on these five points that were reiterated throughout the year.

In 2023 we urge all political leaders to pay the highest attention to the critical threats facing the ECE sector and place five key points at the heart of their commitments and policies:

1. Improve child-teacher ratios – currently among the worst in the OECD – so that tamariki can thrive, learn and be safe with quality education and attention from teachers.
2. Create and implement a meaningful strategic workforce plan to attract, retain and develop a professional, culturally responsive ECE teaching workforce from within Aotearoa New Zealand.
3. Fund ECE services sufficiently to deliver quality education to tamariki and pay kaiako what they are worth, fairly and equitably without charging high fees to parents.
4. Urgently replace the outdated, dysfunctional ECE funding model to meet the real needs of today's working whānau, tamariki and ECE services.
5. Simplify regulations to support quality education delivery without over-burdening ECE services with repetitive, labour-intensive paperwork from multiple government agencies.

With an election on the horizon, we urge you to take a genuine social investment approach, break the moulds of the past, urgently invest and take action for early childhood education for all young tamariki and the success of future New Zealand.

Initial signs indicated Budget 23 would not focus on ECE. However, one of the main elements was a proposal to extend the government subsidy to two-year-olds. The proposed policy would have had significant financial repercussions and Te Rito Maioha brought the sector together to speak as one. Following a lengthy media campaign the government reversed their decision and a working compromise was reached.

The funding shortfall within the ECE sector remained and record numbers of closures took place highlighting the unfulfilled promises to adequately fund ECE services and to fund pay parity. Pay parity was partially funded creating inequities within the system. This led to tough decisions for services employing highly experienced teachers that wanted to opt-in to pay parity for their teachers, but found it was still unaffordable.

Te Rito Maioha and Childspace created a petition to increase the number of teachers required for two-year-olds. 5,689 signed the petition online and a further 564 signed the hard copies. The petition was informally presented at Parliament in 2023 with a formal presentation to occur after the new government was formed.

That the House of Representatives implement a 1:4 ratio for under threes (one teacher to four children under three years of age attending Early Childcare Education) supported by realistic funding so that the Early Childhood Education sector can affordably deliver this ratio; and note that 5,689 people have signed a similar online petition.

Funding, pay parity and teacher shortages therefore continue to be foremost in our advocacy efforts.



Sector group representation

We represented our members and sector with the Ministry of Education in forums including the Early Childhood Advisory Committee (ECAC), Māori Education Peak Bodies, Sector Reference Group and Early Learning Action Plan Reference Group.

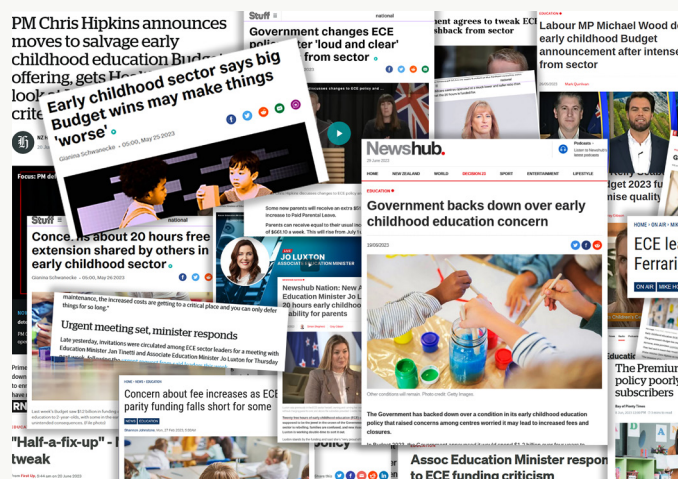
We represented our members and sector on other advisory, stakeholder and working groups with organisations including the Teaching Council, NZ Police, Education Review Office, Teacher Education Forum, NZEI Te Riu Roa, and National Education Leaders Partnership.

Fair Pay Agreements

In accordance with the (now repealed) Fair Pay Agreement Act 2022, NZEI Te Riu Roa submitted their application to MBIE to initiate a fair pay agreement for the ECE sector. Te Rito Maioha applied to MBIE to become an employer bargaining party and this application was successful. Work with other ECE sector leaders who were also an appointed employer bargaining party commenced, however, the FPA was repealed on 20 December 2023 which put an immediate halt to this work.

The purpose of this Act was to enable employment terms to be improved for employees by providing—

- framework for bargaining for fair pay agreements that specify industry- or occupation-wide minimum employment terms; or
- in certain circumstances, for the Authority to determine those minimum employment terms.



Our members

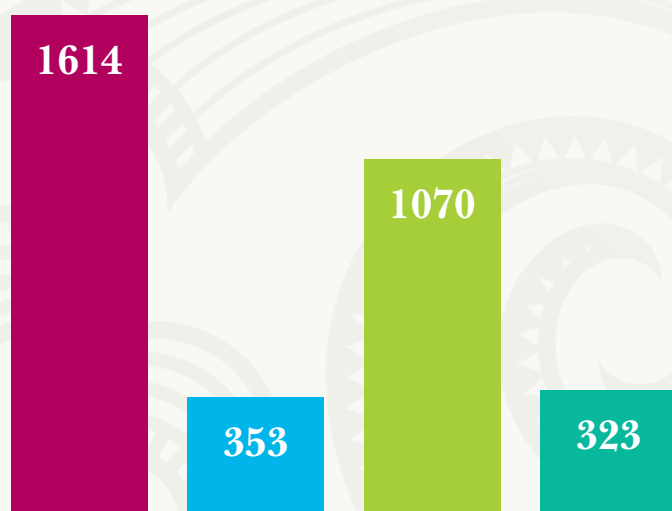
Ā mātou mema

In 2023 we celebrated 60 years as a membership organisation.

Member benefits and support



Our Members

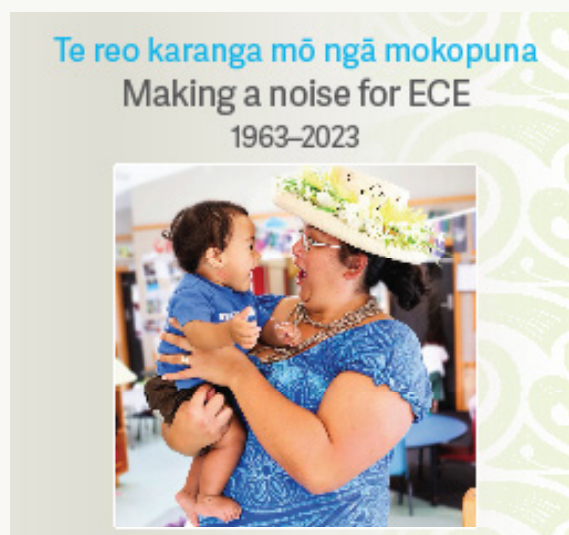
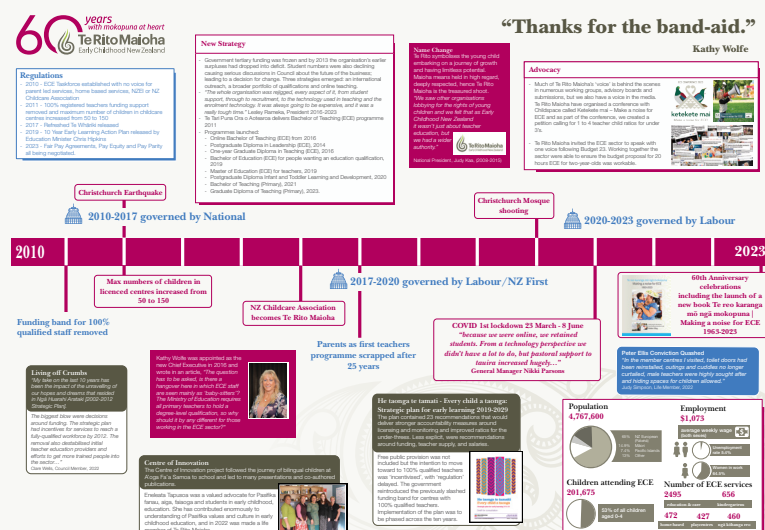


Growing our members

With our national conference, increased professional development opportunities, a focus on increased value and benefits for members, and a more accessible membership structure, we gained several new ECE services and group members. We also offer the option for member services to link their kaiako directly to our member benefits, allowing them to access professional development courses and resources, communications and updates.

- Individual, alumni, student, complimentary and life members
- ECE centres, large group, group, homebased and institutions
- Linked centre, linked group, linked institution and linked large group
- Members associated with Whānau Manaaki

- Published a book “Making a noise for ECE 1962-2023 | Te reo karanga mō ngā mokopuna
- Produced history boards to chart both our journey and that of the wider ECE sector
- Produced a video celebrating 60 years
- Gave away 60 gifts to our members over the year
- Provided free face to face professional development for the year
- Delivered a four day national conference Ketekete Mai Make a Noise for ECE in partnership with ChildSpace
- Returned to our “protest” roots by marching to Parliament and delivering our 1-4 petition in association with Childspace.



Our people

Tō mātou tira

We are proud to attract skilled and committed people to te whānau o Te Rito Maioha, including former students | tauira.

2023 saw us grow our staff once again, in part to support an increase in student | tauira numbers.

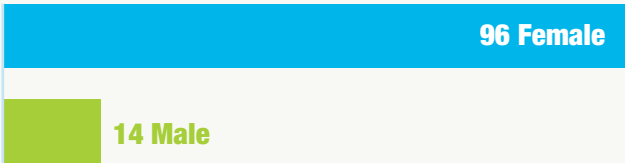
The after effects of Cyclone Gabrielle saw us continue to respond to the needs of our staff, their lives and flexible working arrangements played a valuable role. Flexible working arrangements continue to play an important role in our people’s every day working lives.

We have also supported a number of staff who have wished to reduce their full-time hours of work to working part time hours.

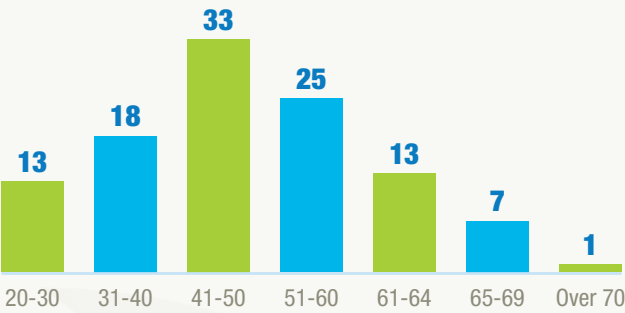
Turnover for year ending 2023 was 11.2%.

Total staff 110, and 2022 was 96.

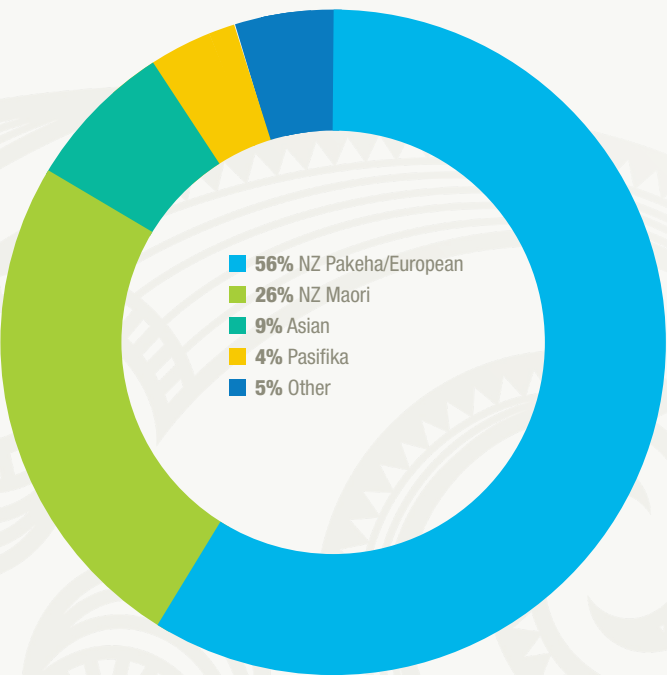
Gender mix



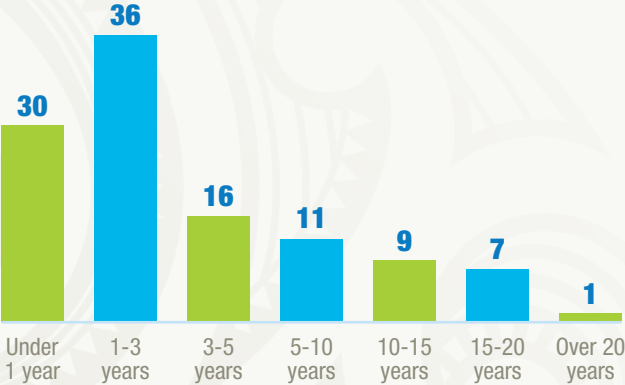
Age profile



Ethnic diversity



Length of service



Bicultural commitment

Te oati kākāno rua

Our commitment to being a bicultural organisation begins with ensuring that authentic practices are implemented in our everyday activities. Led and guided by our kaumātua and kuia in each of our takiwā ako, it is important for us to maintain the mana of each of the iwi kainga (local tribes).

