

Annual Report 2022

Te Pūrongo ā-Tau 2022

For the year ended 31 December 2021





**Te Rito
Maioha**

Early Childhood
New Zealand

*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 Perehitini



Tēnā koutou, tēnā koutou, tēnā koutou

In 2020, Council agreed Te Rito Maioha's updated Strategic Direction 2021 – 2024 to embed, innovate and grow upon the foundations and transformation of the previous four years.

In 2021, Te Rito Maioha performed in all four strategic goal areas: educational excellence, ECE leadership, collaborative relationships and operational excellence.

There is no doubt 2021 was a difficult year for early childhood education and indeed for the whole education sector.

Te Rito Maioha advocated strongly for our sector and supported our members through fast-changing and challenging Covid-19 policy requirements, as well as long-standing issues of underfunding, pay parity and teacher shortages.

Kathy and the team kept the pressure on to amplify members' voices and hold Government to account. In Budget 2021 we saw the Government pull back at the last minute and deliver only part of the pay parity funding it originally talked about. That means pay parity will continue to be a major focus for our advocacy work.

We haven't seen all the changes we need – there is much to be done. But I'm confident that Te Rito Maioha is a strong voice doing the right things on behalf of members and early childhood education.

Te Rito Maioha also made a deliberate effort to grow its value to members and honour its roots as a membership organisation. A highlight was the launch of Te Rito Maioha's book telling the stories of our 26 life members who fought for fair recognition of early childhood education over many years. Several life members attended the book launch in November – a memorable evening indeed.

As a tertiary provider, Te Rito Maioha has gone from strength to strength and this showed in 2021. Its wide portfolio of qualifications, high enrolment numbers, strong rating from NZQA, and great feedback from students | taura, graduates and their employers is testament to the quality of teaching and learning. Te Rito Maioha is contributing qualified, skilled, passionate and much needed educators, kaiako and leaders to our sector.

Council welcomed two new members in 2021 – Penelope Pask, Director of Pioneers Dunedin Community Childcare Association, who replaced Julie Watkins, and Raewyn Penman replacing Dr Penny Smith as staff representative. Ngā mihi nui Julie and Penny for your time, mahi and contribution.

Council is focused on ensuring high quality education for teachers, both training and upskilling, as well as high quality early childhood and primary education for tamariki and young people.

I want to acknowledge Kathy and her leadership team for their effort and leadership, especially within the Covid-19 environment, and all the staff for their mahi and commitment. I am excited for what lies ahead.

Mauri ora, nā

Lesley Rameka
President

Chief Executive's statement

Te tauākī a te Pou Whakahaere



Tēnā koutou katoa

In many ways, 2021 was even more challenging and unsettling than 2020 for both the organisation and our wider sector.

The ebb and flow of Covid-19 rāhui regionally and nationally, rapid changes in requirements for education providers and the vaccine mandate meant that flexibility and resilience were the names of the game. Manaakitanga and whakawhanaungatanga were values we embraced to support each other.

The word that resonated for me was flexibility. There was no point in trying to control everything; we had to be nimble, respond