Normalising the local dialects is further supported by our pouako, who whakapapa to their takiwā maintaining the authentic learning and teaching not only for our tauira, but also for our staff. Both Māori and Pacific communities are represented on our Council Board with the Pouhere Kaupapa Māori also available in National Office.

Tikanga Rua Awards/ Bicultural Awards

We have six awards. These annual staff awards recognise the mahi our people put into living Te Rito Maioha's bicultural aspirations every day in normalising the use of te reo Māori me onā tikanga. 2023 Awards:

Ka whai wāhi te tauira – the Student Involvement award -Te Takiwā ako a Te Papaioea

Te Hāpori – the Community Involvement award - Te Takiwā ako o Whangārei

Te reo Māori me ōna tikanga – the award for Te Reo me ona Tikanga Māori - Te takiwā ako a Kirikiriroa

Te Puku o te whare – the environment award - Te takiwā ako o Ōtautahi

Te Whiringa o te tangata – the People's Choice award - Te takiwā ako o Tūranga-nui-a-Kiwa

Te Tohu Tiketike tikanga ā rua – the Supreme Award - Te Takiwā ako o Manukau.

Wero

Te Rito Maioha has 11 takiwā ako | Regional Education Centres across the motu and the National Office in Te Whanganui-a-Tara. Each month, one of these 12 teams sends a wero/challenge across the motu. These build staff confidence in te reo Māori me ngā tikanga Māori. 2023 saw activities from waiata to shared kai and so much more including:

December/January | Hakihea/Kohitātea: This month's wero was to create a full menu in Te Reo for your feasting over the Meri Kirihimete season. Aue! – so much good food.

February | Huitangūru: Ōtautahi set a wero for us to do some research about a Rangatira from your takiwā who either signed

or refused to sign Te Tiriti o Waitangi and create a small fact sheet about your chosen Rangatira in te reo Māori.

March | Poutūterangi: Tūranga nui-a-kiwa set the March wero which was to take a photo of the taonga in your takiwā ako and let us know the history. We want to challenge all staff to know the background and history of the taonga in their takiwā ako.

April | Paengawhāwhā: National Office | Te Tari Matua set a wero for others to consider the Maramataka Māori and make observations throughout the day of what happens during the different phases of the maramataka.

May | Haratua: Whakatū gave us a wero to play a game of "wharewhare" (bingo/housey) using kupu Māori.

June | Pipiri: In June, Whangārei set this wero. Get out in your takiwā and find out "what is new" in your rohe. Preferably something of significance that adds value to the people in your takiwā. Share a pikitia/picture of "something new" and a brief kōrero.

July|Hōngongoi: Ōtepoti got us to find something in our community or takiwā that truly celebrates the essence of Matariki and share with the wider Te Rito Maioha whānau.

August | Hereturikōkā: For this month's wero, Te Whanganui-a-Tara got us to record ourselves singing a waiata that is connected to each of our rohe. As part of this we would share the story behind it including the composer and key messages.

September | Mahuru: Kirikiriroa challenged each takiwā to share a team photo or photo of something else significant to the takiwā along with a te reo Māori phrase. They then pulled all of these together into a calendar to share with the whole Te Rito Maioha whānau at staff hui – Kā mau te wehi.

October | Whiringa-ā-nuku: Manukau set us all a wero of patience in October. The wero was to complete a puzzle | panga that is 500-1000 pieces while speaking only te reo Māori. Encouraging any tauira, whānau or manuhiri to contribute a piece to the panga too.

November | Whiringa-ā-rangi: This month marks the final few weeks of semester two which brings in with it a lot of marking. This wero was for each takiwā ako to provide 5 te reo Māori phrases they use when providing comments in tauria assignment marking. National Office | Te Tari Matua were to come up with 5 te reo Māori phrases you would use to praise

Bicultural commitment *(continued)*

Te oati kākāno rua

others – whether this is when speaking with taura, other relevant stakeholders or within teams.

December | Hakihea: The wero for this month encouraged us all to learn how to make the most delicious steam pudding. The key to achieving this wero was working together and making the pudding with aroha.

What are we doing in our hāpori/communities

Giving back to our local communities is an important aspect of our bicultural commitment.

These are extracts from our bicultural reports.

Whangārei takiwā ako

“Ma te werawera o tō rae ka oti pai ngā mahi”
“Through hard work anything is achievable”

Kaitiakitanga

15th September 2023 – Kaitiaki Day

Debbie, Avril, Ira and Elysia spent the day on a Tutukākā whenua restoration project, where they helped to plant around 150 native trees and flaxes. Hamish Clueard (Ngati Wai) extended an invitation to visit his whenua where he and local volunteers have been restoring the whenua for the past 10+ years. Hamish gave a kōrero about the project as we walked his whenua which consisted of both bush and wetlands. Hamish was passionate about planting natives along the awa for the declining Inanga (white bait). On this whenua they also trial methods of growing kai, including Chinampa's – using swales to grow kai in swamp, a South American method. While in the wetlands we harvested raupo (traditional poi filler) for our bicultural PLD poi making session.

What are Kirikiriroa takiwā ako doing

Staff learned of rongoa māori | māori medicine, particularly learning of the kawakawa plant, and the tikanga protocols of harvesting the kawakawa leaves. Karakia is offered to acknowledge Tane Mahuta the kaitiaki of the ngaahere where the kawakawa grows. Staff also learned that you only need to pick what you require as there is another day tomorrow. Protecting the kawakawa is paramount when harvesting the leaves as each leaf is surrounded by three generations, baby, parent and ancestors. We mustn't pick the maamaa leaf as she will continue to protect the baby and ensure it grows. Staff made 600 kawakawa balm and were able to distribute them throughout the Waikato Woman's Expo event.

Kapahaka rōpū

All staff are members of one of five kapahaka groups who prepare a group performance at the annual staff hui. While this was challenging for some staff, a wonderful celebration of te reo Māori and waiata occurred for all, with practices taking place virtually across the motu.

Our 5 kapa haka groups have between 18-23 members in each group. As an organisation we are absolutely committed to revitalising and promoting the use of te reo Māori. Incorporating cultural elements such as mau rākau and taonga puoro in our performances supports this. Research shows that kapa haka is an effective way of learning te reo Māori me ōna tikanga.

Karakia

With Covid-19 restrictions lifted, we have been able to maintain tikanga principles of manaakitanga, aroha tētahi ki tētahi. Karakia has always been important and is part of our usual practices of both opening and closing all hui. This practice did not stop with covid restrictions and continues in our online post covid hui.



Digital strategy

Rautaki matihiko

2023 has been an exciting year for Te Rito Maioha in the Technology space as we rolled out a new Applications system platform using Salesforce.

The Salesforce technology enables a smoother interface for those wanting to apply for our programmes of study and means that we are able to seamlessly follow up with those who have expressed an interest in our programmes but who haven't completed an application. Salesforce also enables us to continue building a knowledge base of useful articles and resources accessible to applicants.

Towards the end of 2023 we undertook initial scoping to improve our membership management system through the use of Salesforce, which will provide easier ways for our members to access and update information, better ways to communicate with members and enhance how professional development is delivered. The project will be completed in 2024 and our current membership management system will be retired and replaced with the Salesforce solution.

In early 2023 we replaced our membership Learning Management System (LMS). This system will be integrated

with Salesforce so that members have seamless access to free and purchased PLD. This system will allow for better reporting and is much easier to manage and maintain than the previous system. Support is 24/7 and the look and feel gives a much better experience for our members.

Towards the end of 2023 we also began a project to look at our Office 365 framework with a focus on how to best leverage our Microsoft SharePoint and Teams environments. This work will take place in 2024 and will lead to improved efficiencies and controls in how we undertake our digital mahi.

As best practice, we continue to keep information systems upgraded to optimise systems integration, reduce costs and ensure we are well supported by our IT and software partners. We also have a rolling hardware upgrade programme so that our staff continue to have modern and fit-for-purpose IT equipment to undertake their mahi.



Financial statements

Tauākī pūtea

For the year ended 31 December 2023

Statement of responsibility

The Council is responsible for the preparation of Te Rito Maioha Early Childhood New Zealand Incorporated's financial statements and the judgements made in them.

The Council, through management, is responsible for establishing and maintaining a system of internal control designed to provide reasonable assurance as to the integrity and reliability of financial reporting.

In the opinion of the Council the financial statements fairly reflect the financial position and operations of Te Rito Maioha Early Childhood New Zealand Incorporated. The Statement of Service Performance has been prepared in accordance with PBE FRS 48 Service Performance Reporting. The Council believes that the statements contained in the Statement of Service Performance accurately reflect the overall performance of the organisation for the year ended 31 December 2023.

For and on behalf of the Council:



Clare Wells

President

5 April 2024



Kathy Wolfe

Chief Executive

5 April 2024



Independent Auditor's Report

INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF TE RITO MAIOHA EARLY CHILDHOOD NEW ZEALAND INCORPORATED

REPORT ON THE AUDIT OF THE GENERAL-PURPOSE FINANCIAL REPORT

OPINION

We have audited the general-purpose financial report of Te Rito Maioha Early Childhood New Zealand Incorporated ("the Society"), which comprise the financial statements on pages 46 to 62, and the service performance information on pages 37 to 43. The complete set of financial statements comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity, statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying general purpose financial report presents fairly, in all material respects:

- the financial position of the Society as at 31 December 2023, and (of) its financial performance, and its cash flows for the year then ended; and
- the service performance for the year ended 31 December 2023, in accordance with the entity's service performance criteria,

in accordance with Public Benefit Entity Standards Reduced Disclosure Regime ("PBE Standards RDR") issued by the New Zealand Accounting Standards Board.

BASIS FOR OPINION

We conducted our audit of the financial statements in accordance with International Standards on Auditing (New Zealand) (ISAs (NZ)) and the audit of the service performance information in accordance with the ISAs and New Zealand Auditing Standard (NZ AS) 1 The Audit of Service Performance

Information (NZ). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the General-Purpose Financial Report section of our report. We are independent of the Society in accordance with Professional and Ethical Standard 1 International Code of Ethics for Assurance Practitioners (including International Independence Standards) (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Other than in our capacity as auditor we have no relationship with, or interests in, the Society.

OTHER INFORMATION

The Council is responsible for the other information. The other information obtained at the date of this auditor's report is information contained in the general purpose financial report, but does not include the service performance information and the financial statements and our auditor's report thereon.

Our opinion on the service performance information and financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the service performance information and financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the service performance information and the financial statements, or our knowledge obtained in the audit or otherwise appears to be materially misstated.

If, based on the work we have performed on the other information obtained prior to the date of this auditor's report,

we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

COUNCIL'S RESPONSIBILITIES FOR THE GENERAL-PURPOSE FINANCIAL REPORT

Those charged with governance are responsible on behalf of the Society for:

- (a) the preparation and fair presentation of the financial statements and service performance information in accordance with Public Benefit Entity Standards RDR issued by the New Zealand Accounting Standards Board;
- (b) service performance criteria that are suitable in order to prepare service performance information in accordance with Public Benefit Entity Standards RDR; and
- (c) such internal control as those charged with governance determine is necessary to enable the preparation of the financial statements and service performance information that are free from material misstatement, whether due to fraud or error.

In preparing the general-purpose financial report those charged with governance are responsible for assessing the Society's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless those charged with governance either intend to liquidate the Society or to cease operations, or have no realistic alternative but to do so.

AUDITOR'S RESPONSIBILITIES FOR THE AUDIT OF THE GENERAL-PURPOSE FINANCIAL REPORT

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole, and the service performance information are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (NZ) and NZ AS 1 will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate or collectively, they could reasonably be expected to influence the decisions of users taken on the basis of this general purpose financial report.

A further description of the auditor's responsibilities for the audit of the general-purpose financial report is located at the XRB's website at

<https://www.xrb.govt.nz/standards/assurance-standards/auditors-responsibilities/audit-report-14/>

This description forms part of our auditor's report.

WHO WE REPORT TO

This report is made solely to the Society's members, as a body. Our audit work has been undertaken so that we might state those matters which we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the Society and the Society's members, as a body, for our audit work, for this report or for the opinions we have formed.

BDO Wellington Audit Limited

BDO WELLINGTON AUDIT LIMITED
Wellington
New Zealand
5 April 2024

Statement of Service Performance

For the year ended 31 December 2023

Who we are

Ko Te Rito Maioha he rōpū tikanga rua e manawanui ana ko te rōpū kei runga noa atu mō te reo tautoko i ngā tamariki, ngā whānau, ngā kaiako me ngā whare kohungahunga katoa. Ka tū māia mātou i roto i te mahi kakama, te mahi tūhono, me te mahi taunaki kia pumau te angitu o te ako ngātahi.

We are a bicultural organisation committed to advocacy, teaching promotion, and delivery of world class early childhood education for tamariki, whānau, teachers and Early Childhood Education (ECE) services. We respond by being connected, contributing and agile to ensure successful learning happens together. Formed in 1963, our role as a significant voice in the ECE sector now spans nearly 60 years, in which time we have educated thousands of ECE teachers and supported thousands of members providing a collective voice and vision for the sector.

Our vision - Te Pae tāwhiti

Ārahina ngā tamarikitanga, kia puawai i roto i to rātou mātauranga ako mō ngā ra o mua.

Shaping early childhood education so every child thrives and learns.

Our guiding beliefs

Every child | tamaiti has the right to high-quality education that complements and supports their and their family's | whānau life.

Every child | tamaiti in Aotearoa New Zealand has the right to know and enjoy the dual cultural heritage of Te Tiriti o Waitangi partners along with their own cultural heritage.

People working in early childhood and primary education need access to high-quality teacher | kaiako education, advice, information, resources, to aide their decision-making that affects their profession, their children | tamariki and their families | whānau.



Our purpose

Our purpose is to ensure Te Rito Maioha is a reputable, respected, and viable provider of world-class education and member services for generations to come.

We achieve this through operationalising our four strategic goals which are the pillars of our mahi.

These are Educational Excellence, ECE Leadership, Collaborative Relationships and Operational Excellence.

Educational Excellence: We are a provider of choice for teaching, learning and research.

Our ability to be a provider of choice is measured by the ongoing willingness and engagement of our students and members to have confidence in their ECE education experience and professional development with Te Rito Maioha. We have experienced significant growth in student enrolments over the last five years and we believe this is because of our academic expertise, quality provision and trusted brand that places us as a provider of choice for teaching, learning and research.

The confidence shown in us by our students and growing popularity of our programmes is further evidenced by the strong educational performance which we achieve against other providers within the sector and tells us that our programmes are relevant, fit for purpose and provide quality teachers and thought leaders to the ECE and Primary sector. We are committed to providing a bi-cultural kaupapa, being our

unique point of difference, and are proud of the high-level of participation of Māori students in our programmes. Our status as a high-quality education provider is also reflected in Te Rito Maioha being rated highest as a Category 1 provider by the New Zealand Qualifications Authority (NZQA).

Key Educational Performance Indicators (EPIs) considered by TEC are course completion rates, participation rates and qualification completion rates. Participation rates provide an indication of our diversity and a picture of the makeup of our students by age and ethnicity.

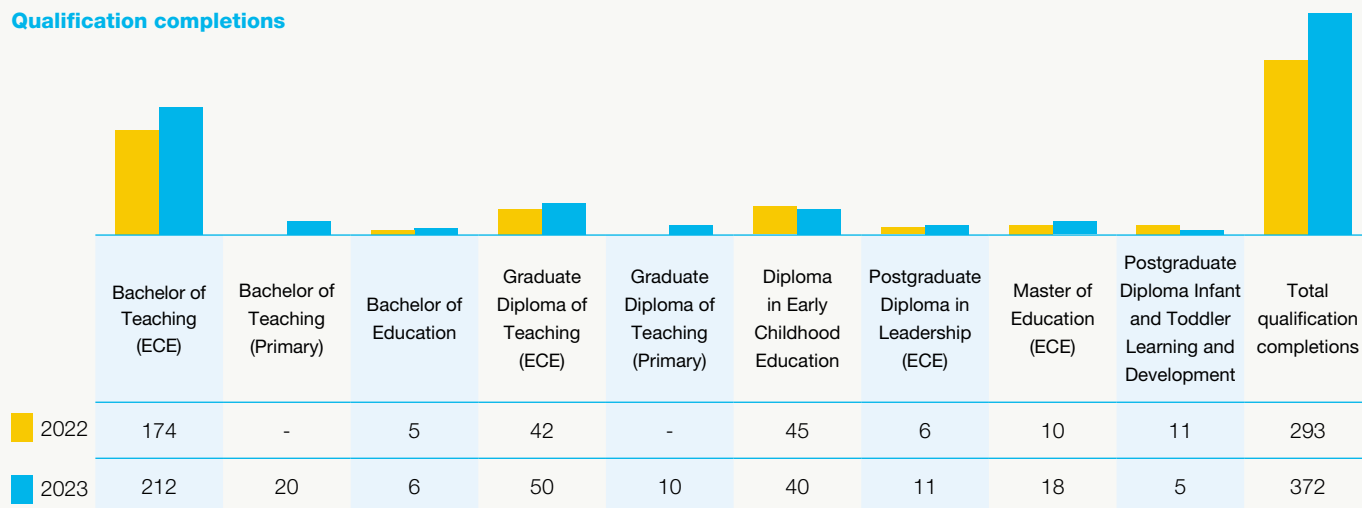
Educational Performance Indicators (EPIs)	Target	2022 PTE average ¹	2023 ¹	2022 ¹
Participation				
Māori participation rate	35%	23.2%	29.5%	29.8%
Pasifika participation rate	11%	12.7%	11.2%	9.4%
Under 25 participation rate	35%	47.7%	36.1%	35.4%
Course Completion				
Course completion rate	90%	79.3%	88.5%	89.7%
Course completion rate Māori	90%	72.3%	85.0%	86.4%
Course completion rate Pasifika	80%	71.6%	85.9%	78.0%
Course completion rate under 25	90%	77.5%	89.2%	89.2%
Qualification completion				
Cohort qualification completion rate for all students	at least 90%	67.8%	68.1%	71.0%
Overall student satisfaction	at least 90%		96.4%	N/A

¹ All EPIs are from Single Data Return (SDR) data made available by TEC. PTE EPI averages for the 2023 year were not released by TEC at the time this report was prepared. The 2022 EPIs for Te Rito Maioha were not available when the 2022 Statement of Service Performance was prepared and were reported from our student management system but have been amended above to show 2022 SDR data now made available by TEC. The changes to the comparative data were minor and not material.

We are proud to see 372 of our students' complete qualifications in 2023 (2022 - 293 students). Our graduates contribute fully within the ECE sector across a broad spectrum of roles confident in their abilities as ECE professionals providing the very best care and education to tamariki and strongly grounded in a bicultural pedagogy.

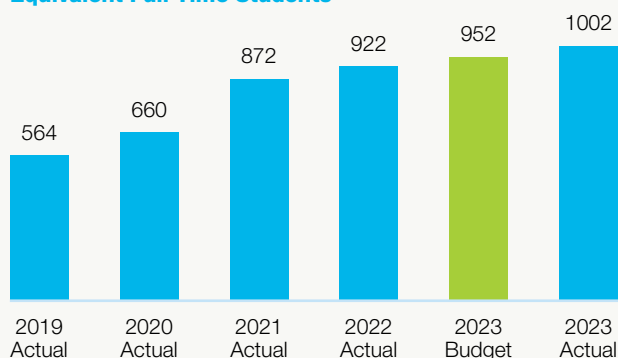
Our Graduate Diploma of Teaching (Primary) also achieved a successful year with 10 students graduating as our inaugural cohort. Our Bachelor of Teaching (Primary) also celebrates the inaugural cohort of 20 graduating as well as our Master of Education inaugural group of 18.

Qualification completions



Our commitment to research:	2023	2022
Staff with Doctorates	10	9
Staff with Masters	48	42
Research published or presented	52	46
National research projects	10	8
Community of inquiry projects	6	4
International research partners	3	3

Equivalent Full Time Students



ECE Leadership: We are a valued leader and champion in supporting members to deliver quality experiences and outcomes for children | tamariki and families | whanau.

An important component of our mahi is providing strong leadership within the ECE community to support our members in their professional development and to uphold their mana within the wider community. To best represent the interests of the sector we also strive to grow a diverse and engaged membership base of ECE employers and teachers. We promote and strengthen our membership base by providing professional development and networking opportunities for members. We deliver locally and nationally providing professional development, a biennial conference, annual general meeting and member forums.

Members also receive value add services relating to ECE policy and regulation, human resources and other centre and teacher-based advice. We publish a Member Update fortnightly and a monthly Research or Practice publication. We provide support

to services who need assistance in improving quality and these are evidenced through Ministry contracts.

We are also sought after to present at conferences around the world relating to our research, teaching and learning practices and advocacy work.

Te Rito Maioha also provides services in leading the requirements and bargaining relating to the Early Childhood Education Collective Agreement on behalf of ECE employers.

We also lobby and advocate strongly for the sector on issues such as funding, education, pay-parity and pay-equity and working conditions to help ensure that the profession is valued and respected. This translates into tamariki receiving the best early learning education that sets them up for success in their

overall learning as they transition to their school years. We are trusted as a strategic advocate and leading partner in ECE as evidenced through representation and participation on a number of advisory groups across government agencies, local networks and our Chief Executive being the Chair of the Pay Equity Steering Group.

In 2023 we completed four submissions relating to:

- Education and Training Act Amendment No3;
- Amendments to ECE Regulations to accommodate Crown acquisition of land and network approval;
- Adding conditions to provisional licences, defining “permanently ceased to operate” and providing for temporary closures;
- Providing a definition of “locally based” for Persons Responsible in homebased;
- Pay Parity Funding Review;
- ITE Programme Approval, moderation and review requirements;
- Conduct and Competency Process.

We were also approved by Ministry of Business, Innovation and Employment as a Bargaining Party on behalf of employers relating to the ECE Fair Pay Agreements. However just before year end the new government repealed Fair Pay Agreements legislation.

The Pay Equity ECE Steering Group Chaired by Te Rito Maioha's Chief Executive continued in 2023. The bulk of the mahi was completing interviews across the motu with various individuals across the ECE sector.

Sector leaders, including the Chief Executive of Te Rito Maioha, lobbied the Labour government at the time addressing concerns relating to the implementation of the 20 hours free for under two-year-olds. The announcement was well received however there were concerns relating to the rules and implementation thereof. The sector leaders were successful in their lobbying and the government of the day “walked back” certain criteria to ensure that no child or their whānau were adversely impacted by this new policy.

Te Rito Maioha held their annual conference “Ketekete Mai! Make a Noise” and a notable lobbying event – our hikoi to parliament – took place to present to the government of the day with a petition signed by over 6,000 people to MPs asking for a better ratio than one teacher to four children under three. The response from government will occur in 2024.

During 2023 we completed 19 media releases and various TV and radio interviews. Most were related to challenges surrounding funding, pay parity, closures and teacher shortages. It was a significant year of advocating and lobbying due to it being an election year.

Te Rito Maioha works closely with ECE services in their bicultural kaupapa. We deliver te reo Māori me ōna tikanga professional learning and development. We are a preferred provider under contract to the Ministry of Education to deliver professional learning and development to enhance and enrich te reo in teaching in ECE through the ministry's Te Ahu o te reo Māori programme

Membership Type	2023	2022
Life Member	15	17
Individual Member	205	131
Alumni Member	56	67
Student Member	1,336	1,128
Complimentary Member	2	2
Linked Associate Member	1,070	971
Total Organisation members	2,684	2,316
Service Member	224	232
Group Member	122	88
Professional Members	7	7
Total Professional Members	353	327
Total Members	3,037	2,643

Advocacy					
Media statements		Submissions		Advocacy, stakeholder and working groups	
2023	2022	2023	2022	2023	2022
19	25	7	13	21	22

Professional learning and development					
Online PLD participants		Participants at live PLD		ECE Services supported with SELO programmes	
2023	2022	2023	2022	2023	2022
1,573	2,884	1,150	138	160	42

Collaborative Relationships: We are recognised and valued by our partners for collaboration and innovation.

The relationships we develop, foster, and grow within the ECE and Primary sector both within Aotearoa New Zealand and abroad are deeply significant to ensure we remain connected, relevant and a respected leader providing the best possible outcomes for our members, our students, tamariki and other stakeholders. We are strongly committed to Te Tiriti o Waitangi and leadership in bicultural kaupapa and te reo Māori is pivotal to who we are and how we go about developing strong, collaborative relationships that influences and informs early childhood and primary education in Aotearoa New Zealand. We strive to be connected through meaningful tuakana teina relationships with tangata Pasifika and tangata whenua o Aotearoa and abroad.

We have a strong international presence partnering with Jimei University in China, Unitar University in Malaysia and Higher Colleges of Technology in United Arab Emirates. The initiatives relating to study tours, international students and research attract revenue outcomes for Te Rito Maioha as well as solidify our reputation as a quality tertiary provider in teacher education in ECE and Primary.

Australia is our closest partner where relationships with Semann and Slattery, Early Learning and Care Council of Australia and Early Childhood Australia further enhance our quality provision and reputation especially in the bicultural / indigenous environments. We secured recognition for our Bachelor of Teaching (ECE) and Graduate Diploma in Teaching (ECE) on the Australian Children's Education and Care Quality Authority. We are also an accredited provider of professional learning and development with the NSW Education Standards Authority.

Domestically we continue to maintain sound partnerships with other providers and ECE associations, for example; Whānau

Manaaki Kindergarten Association, Far North Reap, UCOL, Te Ataarangi, ICL, Kindergartens Waikato, Primary schools and Primary school associations and many more.

Relationships with Māori are crucial for us in committing to our bicultural kaupapa. We work with iwi and mana whenua across Aotearoa. We have a kaumatua at each of our Regional Education Centres who guide us and help us deliver our commitments identified in Te Kōkiri Tikanga Rua. We hold noho marae for members, students and stakeholders to participate in education and professional learning and development. Our staff and communities participate in all events such as Matariki, Powhiri, Mihi Whakatau, and so on. We have worked with stakeholders such as Waikato District Health Board and Corrections in our field of expertise as a tertiary provider.

During 2023 our National Kaumātua, Chief Executive and Pouhere Kaupapa Māori visited each of our takiwā ako to foster relationships with our regional kaumatua, kuia and Māori networks. This initiative was driven by our National Kaumātua, Bill Kaua and was a huge success, enabling the strengthening of bonds and purpose.

We connect meaningfully with tuakana teina and deliver on our initiatives identified in Te Moana ā kiwa strategy. We complete Strengthening Early Learning Outcome contracts from the Ministry to local Pasifika early learning services and work with local Pasifika communities to support these endeavours. In 2023 we recruited a new role, Lead Advisor Pasifika Relations, to provide specialist advice and guidance including leading the development and implementation of our Pasifika strategies to transform Pasifika taura success, strengthen academic quality for Pasifika peoples and grow our Pasifika capability.

Operational Excellence: We are a strong, bicultural, and sustainable organisation.

Our financial and operational success underpins our ability to preserve and grow the legacy of our founding members and is vital to enabling the delivery of strategic objectives in terms of finance, effective infrastructure and talented and committed people to implement our vision over the long term.

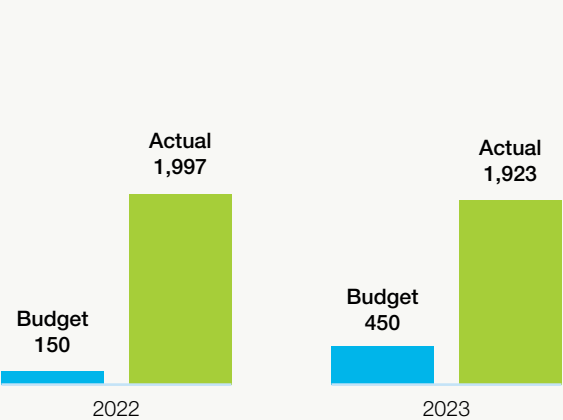
We are constantly looking at ways to ensure that our operations are right sized to the challenges and opportunities facing our business. We receive funding from the Tertiary Education

Commission (TEC) to deliver our educational programmes listed on the New Zealand Qualifications Framework in a financially sustainable way. Each year Te Rito Maioha must meet TEC's Prudential Financial standards and educational performance indicators to maintain funding eligibility. Meeting or exceeding these financial benchmarks is a key minimum benchmark for the measurement of our financial resilience and operational excellence. We have met or exceeded TEC's Prudential Financial standards for each of the last two years.

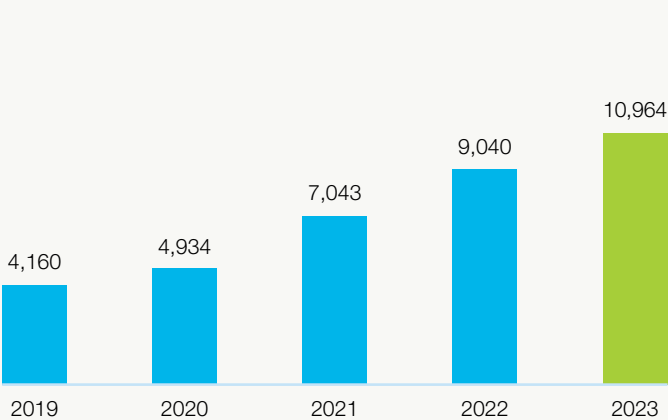
Prudential TEC financial standard indicator	2023	2022	TEC Minimum requirement
Net Tangible Assets (NTA) Calculation	58.6%	52.6%	Larger of \$50,000 or 2% of total revenue
NTA / Total Tangible assets	77.7%	78.7%	Not specified
NTA Amount >\$50,000	\$ 10,452,063	\$ 8,374,794	\$50,000
Liquid Assets Calculation	43.7%	44.4%	5%
Working Capital Calculation	152.9%	163.6%	75%
Profitability (Net Surplus/Total Revenue)	10.8%	12.5%	>-8%
Net Surplus after tax/Total Equity	17.5%	22.1%	>-30%
Net Cashflows	115.4%	128.9%	100%
Debt levels	0.0%	0.0%	<50% of NTA

Our financial success not only enables us to invest in key assets and resources such as our staff, technology, research, and advocacy but also enables us to build our financial reserves to provide resilience against the headwinds of economic, political and social changes which can affect levels of student enrolments, funding levels and operating and regulatory conditions within the education sector. We are proud to have returned healthy surpluses since 2020 as we continue to grow our funds.

Surplus (\$000s)



Members' Funds/Equity (\$000s)



Underpinning our operational excellence is a commitment to invest in our people | kaimahi and to being an employer of choice for highly motivated and competent people. Our workforce is committed and diverse and we strive to provide an enjoyable, rewarding, stimulating and flexible working environment for our staff which is equitable, free from bias, discrimination, and racism. We are committed to our Treaty of Waitangi Statement | Tō Tātou Oati mō Te Tiriti and this is evidenced through upskilling of our diverse workforce and participation in te reo Māori me ōna tikanga.

Our workforce profile by gender and ethnicity at 31 December is as below:

We invest in the professional development of our staff, all of whom have an annual professional development allocation and academic staff can apply for internal research funding which forms part of our budget each year.

We invest heavily in innovative technology to provide high quality tertiary education and membership services. We have met all milestones tabled in the Digital Strategy. A key period of performance testing our ability to be agile and flexible with our delivery of products and services was the onslaught of Covid. This organisation lifted and shifted from office to home without any disruption to our business.

2023		Gender		2022
87.3%	96	Women	83	86.5%
12.7%	14	Men	12	12.5%
		Diverse	1	1.0%
100%	110	Total	96	100%

2023		Ethnicity		2022
56.4%	62	NZ European	56	58.3%
25.5%	28	Māori	23	24.0%
9.1%	10	Asian	8	8.3%
3.6%	4	Pacific	2	2.1%
5.5%	6	Other	7	7.3%


We have a Quality Management Framework with key performance indicators annually to ensure excellence in policy, quality, self-assessment, and continuous improvement. This is evidenced in all our tertiary delivery and the award provided post our External Evaluation Review conducted by the New

Zealand Qualifications Authority in 2021. We were awarded the highest Category 1 outcome from this review. This is valid for four years. All in year reviews on our programmes achieved high performance and commendations with no recommendations.



**Ehara taku toa i te toa takitahi
Engari, he toa takitini.**

**My successes are not mine
alone, they are ours – the
greatest successes we will have
are from working together.**





Statement of comprehensive income and expense

For the year ended 31 December 2023

	Note	2023 \$	2022 \$
Revenue			
Membership fees		44,451	41,672
Student fees		6,007,290	5,312,551
Tertiary Education Commission funding		10,488,748	9,433,307
Ministry of Education contracts		569,379	829,762
Interest and dividend income		459,651	206,611
Other revenue		255,883	107,705
Total revenue	3	17,825,402	15,931,608
Expenses			
Personnel Costs	4	10,664,157	9,361,255
Operating costs	5	5,102,664	3,658,739
Depreciation, amortisation and impairment	9,10	509,444	347,724
Total expenses		16,276,265	13,367,718
Surplus from operations		1,549,137	2,563,890
Realised and unrealised gains/(losses) on investments		321,162	(566,468)
Net surplus		1,870,299	1,997,422
Other comprehensive income		-	-
Total comprehensive income attributable to members		1,870,299	1,997,422

The statement of accounting policies and notes to the financial statements form part of these financial statements.

Statement of changes in equity

For the year ended 31 December 2023

	2023 \$	2022 \$
Opening equity as at 1 January	9,040,338	7,042,916
Total comprehensive income and expense	1,870,299	1,997,422
Closing equity as at 31 December	10,910,637	9,040,338

The statement of accounting policies and notes to the financial statements form part of these financial statements.

Statement of financial position

As at 31 December 2023

	Note	2023 \$	2022 \$
Assets			
Current assets			
Cash and cash equivalents	6	1,702,998	1,992,106
Trade and other receivables	7	3,519,530	3,050,935
Accrued Income	7	-	24,199
Term Deposits		1,250,000	1,200,000
Managed investment fund	8	3,478,409	2,531,009
Prepayments		443,157	194,525
Total current assets		10,394,094	8,992,774
Non-current assets			
Managed investment fund	8	6,415,079	4,283,367
Property, plant and equipment	9	650,054	583,985
Intangible assets	10	511,574	665,544
Total non-current assets		7,576,707	5,532,896
Total assets		17,970,801	14,525,670
Liabilities			
Current liabilities			
Payables	11	887,330	489,684
GST (net)		597,504	571,007
Income in advance	12	4,128,483	3,298,411
Finance lease	16	21,028	-
Employment provisions	13	1,291,352	1,087,090
Total current liabilities		6,925,697	5,446,192
Non-Current liabilities			
Finance lease	16	79,775	-
Employment provisions	13	54,692	39,140
Total noncurrent liabilities		134,467	39,140
Total liabilities		7,060,164	5,485,332
Equity			
Members' funds		10,910,637	9,040,338
Total equity		10,910,637	9,040,338
Total equity and liabilities		17,970,801	14,525,670

The statement of accounting policies and notes to the financial statements form part of these financial statements.

Statement of cash flows

For the year ended 31 December 2023

	Note	2023 \$	2022 \$
Cash flows from operating activities			
Cash was received from:			
Receipts from students		6,030,704	5,569,167
Receipts from government funding		10,778,112	10,182,269
Receipts from membership fees		61,585	40,733
Other receipts		898,979	724,926
Net receipts from GST		26,496	107,180
Cash inflows from operating activities		17,795,876	16,624,275
Cash was applied to:			
Payments to suppliers		(5,332,284)	(3,839,706)
Payments to employees		(10,077,555)	(9,054,587)
Interest paid on overdraft facility		-	(457)
Cash outflows from operating activities		(15,409,839)	(12,894,750)
Net cash flows from operating activities		2,386,037	3,729,525
Cash flows from investing activities			
Cash was received from			
Interest and dividends received		326,043	207,326
Proceeds from sale of property, plant and equipment		487	130
Sale of investments		441,915	1,240,069
Maturity of investments		4,200,000	3,860,000
Cash inflows from investing activities		4,968,445	5,307,525
Cash was applied to			
Purchase of property, plant and equipment and intangible assets		(288,676)	(342,557)
Purchase of investments		(7,334,211)	(6,949,339)
Cash outflows from investing activities		(7,622,887)	(7,291,896)
Net cash flows from investing activities		(2,654,442)	(1,984,371)
Cash flows from financing activities			
Cash was applied to			
Interest paid		(5,200)	-
Payments of finance lease principle		(15,503)	-
Cash outflows from financing activities		(20,703)	-
Net cash flows from financing activities		(20,703)	-
Net increase/(decrease) in cash and cash equivalents		(289,108)	1,745,154
Cash and cash equivalents at 1 January		1,992,106	246,952
Cash and cash equivalents at 31 December	6	1,702,998	1,992,106

The statement of accounting policies and notes to the financial statements form part of these financial statements.

Notes to the financial statements

Ngā whakamārama i ngā tauākī pūtea

For the year ended 31 December 2023

1. Reporting entity

Te Rito Maioha Early Childhood New Zealand Incorporated (Te Rito Maioha) is a registered incorporated society under the Incorporated Societies Act 1908, has charitable status and is registered under the Charities Act 2005. Te Rito Maioha is domiciled in New Zealand and is exempt from New Zealand income tax.

Te Rito Maioha is a membership organisation for early childhood education services, institutions, individuals and students. The principal activities of Te Rito Maioha are to provide early childhood teacher education and Ministry of Education (MOE) professional development contracts and to provide membership services to its members.

In 2018 Te Rito Maioha incorporated a wholly owned Australian subsidiary, Te Rito Maioha Early Childhood New Zealand Pty Limited (Te Rito Maioha Pty). Te Rito Maioha Pty has not conducted any business since it was incorporated, and Covid-19 has had a significant effect on the commencement of its operations in recent years. Once operational, financial transactions for Te Rito Maioha Pty will be consolidated and the effect of any intra-group transactions eliminated.

These financial statements are for the year ended 31 December 2023 and were authorised for issue by the Council on 5 April 2024.

2. Basis of preparation

Statement of compliance

The financial statements of Te Rito Maioha have been prepared in accordance with the requirements of the Charities Act 2005, the Incorporated Societies Act 1908 and Generally Accepted Accounting Practice in New Zealand (NZ GAAP).

Te Rito Maioha is a public benefit entity for financial reporting purposes and the financial statements comply with Public Benefit Entity International Public Sector Accounting Standards (PBE IPSAS) and other applicable financial reporting standards, as appropriate for tier 2 not-for-profit public benefit entities for which, all reduced disclosure requirements have been adopted. Te Rito Maioha qualifies as a tier 2 reporting entity as for the last two most recent reporting periods it has incurred between \$2m and \$30m of operating expenditure.

Measurement base

These financial statements have been prepared on a historical cost basis, except that the managed fund investment is measured at fair value.

The financial statements are presented in New Zealand dollars and rounded to the nearest dollar.

Foreign currency transactions are translated in New Zealand dollars using the average exchange rate prevailing at the date of the transactions. Foreign exchange gains and losses resulting from the settlement of such transactions and from translation at year end exchange rates of monetary assets and liabilities denominated in foreign currencies are recognised in the statement of comprehensive income.

The financial statements have been prepared on a goods and services tax (GST) exclusive basis, except for receivables and payables, which are stated inclusive of GST.

Use of judgement and estimates

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, income and expenses.

Accounting policies where critical judgements, estimates and assumptions have been made include property, plant and equipment, intangible assets, impairment of assets and liabilities and employee benefits.

Any significant management judgements, estimates and assumptions are disclosed under the applicable notes to the financial statements.

The financial statements have been prepared on a going concern basis, and the accounting policies have been applied consistently throughout the period.

Changes in accounting policies

There have been no changes in accounting policies which have been applied on a basis consistent with the previous year.

3. Revenue

Revenue is measured at fair value of consideration received or receivable. Te Rito Maioha recognises revenue from individual categories of transactions as follows.

Revenue from exchange transactions

Revenue from exchange transactions are transactions in which Te Rito Maioha receives assets or services, or has liabilities extinguished, and directly gives approximately equal value.

International student fees

International student tuition fees are not subsidised by the government. Revenue is recognised on a straight-line basis over the period of each course of study undertaken by an international student.

Membership fees

Membership fees are recognised over the period of the membership (usually 12 months). Amounts received in advance relating to future periods are recognised as a liability until such time as that period covering the membership occurs.

Professional Development Fees

Revenue from the MOE contracts are recognised as the milestones outlined in those contracts are achieved.

Research Revenue

Research revenue is recognised as revenue immediately, unless there are substantive contractual conditions, in which case revenue is recognised when the conditions are satisfied.

Sale of goods

Revenue from the sale of goods is recognised when the goods are delivered to customers and is measured at fair value.

Interest

Interest is recognised in the statement of comprehensive income as it accrues, using the effective interest rate method.

Revenue from non-exchange transactions

Revenue from non-exchange transactions are transactions where Te Rito Maioha either receives value from another entity without directly giving approximately equal value in exchange or gives value to another entity without directly receiving approximately equal value in exchange.

Tertiary Education Commission Student Achievement Component funding and Teacher Education Refresh Fees

Funding from the Tertiary Education Commission (TEC) is Te Rito Maioha's main source of operational funding. TEC funding is recognised on a straight-line basis, over the duration of courses in which eligible students are enrolled. Funds received over and above the eligibility criteria are recognised as a liability and refunded to TEC.

The Teacher Education Refresh (TER) programme is funded by the MOE. Revenue from TER fees are recognised over the duration of the course.

Domestic student fees

Domestic student tuition fees are subsidised by the government and are considered non-exchange. Revenue is recognised on a straight-line basis over the period of each course of study undertaken by a student.

Revenue from operating activities is made up as follows:

	2023 \$	2022 \$
Revenue from exchange transactions		
Membership fees	44,451	41,672
Student fees - international	79,375	126,584
Other revenue	255,883	107,705
Total revenue from exchange transactions	379,709	275,961
Revenue from non-exchange transactions		
SAC funding	10,488,748	9,433,307
Student Fees - domestic	5,927,915	5,185,967
Ministry of Education contracts	569,379	829,762
Total revenue from non-exchange transactions	16,986,042	15,449,036
Investment Income		
Interest and dividend income	459,651	206,611
Total investment income	459,651	206,611
Total Revenue	17,825,402	15,931,608

Other revenue is made up as follows:

	2023 \$	2022 \$
Miscellaneous goods and services	47,985	19,800
Conference income	120,179	-
Consultancy and Professional Development	66,204	59,802
ECECA Bargaining fees	21,515	28,103
Total other revenue	255,883	107,705

4. Personnel costs

	2023 \$	2022 \$
General Salaries and Wages	10,034,072	8,903,310
Employer contributions to defined contribution scheme	245,790	220,559
Other employment related costs	384,295	237,386
Total employment provisions	10,664,157	9,361,255

5. Operating expenses

	2023 \$	2022 \$
Audit Fees	37,113	32,315
Council members' fees	43,374	47,431
Bad and doubtful debts	40,031	2,775
Loss on write-off of property, plant, equipment & intangibles	459	4,230
Legal Fees	12,434	15,680
Rent	986,219	944,158
Travel and accommodation	595,078	336,121
Communications and information technology	1,137,734	726,818
Infrastructure	441,873	320,521
Administration	697,247	389,834
Academic infrastructure	119,897	75,656
Direct student costs	913,998	719,141
Strategic and governance	77,207	44,059
Total operating costs	5,102,664	3,658,739

6. Cash and cash equivalents and bank overdraft

	2023 \$	2022 \$
Cash at bank and on hand	1,321,621	1,425,393
Cash-managed investment fund	381,377	566,713
Total cash net bank overdraft for cashflow statement purposes	1,702,998	1,992,106

Cash and cash equivalents comprise call deposits with banks including both local and foreign currencies, cash at bank and cash balances. Cash and cash equivalents also include term deposits with original maturities of three months or less at balance date.

On 28 September 2023 Te Rito Maioha cancelled its \$500,000 overdraft facility with Westpac Banking Corporation.

7. Trade and other receivables

Accounts receivables are stated at amortised cost, using the effective interest rate method less impairment.

Student fees are due before the course begins or are due upon enrolment if the course has already begun. For courses that

span more than one semester, domestic students can arrange for their fees to be paid by semester. Student fees receivables are non-interest bearing and are generally paid in full by the course start date.

The carrying value of receivables is considered to approximate their fair value. Trade and other receivables are made up as follows:

	2023 \$	2022 \$
Receivable from exchange transactions:		
Membership fees	22,880	37,800
Student fees - international	27,833	-
Other receivables	101,759	46,169
Receivable from non-exchange transactions:		
Student fees - domestic	3,366,385	2,592,885
MOE contracts	-	100,625
Fees Free funding receivable from TEC	673	273,456
Total trade and other receivables	3,519,530	3,050,935
Accrued income from non-exchange transactions:		
Accrued income - SAC funding receivable from TEC	-	24,199

Impairment

Te Rito Maioha recognises an impairment provision when there is objective evidence (such as significant financial difficulties on the part of the counterparty or default or significant delay in payment) that it will be unable to collect on trade receivable amounts due. The amount of such a provision is the difference between the amount due and the present value of the future expected cash flows associated with the impaired receivable. For trade receivables, such provisions are recorded in a separate allowance account with the loss being recognised within bad and doubtful

debt expense in the statement of comprehensive income. On confirmation that the trade receivable will not be collectable, the receivable is written off against the associated provision.

At 31 December 2023 all overdue receivables have been assessed for impairment and a provision for expected credit losses of \$1,165 was made at 31 December 2023 (2022: \$3,897). The credit quality of trade receivables that are past due but not impaired is otherwise considered sound.

The ageing profile of trade receivables at balance date is detailed below:

	2023 \$	2022 \$
Neither past due nor impaired	2,391,120	862,934
Past due but not impaired	1,128,410	2,188,001
Impaired	1,165	3,897
Gross	3,520,695	3,054,832
Less: Allowance for impairment	(1,165)	(3,897)
Net trade and other receivables	3,519,530	3,050,935

8. Managed investment fund

The composition of funds under management is as follows:

	2023 \$	2022 \$
Current assets		
Cash and cash equivalents (refer note 6)	381,377	566,713
New Zealand fixed interest	3,478,409	2,531,008
Total current	3,859,786	3,097,721
Non-current assets		
New Zealand fixed interest	3,908,854	2,071,789
New Zealand property	155,270	149,536
New Zealand equities	710,176	698,301
Global equities	1,410,905	1,195,878
Alternative assets	229,874	167,864
Total non-current	6,415,079	4,283,368
Total managed investment fund	10,274,865	7,381,089

Te Rito Maioha meets its student fee protection requirements under the Education and Training Act 2020 and the New Zealand Qualifications Authority's Student Fee Protection Rules 2022 using a static trust. Static trust funds are contained within the managed investment fund portfolio. At 31 December 2023 the static trust component of the managed funds investment was \$5,279,553 (2022: \$3,352,958).

9. Property, plant and equipment

Property, plant and equipment are stated at cost, less accumulated depreciation and impairment. Cost is generally the purchase cost, together with any incidental costs of acquisition.

Depreciation is calculated to allocate the assets' cost less residual value on a straight-line basis over their expected useful economic lives. Leasehold improvements are depreciated over the period of the lease.

Property, plant and equipment consists of leasehold improvements, computer hardware, office furniture and equipment. The estimated useful lives of property, plant and equipment are:

- Office equipment – 5 years
- Leasehold – 6-12 years
- IT equipment – 4 years
- Programme resources – 7 years

Gains and losses on disposals are determined by comparing the disposal proceeds with the carrying amount of the assets and are reported net in the statement of comprehensive income.

Impairment

Property, plant and equipment are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable through use or sale. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable amount and are recognised in the statement of comprehensive income.

Property, plant and equipment is made up as follows:

	Note	IT Equipment	Office Equipment	Leasehold	Programme Resources	WIP	Total \$
Cost							
Balance as at 1 Jan 2023		674,016	998,408	1,302,894	7,608	-	2,982,926
Additions		166,494	149,351	38,947	-	7,000	361,792
Disposals/Write-offs		(83,997)	(1,276)	-	-	-	(85,273)
Balance as at 31 Dec 2023		756,513	1,146,483	1,341,841	7,608	7,000	3,259,445
Accumulated depreciation and impairment							
Balance as at 1 Jan 2023		471,998	915,732	1,009,762	1,449	-	2,398,941
Depreciation		109,701	61,072	97,152	1,087	-	269,012
Impairment		-	-	26,252	-	-	26,252
Disposals/Write-offs		(83,677)	(1,137)	-	-	-	(84,814)
Balance as at 31 Dec 2023		498,022	975,667	1,133,166	2,536	-	2,609,391
Net book value							
As at 1 Jan 2022		143,315	48,616	308,367	7,246	-	507,544
As at 31 Dec 2022		202,018	82,676	293,132	6,159	-	583,985
As at 31 Dec 2023	9	258,491	170,816	208,675	5,072	7,000	650,054

During 2023 management undertook a detailed review of its fixed assets register which resulted in some assets being scrapped or impaired because they were obsolete or no longer in use and there was no resale market for these assets.

10. Intangible assets

Capitalised programme development costs and Professional Learning and Development and Promotional Resources have a finite-life and are recognised at cost less accumulated amortisation and impairment. Intangible assets that are under development and not yet fully functional are accumulated as capital work in progress. Amortisation is charged on a straight-line basis at rates calculated to allocate the assets' cost over their estimated useful lives. For capitalised development costs, amortisation begins at the start of the programme and ceases when the programme is no longer offered or discontinued. Both the estimated useful life and the amortisation method are reviewed annually to ensure these remain appropriate.

Capitalised programme development costs are costs directly associated with the development of new educational programmes or to revise existing programmes and are recognised to the extent that they are expected to be recovered. Capitalised programme development costs primarily consist of employee costs and employee costs of \$17,508 were capitalised in 2023 (2022: \$91,893).

Development costs that are directly attributable to the development of educational programmes are recognised as an intangible asset if the following can be demonstrated.

- It is technically feasible to complete the programme, so it is functional
- Management intends to complete the programme and use it.

Intangible assets are made up as follows:

- There is an ability to use it
- It can be demonstrated how the new programme will generate probable future economic benefit
- Adequate technical, financial and other resources to complete the development of the programme are available, so it is functional
- The expenditure attributable to the course development can be reliably measured.

Other programme development expenses that do not meet these criteria are recognised as an expense as incurred and recorded in the statement of comprehensive income. Development costs previously recognised as an expense cannot be subsequently recognised as an asset as they cannot be reliably measured.

The estimated useful lives of assets are as follows:

Capitalised programme development costs – 7 years

Professional Learning and Promotional Resources – 4 years

Impairment

Intangible assets that are under development and have yet to achieve functionality are subject to an annual recoverable amount impairment test. Any excess of the asset's carrying amount over its recoverable amount is expensed to the statement of comprehensive income. Intangible assets, other than those under development, are subject to annual review for impairment. Impairment losses are expensed in the statement of comprehensive income.

	Note	Programme Development	PLD and Promotional Resources	WIP	Total \$
Cost					
Balance as at 1 Jan 2023		1,025,603	124,934	-	1,150,537
Additions		45,355	-	14,855	60,210
Disposals/Write-offs		-	(32,580)	-	(32,580)
Balance as at 31 Dec 2023		1,070,958	92,354	14,855	1,178,167
Accumulated amortisation and impairment					
Balance as at 1 Jan 2023		410,678	74,315	-	484,993
Amortisation		139,364	18,581	-	157,945
Impairment		56,235	-	-	56,235
Disposals/Write-offs		-	(32,580)	-	(32,580.00)
Balance as at 31 Dec 2023		606,277	60,316	-	666,593
Net book value					
As at 1 Jan 2022		594,211	30,489	35,000	659,700
As at 31 Dec 2022		614,925	50,619	-	665,544
As at 31 Dec 2023	10	464,681	32,038	14,855	511,574

11. Trade and other payables

Trade and other payables represent liabilities for goods and services provided to Te Rito Maioha that have not been paid at the end of the financial year. Payables are non-interest bearing and normally settled on a 30-day terms. Therefore, the carrying value of payables approximates their fair value.

Trade payables are made up as follows:

	2023 \$	2022 \$
Payables from exchange transactions		
Trade payables	413,515	191,029
Other payables	378,677	298,655
Total from exchange transactions	792,192	489,684
Payables from non-exchange transactions		
Payable to TEC	95,138	-
Total from non-exchange transactions	95,138	-
Total trade payables and provisions	887,330	489,684

12. Income in advance

Income in advance is made up as follows:

	2023 \$	2022 \$
Membership Fees and subscriptions	44,850	42,636
Revenue received in advance student fees	4,083,633	3,255,775
Total Income in advance	4,128,483	3,298,411

13. Employment related provisions

A provision for employee entitlements is recognised for benefits earned by employees but not paid at the reporting date. Employee benefits include salaries, wages, annual leave, long-service leave and sick leave.

Employee benefits expected to be settled within one year, together with benefits arising from wages and salaries, sick leave and annual leave that will be settled after one year, have been measured at their nominal amount. Other employee benefits payable after more than one year have been measured at the present value of the estimated future cash outflows to be made for those benefits.

Some employees are entitled to one week's paid leave after seven years and again after ten years of continued service with Te Rito Maioha, but there is no entitlement if the employee leaves earlier. The obligation is discounted to its present value using market yields of New Zealand Government bonds as at balance date that have maturity dates approximating the

expected remaining period to settlement. The obligation is also indexed using the historical five-year average consumer price index as published by the Reserve Bank of New Zealand. The probability of the employees' service is based on historical periods of service.

Termination benefits are recognised as an expense when Te Rito Maioha is committed demonstrably without realistic possibility of withdrawal, to a formal detailed plan to either terminate employment before the normal retirement date, or to provide termination benefits as a result of an offer made to encourage voluntary redundancy. Termination benefits for voluntary redundancies are recognised as an expense if an offer has been made and it is probable that the offer will be accepted.

Employment provisions are made up as follows:

	2023 \$	2022 \$
Current		
Accrued salary	397,330	333,191
Defined contribution plans	15,805	6,079
Employment deductions	244,588	191,024
ACC levy	(9,909)	13,190
Annual leave provision	643,538	543,606
Total current employment related provisions	1,291,352	1,087,090
Non-current		
Sick leave provision	27,564	21,258
Long service leave	27,128	17,882
Total non-current employment related provisions	54,692	39,140
Total employment related provisions	1,346,044	1,126,230

14. Financial instruments

Financial assets and financial liabilities are recognised when Te Rito Maioha becomes a party to the contractual provisions of the financial instrument. Purchases and sales of financial assets are accounted for at trade date, i.e. the date that Te Rito Maioha commits to purchase or sell the asset.

The entity derecognises a financial asset when the rights to receive cash flows from the asset have expired or are waived, or the entity has transferred its rights to receive cash flows from the asset or has assumed an obligation to pay the received cash flows in full without material delay to a third party; and either:

- the entity has transferred substantially all the risks and rewards of the asset; or
- the entity has neither transferred nor retained substantially all the risks and rewards of the asset, but has transferred control of the asset.

Financial assets

The classifications of the financial assets are determined at initial recognition. On initial recognition, a financial asset is classified as measured at: amortised cost; Fair value through other comprehensive revenue and expense (FVOCRE) – debt investment and equity investment; or fair value through surplus or deficit (FVTSD).

The categorisation determines subsequent measurement and whether any resulting revenue and expense is recognised in surplus or deficit or in other comprehensive income and expenses. The entity's financial assets are classified as either financial assets at fair value through surplus or deficit or amortised cost. Financial assets include: cash and cash equivalents, term deposits, receivables from exchange transactions and managed funds.

All financial assets except for those at fair value through surplus or deficit are subject to review for impairment at least at each reporting date.

Financial assets at fair value through surplus or deficit are carried in the statement of financial position at fair value with net changes in fair value presented as other expenses (negative net changes in fair value) or other revenue (positive net changes in fair value) in the statement of surplus or deficit.

A financial asset is measured at amortised cost if it meets both of the following conditions and is not designated as at FVTSD:

- it is held within a management model whose objective is to hold assets to collect contractual cash flows; and
- its contractual terms give rise on specified dates to cash flows that are solely payments of principal and interest on the principal amount outstanding.

All financial assets not classified as measured at amortised cost or FVOCRE as described above are measured at FVTSD. This includes all derivative financial assets. On initial recognition, the entity may irrevocably designate a financial asset that otherwise meets the requirements to be measured at amortised cost or at FVOCRE as at FVTSD if doing so eliminates or significantly reduces an accounting mismatch that would otherwise arise.

Managed investment fund investments are initially recognised at cost being the fair value of consideration given and transaction costs, such as brokerage, are recognised in surplus or deficit. All investments are subsequently carried at fair value. Fair value for investments is determined using quoted market prices determined daily. Any changes in fair value are recognised in the statement of comprehensive income and expense in the period in which they arise. No impairment provisions have deemed necessary for the managed investment fund.

Financial liabilities

The entity’s financial liabilities include trade and other creditors (excluding GST and PAYE).

All financial liabilities are initially recognised at fair value (plus transaction cost for financial liabilities not at fair value through surplus or deficit). They are measured subsequently at amortised cost using the effective interest method except for financial liabilities at fair value through surplus or deficit in the statement of comprehensive income and expense. Financial liabilities are derecognised if Te Rito Maioha’s obligations specified in the contract expire or are discharged or cancelled.

Impairment of non-derivative financial assets

Te Rito Maioha recognises loss allowances for expected credit losses (ECLs) on:

- financial assets measured at amortised cost; and
- debt investments measured at FVOCRE.

Te Rito Maioha measures loss allowances at an amount equal to lifetime ECLs, except for the following, which are measured at 12-month ECLs:

- debt securities that are determined to have low credit risk at the reporting date; and
- other debt securities and bank balances for which credit risk (i.e., the risk of default occurring over the expected life of the financial instrument) has not increased significantly since initial recognition.

Loss allowances for trade receivables are always measured at an amount equal to lifetime ECLs. When determining whether the credit risk of a financial asset has increased significantly since initial recognition and when estimating ECLs, Te Rito Maioha considers reasonable and supportable information that is relevant and available without undue cost or effort. This includes both quantitative and qualitative information and analysis, based on the Te Rito Maioha ’s historical experience and informed credit assessment and including forward-looking information.

Lifetime ECLs are the ECLs that result from all possible default events over the expected life of a financial instrument. 12-month ECLs are the portion of ECLs that result from default events that are possible within the 12 months after the reporting date (or a shorter period if the expected life of the instrument is less than 12 months). The maximum period considered when estimating ECLs is the maximum contractual period over which Te Rito Maioha is exposed to credit risk.

Measurement of ECLs

ECLs are a probability-weighted estimate of credit losses. Credit losses are measured as the present value of all cash shortfalls (i.e., the difference between the cash flows due to the entity in accordance with the contract and the cash flows that the Te Rito Maioha expects to receive). ECLs are discounted at the effective interest rate of the financial asset.

Financial instruments are classified as follows:

	2023 \$	2022 \$
Financial assets measured at amortised cost		
Cash and cash equivalents (excluding Managed investment Fund)	1,321,621	1,425,393
Trade and other receivables	3,519,530	3,050,935
Total financial assets measured at amortised cost	4,841,151	4,476,328
Fair value through surplus or deficit		
Managed investment fund	10,274,865	7,381,089
Total fair value through surplus or deficit	10,274,865	7,381,089
Total financial assets	15,116,016	11,857,417
Financial liabilities measured at amortised cost		
Trade and other payables including Bank overdraft	887,330	489,684
Total financial liabilities	887,330	489,684

Capital management

Te Rito Maioha's objective when managing capital is to safeguard the entity's ability to continue as a going concern so that it can continue to provide benefits for members and other stakeholders.

Risk management

Te Rito Maioha is exposed through its operations to the following financial risks:

Credit risk

Credit risk is the risk of financial loss to Te Rito Maioha if a customer or counterparty to a financial instrument fails to meet its contractual obligations.

In the normal course of business Te Rito Maioha is exposed to credit risk from cash and term deposits with banks, debtors and other receivables.

Cash and cash equivalents and term deposits are held with New Zealand registered trading banks. The carrying amount of financial assets above represents the maximum credit exposure.

Te Rito Maioha's exposure to credit risk from credit sales is low as majority of revenue is derived from student fees (which are substantially paid in advance) and from TEC and the MOE.

Currency risk

Te Rito Maioha's exposure to currency risk is low as we have minimal funds deposited in foreign denominated bank accounts and any commitments to overseas suppliers are settled within 30 days.

Interest rate risk

Interest rate risk is the risk that cash flows from a financial instrument will fluctuate because of changes in market interest rates.

Te Rito Maioha is exposed to interest rate risk through its managed investment fund. This potential impact of interest rate risk is assessed as low as only a small proportion of annual income is derived from such investments (2023: 2.2%, 2022: 1.0%). Te Rito Maioha's interest rate risk is limited as the interest rate on managed funds is fixed and with New Zealand issuers. Te Rito Maioha's interest rate risk is limited as the interest rate on managed funds is fixed and with New Zealand issuers.

Market risk

Market risk is the risk that the fair value or cash flows of a

financial instrument will fluctuate due to changes in market prices. Te Rito Maioha holds investments in New Zealand and overseas equities which may be subject to significant changes in market prices which may materially affect the surplus or deficit in any particular year. Te Rito Maioha mitigates market risk by having equity investments managed by a professional fund manager.

Liquidity risk

Liquidity risk is the risk that Te Rito Maioha will encounter difficulty in meeting its obligations associated with financial liabilities as they fall due.

Te Rito Maioha has sufficient cash balances to ensure obligations are met as they fall due and only surplus funds are invested in managed funds.

The contractual cash flows of financial liabilities are the same as the carrying amounts disclosed in the financial statements. These are all payable within six months of balance date.

15. Related party transactions

Related party transactions consist of remuneration paid to key management personnel. Key management personnel are the Council and the Senior Leadership Team who are responsible for planning, directing and controlling the activities of Te Rito Maioha.

The Senior Leadership Team comprises of the Chief Executive and Executive Management who are employed as employees on normal employment terms.

The Council members who are the members of the governing body of Te Rito Maioha are paid the following rates in honoraria for each meeting attended during the period, except for the Council President who receives an annual fee of \$21,609 (2022: \$21,609).

Full day \$580 (2022: \$580)

Half a day \$290 (2022: \$290)

Hourly rate \$72.50 (2022: \$72.50)

Minimum fee two hours \$150 (2022: \$150)

	2023 Remuneration \$	number of individuals	2022 Remuneration \$	number of individuals
Council members ¹	43,374	9	47,431	9
Senior Leadership Team	1,096,270	6	1,027,353	6

¹ one Council member is a staff member employed by Te Rito Maioha and their Council position is unremunerated.

16. Finance lease commitments

Leases in which Te Rito Maioha assumes substantially all the risks and rewards of ownership are classified as finance leases. Upon initial recognition the leased asset is measured at an amount equal to the lower of its fair value and the present value of the minimum lease payments. Subsequent to initial recognition, the asset is accounted for in accordance with the accounting policy applicable to that asset. Each lease payment is allocated between the liability and finance charges so as to achieve a constant rate on the finance balance outstanding, using the effective interest method.

Finance leases	2023 \$	2022 \$
Not later than 1 year	21,028	-
Later than 1 year and not later than 5 years	79,775	-
Later than 5 years	-	-
Total	100,803	-

17. Operating lease commitments

Where Te Rito Maioha has not assumed substantially all the risks and rewards of ownership under a lease, the lease is classified as an operating lease.

Payments made under operating leases are recognised in the statement of comprehensive income on a straight-line basis over the term of the lease. Lease incentives received are recognised in the statement of comprehensive income over the lease term as an integral part of the total lease expense.

Operating leases	2023 \$	2022 \$
Not later than 1 year	889,380	831,966
Later than 1 year and not later than 5 years	1,639,667	1,726,680
Later than 5 years	75,133	172,471
Total	2,604,180	2,731,117

18. Capital commitments

There were no capital commitments as at 31 December 2023 (2022: nil).

19. Contingent liabilities

There were no contingent liabilities as at 31 December 2023 (2022: nil).

Minutes of the 60th Annual General Meeting

Ngā meneti o te hui ā-tau 60

Held on Thursday 27 July 2023, 5.30pm

AT TE RITO MAIOHA EARLY CHILDHOOD NEW ZEALAND,
WELLINGTON REGIONAL EDUCATION CENTRE, GROUND
FLOOR, 191A THORNDON QUAY, WELLINGTON AND VIA ZOOM

PRESENT

Council:

Dr Lesley Rameka (President), Bill Kaua, Meritiana Lolesio, Christine Taare, Clare Wells, Rhys Barlow, Nick McKissack (via zoom) and Raewyn Penman.

Life Members:

Janice Taouma (A'oga Fa'a Samoa Inc, Membership # 24942), Eneleata Tapusoa (A'oga Fa'a Samoa Inc, Membership # 24942), Helen May (Membership # 23753) and Anne Meade (Membership # 23568).

Members:

Tufosa Hanipale (A'oga Fa'a Samoa Inc, Membership # 24942), Sisamauga Maka (A'oga Fa'a Samoa Inc, Membership # 24942), Lorraine Carr (Ruahine Kind Assoc, Membership # 29288), Jacque Blackwell (Membership # 27023), Meg Moss (MiniMARC, Membership # 25807), Fraser Moss (Mini MARC, Membership # 27017), Karen Hurst (Otago University Childcare Assoc, Membership # 25263), Cathy Wilson (Montessori Aotearoa, Membership # 27666), Katharine Health-Collins (Pioneers, Membership # 25854) and Veronica Simonsen (Newlands Childcare Incorp, Membership # 25998)

Te Rito Maioha Staff in attendance:

Kathy Wolfe (Chief Executive), Brent Denham (General Manager Finance and Operations), Arapera Herewini-Card, Dr Rosina Merry, Carolyn Mitchell, Linda Ford (minute secretary), Dawn Macowan, Catherine Bell, Rob McCann, Karen Knobloch and Candice Maritz.

Proxies received:

Member organisation	Representative	Held by
Life Member	Heather Te Huia	Dr Lesley Rameka
St Mary's Childcare Karori	Heather Te Huia	Dr Lesley Rameka
Life Member	Katherine Baxter	Dr Lesley Rameka
Life Member	Helen Orr	Dr Lesley Rameka
Life Member	Cathy Lythe	Dr Lesley Rameka
Individual Member	Toni Christie	Dr Lesley Rameka
Life Member	Jude Simpson	Janice Taouma

WELCOME

Dr Lesley Rameka, the President and Chair welcomed everyone to the 60th Annual General Meeting (AGM) of Te Rito Maioha Early Childhood New Zealand Incorporated at 5.32pm. Bill Kaua opened with a karakia.

Lesley introduced the Council members, and staff assisting with AGM duties and welcomed guests, members and Life Members.

Brent Denham, General Manager Finance and Operations (GMF&O) outlined the agenda for the AGM.

Brent Denham (GMF&O) announced that a quorum of 15 had been met and the meeting can proceed.

APPOINTMENT OF SCRUTINEERS

Dr Lesley Rameka confirmed the voting scrutineers for the evening are Catherine Bell and Rob McCann from the Membership team.

Kathy Wolfe, Chief Executive, explained the voting procedures for this meeting as being:

- by show of hands with voting sticks (green - proxy vote and yellow - individual vote); and
- via Zoom polling.

The Zoom polling test was launched and successfully tested amongst Zoom attendees using a test question.

APOLOGIES

Toni Christie (Childspace Ruahine 26078), Alison Rudzki (Kindergarten 25451), Katherine Baxter (Life member 23995), Jude Simpson (Life Member 25687) and Lisa Kingsford (Newlands Childcare Incorp 25998).

MOTION to accept that the apologies be received.

Moved: Clare Wells (Membership # 26524)

Seconded: Bill Kaua (Membership # 32823)

For: 26

Against: 0

ABSTENTIONS: 1

CARRIED

MINUTES OF THE 59th ANNUAL GENERAL MEETING

Confirmation of minutes for the 59th Annual General Meeting held on Thursday 28 July 2022, 5.30pm at Te Rito Maioha Early Childhood New Zealand, Wellington Regional Education Centre, Ground Floor, Thorndon Quay, Wellington and via zoom (these minutes are at pages 57 to 61 of the 2023 Annual Report).

MOTION that the minutes for the 59th Annual General Meeting held on Thursday 28 July 2022, 5.30pm at Te Rito Maioha Early Childhood New Zealand, Wellington Regional Education Centre, Ground Floor, Thorndon Quay, Wellington, 6011 are confirmed to be a true and correct record.

Moved: Meritiana Lolesio (Membership # 28250)

Seconded: Lorraine Carr (Membership # 29288)

For: 24

Against: 0

ABSTENTIONS: 3

CARRIED

MATTERS ARISING

There were no matters arising.

THE YEAR IN REVIEW – A PRESENTATION BY KATHLEEN WOLFE, CHIEF EXECUTIVE

The Chief Executive, Kathy Wolfe shared some highlights and challenges from 2022 which included the impact of Covid-19; the protest disruption on Parliament grounds and reiterated how Te Rito Maioha responded positively and resourcefully during this period. During the later part 2022 it felt like things started normalising again.

Various mahi was delivered which included:

- Kathy Wolfe being nominated as the Chair for the Pay Equity Steering group;
- the journey of the pay parity mahi and the significant challenges within the sector;
- mahi with the Ministry of Education on the supply of teachers and the 20 hours of free childcare;
- advocacy work and interaction with the Minister of Education;
- Te Rito Maioha's NZQA rating of highest award of excellence across the organisation's programmes achieved.
- Bicultural principles of teaching and learning online book;
- the graduation of 293 taura from 2022;
- the continuation of noho marae during lock downs even though some attendance was online;
- Acknowledged the Jackson whānau, Peter and Koro Sam and the benefit that Te Rito Maioha experienced from both these amazing men and their commitment to education.

- Acknowledged that Te Rito Maioha is honoured to have had Koro Bill Kaua's dedication for the last year on the Council.

There is so much more that was done in 2022 and to celebrate which can be read in the 2023 Annual Report.

2023 ANNUAL REPORT

The 2023 Annual Report for the year 2022 including financial performance has been made available to members of Te Rito Maioha Early Childhood New Zealand Incorporated from 14 July 2022 and notified to members via member updates.

The floor was opened for discussion and the following discussion arose:

Janice Taouma congratulated the Council on their mahi for the last year. Janice wished to know more about what is happening within the Pasifika strategy and mahi.

The Chief Executive responded that there is a planning session in September 2023 to discuss the attraction of more Pasifika people into ECE and to find ways to better support the IELTS barriers for Pasifika students. The newly appointed, Naomi Fuamatu, Lead Advisor Pasifika Relations | Kaitohutohu Matua Pasifika will guide Te Rito Maioha within the Pasifika community and Arapera Herewini-Card, Pouhere Kaupapa Māori | Senior Advisor Māori working with Naomi and formulating a plan to continuously improve outcomes for Pasifika students. Arapera Herewini-Card also reported that Naomi has done some good mahi that will form part of the 2025 to 2028 strategy. Naomi has already met staff across the motu and has developed and distributed information relating to Pasifika language weeks. This is an exciting space on how our mahi will benefit Pasifika students.

Janice Taouma also mentioned that there are other associations offering students courses to pass the IELTSs. The Chief Executive responded that Te Rito Maioha is considering partnering with other organisations offering Pasifika students support programmes to pass the IELTSs.

MOTION that the Annual Report 2023 (for the year ended 2022) be received and accepted.

Moved: Bill Kaua (Staff Membership # 32823)

Seconded: Christine Taare (Membership # 25527)

For: 24

Against: 0

ABSTENTIONS: 0

CARRIED

FINANCIAL STATEMENTS (PRE-CIRCULATED): 1 JANUARY 2022 TO 31 DECEMBER 2022

Rhys Barlow, the Chair of the Audit and Risk Committee presented the financial statements for the year ended 31 December 2022. The floor was opened for discussion and the following discussion arose:

Christine Taare congratulated the Chief Executive and team on their mahi.

Helen May raised the question of staff costs have increased owing to the number of students and how inflationary pressures had affected operating costs which had decreased from 2021 to 2022

Rhys Barlow, the Chair of the Audit and Risk Committee responded that Te Rito Maioha is very cost conscious and keeps tight control over expenditure, and the outcome and surplus results are very positive. Reserves have been rebuilt over recent years and a strong balance sheet is always necessary in the education sector where enrolments can quickly change from one year to the next. The Chief Executive explained that the reputation of Te Rito Maioha has grown from strength to strength and student numbers have increased in recent years owing to this. Some providers are dropping initial teaching education and this could well attract more students to Te Rito Maioha.

MOTION that the financial statements for the year ended 31 December 2022 be accepted.

Moved: Lorraine Carr (Membership # 29288)
Seconded: Helen May (Membership # 23753)

For: 24
Against: 0
ABSTENTIONS: 0
CARRIED

CONFIRMATION OF TE RITO MAIOHA EARLY CHILDHOOD NEW ZEALAND AUDITOR FOR THE 2023 FINANCIAL YEAR

Rhys Barlow, the Chair of the Audit and Risk Committee advised Council's recommendation that BDO Wellington Audit Limited be appointed as the auditor for Te Rito Maioha Early Childhood New Zealand Incorporated for the financial year ending 31 December 2023.

MOTION that BDO Wellington Audit Limited be appointed the auditor for Te Rito Maioha Early Childhood New Zealand for the financial year ending 31 December 2023.

Moved: Clare Wells (Member # 26524)
Seconded: Christine Taare (Membership # 25527)

For: 23
Against: 0
ABSTENTIONS: 1
CARRIED

RESULT OF COUNCIL ELECTIONS

Kathy Wolfe announced the election result for two Council positions that became vacant at this AGM and nominations for these vacancies closed on 31 May 2023. The two vacancies are both for the General Council member positions.

Three nominations were received for these two Council vacancies and under Rule 10.3.4 a ballot was required. The voting for the ballot closed on the 16 July 2023.

The successful candidates for the two General Council member positions are as follows:

- General Council position – Dr Lesley Rameka (re-appointed for a final three-year term).
- General Council position – Cathy Wilson (new appointment for a three-year term).

The Chief Executive acknowledged Dr Lesley Rameka who has served two terms as a President and will step down as the President, in accordance with our Rules, after the AGM. On behalf of Council and the Chief Executive our heartfelt gratitude was expressed for service, valued leadership and mahi. Lesley will continue to be part of the Council, and all look forward to working with Lesley as a General Council member.

The Chief Executive also warmly congratulated Clare Wells as the newly elected Council President for the next three years under Rule 10.3.5.

Lesley thanked the Chief Executive for her kind words and mentioned that it has been an absolute pleasure working with the Chief Executive who keeps Te Rito Maioha in a steadfast position with her strong leadership and guidance. Lesley also warmly congratulated Clare Wells on her appointment as President.

GENERAL BUSINESS

Kathy Wolfe acknowledged the mahi that has been done to celebrate the 60th anniversary of Te Rito Maioha Early Childhood New Zealand by discussing:

- the book written by Helen May "Making a noise for ECE" recording the last 60 years of mahi; celebrating the founders and being a bicultural organisation;
- weekly awards with 100 entries per week;
- the partnership with Childspace;
- the petition at Parliament to be delivered on the 25 August 2023 and encouraged those who have not signed the petition to do so,
- the Minister's speech and 60th birthday party.

Kathy Wolfe thanked the staff and Childspace for their mahi thus far for the 2023 Annual Conference soon to be taking place and warmly thanked Helen May for preserving our history through the years including in our latest pukapuka.

Lesley Rameka, the President, thanked all the members and guests for their attendance at the meeting.

MEETING CLOSED

The meeting closed at 6.21pm with karakia from Bill Kaua.

Research outputs

Ngā putanga rangahau

Publications

- Cameron, M., J. (2023). The collection and use of assessment information in early childhood settings. In C. McLachlan, T. McLaughlin, S. Cherrington, & K. Aspden (Eds.), *Assessment and data information in early childhood settings* (61-78). Springer.
- Cameron, M., Aspden, K., Smith, P., & McLaughlin, T. (2023). "The curriculum just flows" – An examination of teachers' understandings and implementation of Te Whāriki pre-2017. *Waikato Journal of Education*, 28(1), 41-53. <https://doi.org/10.15663/wje.v28i1.1037>
- Carlyon, T., Cameron, M., Maxwell, A., Woolston, D., Hue Chew Kuen, J., & Ngadri, I. (2023). Early childhood curriculum comparison: Aotearoa New Zealand and Malaysia. *Asia-Pacific Journal of Research in Early Childhood Education*, 17(3), 1-20.
- Dayman, T. (2023). The art and design of belonging: Lessons in bicultural teacher education in Aotearoa, New Zealand. In C. J. Craig, J. Mena, & R. Kane (Eds.), *Approaches to Teaching and Teacher Education: ISATT 40th anniversary yearbook: Advances in research on teaching*, 43 (173-188). Emerald Publishing.
- Gath, M., Herold, L., Hunkin, E., McNair, L., Redder, B., & White, E.J. (2023). Infants' emotional and social experiences during and after the transition to early childhood education and care. *Journal of Early Childhood Research*. <https://doi.org/10.1177/1476718X231195706>
- Griffiths, V., Hall, E., Hartley, D., Hohaia-Rollinson, F., Malcolm, J., Purdue, K., & Tate, A. Kaiako with disabilities in ECE: Continuing an important kōrero in Aotearoa New Zealand. *He Kupu*. 7(3).
- Griffiths, V., Hall, E., Hartley, D., Hohaia-Rollinson, F., Malcolm, J., Purdue, K., & Tate, A. (2023). Working towards culturally safe and inclusive early childhood work environments. *New Zealand International Research in Early Childhood Education*, 25, 17-28. <https://oece.nz/public/evidence/nzirece/new-zealand-international-research-in-early-childhood-education-journal/>
- Hanrahan, V. (2023). Risk taker or risk averse? Stories from early childhood leaders that demonstrate the complexities involved in empowering young children to take safe risks in the outdoors. *Teachers' Work*, 20(2), 208-223. <https://doi.org/10.24135/teacherswork>.
- Higginson, R. (2023). Including autistic children in mainstream early childhood and care settings: What teachers do. *Early Childhood Folio*.
- Isom, P., Redder, B., & McNair, L., (2023). A beautiful risk enacted: Editorial. *Pedagogical Provocations*. Video *Journal of Education and Pedagogy*. 1-5. <https://brill.com/view/journals/vjep/vjep-overview.xml>
- McPhillips, J. Clark., Melvin, N.E., Carlyon, T., Fisher, A., Merry, R. (2023). Providing a new pathway into the teaching profession: Reflecting on the first year of a new field-based, online, bicultural programme in Aotearoa/New Zealand. *New Zealand Journal of Educational Studies*, 58(1), 217-224.
- May, H. (2023). Te reo karanga mō ngā mokopuna. Making a noise for ECE 1963-2023. *Te Rito Maioha/Early Childhood New Zealand*.
- Penman, F.R., & Redder, B. (2023). Strengthening infant and toddler pedagogy through an online specialised postgraduate qualification: Building on initial teacher education and teaching experience. *Early Years. International research journal*, 43(3), 484-498. <https://www.tandfonline.com/doi/abs/10.1080/09575146.2023.2230379>
- Ranson, A., & Cameron, M. (2023). "I think my knowledge of intentional teaching is coming from those around me ...": Intentional teaching and Te Whāriki. *Early Childhood Folio*. <https://doi.org/10.18296/ecf.1126>
- Summers, T. & Kamp, A. (2023). Female social justice leaders in the early childhood profession: A narrative inquiry on the origins of leadership. *New Zealand International Research in Early Childhood Education Journal*, 25, 29-43.
- Tuhakaraina, S. (2023). Karawhiua: Mobilizing own language journey. *Review of disability studies*. 18(3). <https://rdsjournal.org/index.php/journal/article/view/1168/2601>
- Warren, A. (2023). Shaping professional hats: Posthumanist affirmative critique of early childhood curriculum and professionalism in Aotearoa New Zealand. *Journal of Curriculum Theorizing*, 38(2), 33-47. <https://journal.jctonline.org/index.php/jct/article/view/993>
- White, E. J., Emerson, C., Matsuo, C., Westbrook, F., Redder, B., Janfada, M., Cao, D., & Gradovski, M. (2023). Chronotopic thresholds: A feeling for the future. An EPAT collective writing project. *Educational Philosophy and Theory*. <https://doi.org/10.1080/00131857.2023.226865>

External Presentations

- Cameron, M., Aspden K. & Smith, P. (2023, July 8). Teachers' implementation of Te Whāriki: A comparison over time [Paper presentation]. Celebrating 30 years of Te Whāriki: Reflections and Projections Conference, Early Years research Centre, University of Waikato (Online)
- Cameron, M., Aspden K. & Smith, P. (2023, November 20-22). Snapshots of Teacher Implementation of Te Whāriki in 2017 and 2023 [Paper presentation]. NZARE New Zealand Association for Research in Education Annual Conference, Palmerston North, New Zealand.
- Daly, E. (2023, December 6). Comenius—A light for the current darkness [Paper presentation]. Philosophy of Education Society of Australasia Conference 2023, Auckland, New Zealand.
- Davitt, G., & Ryder, D. (2023, November 20-22). Organisational Wellness and Responsive Leadership [Paper presentation]. NZARE New Zealand Association for Research in Education Annual Conference, Palmerston North, New Zealand.
- Dayman, T., Tuhakaraina, S., & Warren, A. (2023, November 27-30). Ecologies of Tiriti-based bicultural early childhood education and teacher education in Aotearoa: Hopeful critical and creative approaches [Symposium]. AARE, Melbourne, Australia.

- Di, H. (2023, Dec, 14) Teaching and learning through play and a Learning Story Approach [Presentation]. Chengdu Tianfu New Area District Kindergarten Education Seminar, Chengdu City, Sichuan Province, China.
- Edwards, R. & Lee, K. (2023, October 2–4). Starting points - initial teacher education students' perceptions of technology education [Conference presentation]. TENZ Conference, Christchurch, New Zealand. <https://tenz.org.nz/2023-conference/>
- Edwards, R. (2023, October 2–4). Primary teachers' understandings of the STEM education they are offering [Conference presentation]. TENZ Conference, Christchurch, New Zealand. <https://tenz.org.nz/2023-conference/>
- Edwards, R. (2023, November 20–22). Primary teachers' perceptions of what their students are learning in STEM education: an initial investigation [Paper presentation]. NZARE New Zealand Association for Research in Education Annual Conference, Palmerston North, New Zealand. <https://nzare.org.nz/new-conference-page-education-for-sustainability>
- Hall, E., Hohaia-Rollinson, F., Solomon, J., Tate, A., and Williamson-Garner, D. (2023, November 2–4). Experiences of kaiako with disabilities in Early Childhood Education in Aotearoa New Zealand: Barriers and facilitators to learning and teaching [SIG presentation]. NZARE New Zealand Association for Research in Education Annual Conference, Palmerston North, New Zealand.
- Heke, L. (2023, April 1). Mindfulness me te aō Māori [Paper presentation]. Te Takaro a te kaiako (Ministry of Education) Conference, Silverstream, Wellington.
- Heke, L. (2023, November 20–22). Mana Māori Māmā Māori [Paper presentation]. NZARE New Zealand Association for Research in Education Annual Conference, Palmerston North, New Zealand.
- Herewini-Card, A. (2023, November 22). Te tuakiri o te tangata-Beyond the skin of man. [Paper presentation]. International conference on education, UNITAR International University, Malaysia. (Online)
- Herewini-Card, A. & Merry, R. (2023, August 2–5). Valuing Language, Culture, and identity. [Paper presentation]. Inspire 2023 Conference, Sydney, Australia.
- Herewini-Card, A. & Merry, R. (2023, August 2–5). Beyond the skin of man | Te tuakiri o te tangata. The Future of Education: Trends, Challenges, and Opportunities in Education for Sustainable Development and Global Citizenship [Paper presentation]. 29th international Montessori Congress, Bangkok, Thailand.
- Herewini-Card, A. & Merry, R. (2023, July 20). Bicultural principles of teaching and learning online | Ngā mātāpono kākano rua o te mahi ako tuihono' [Live Webinar] FLANZ Flexible Learning Aotearoa, New Zealand.
- Keighron, C. J. (2023, August, 24–26). Considering our identity within intentional teaching. [Paper presentation]. Child space Conference, Wellington, New Zealand.
- Le Fleming-Dean, J. (2023, June 9–10). Young children collecting data through digital media [Paper presentation]. Association for Visual Pedagogies Conference, Christchurch, New Zealand.
- Le Fleming-Dean, J. (2023, June 9–10). Disrupting Visual Art practices in early childhood [Paper presentation]. Association for Visual Pedagogies Conference, Christchurch, New Zealand.
- Le Fleming-Dean, J. (2023, November 20–22). Using art installations as a framework for children's meaning making [Paper presentation]. NZARE New Zealand Association for Research in Education Annual Conference, Palmerston North, New Zealand.
- Le Fleming-Dean, J. (2023, November 27–30). Disrupting Visual Art practices in early childhood [Paper presentation]. AARE. Melbourne, Australia.
- Merry, R. (2023, November 17–19). Relational Trust: What does this mean for teaching and learning? [Paper presentation]. The 3rd International conference on symbiotic education, Guangxi Normal University, China. (Online)
- Merry, R. (2023, November 17). Welcome from New Zealand [Opening address]. The 3rd International Conference on Symbiotic Education, Guangxi Normal University, China. (Online)
- Merry, R. (2023, November 22). Relational Trust: What does this mean for teaching and learning? [Paper presentation]. International conference on education, UNITAR International University, Malaysia. (Online)
- McPhillips, J. Clark, Fisher, A., Melvin, N.E., Carlyon, T. (2023, November 20–22). Voices of tauira from a field based online bicultural teacher education programme [Paper presentation]. NZARE New Zealand Association for Research in Education Annual Conference, Palmerston North, New Zealand.
- Penman, F. R. (2023, June 9–10). Enhancing engagement in learning and collaboration through the use of Augmented Reality [Workshop presentation]. Association for Visual Pedagogies Conference, Ōtautahi, New Zealand
- Redder, B. (2023, April 14). Exploring the self in the Dialogic 'I' in ECEC [Paper presentation]. AERA, Chicago, United States of America.
- Redder, B. (2023, June 9). Video-of-video - a visual method for self-analysis and evaluation [Paper presentation]. Association for Visual Pedagogies Conference, Ōtautahi, New Zealand.
- Redder, B. (2023, June 10). Turning visuals into movies [Paper presentation]. Association for Visual Pedagogies Conference, Ōtautahi, New Zealand.
- Robinson, L. (2023, September 7–10). Teaching children who live in poverty [Paper presentation]. RECE Reconceptualising Early Childhood Education Conference, Manchester, United Kingdom.
- Ryder, D., Huggins, T. & Sugrue, S. (2023, 20–22 November). Playing to Your Strengths: Appreciative Professional Growth Cycle Process In Action [Paper presentation]. NZARE New Zealand Association for Research in Education Annual Conference, Palmerston North, New Zealand.
- Summers, T. (2023, November 22–24). Education leadership in a global context: Insights on identity from two indigenous Māori women's stories in Aotearoa New Zealand [Paper presentation]. ERAS International Conference and WERA Focal meeting, Singapore.
- Warren, A. (2023, February 20). Difficult dialogues to critical multilogues: Posthuman encounters in bicultural teaching and learning in an early childhood setting in Aotearoa New Zealand [SIG Seminar presentation]. Centre for Educational Research and Scholarship, Middlesex University, United Kingdom. (Online)
- White, E. J. (in absentia), Redder, B., Herold, L. (2023, April 15). Early transitions to ECEC: A dialogic look at social and emotional impacts for all concerned [Paper presentation]. AERA, Chicago, United States of America.
- White, E.J., Redder, B., & Lord, W. (2023, November 20–22). Legitimising early transition pedagogies for ECE(C). Intentional? Intuitive? What's tangible? [Paper presentation]. NZARE New Zealand Association for Research in Education Annual Conference, Palmerston North, New Zealand.

External webpages and blogs 2023

- Summers, T (2023, December 4). Kaupapa Māori and leadership in early childhood education. Education Hub. <https://theeducationhub.org.nz/kaupapa-maori-and-leadership-in-early-childhood-education/>

Our locations

Ngā wāhi whakaako

We are a field-based provider with 11 Regional Education Centres | takiwa ako across New Zealand.

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Rotorua 3010
Tel 07 346 2408

Palmerston North Te Papaioea

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Palmerston North 4414
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Christchurch Ōtautahi

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Manukau

Manukau Westfield
Shopping Centre
Level 1, Westfield Tower
Leyton Way
Auckland 2104
Tel 09 263 9755

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Unit 3, 152 Ormond Road
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120 Market Street
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Tel 03 548 0511

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 **Te Rito Maioha**
Early Childhood New Zealand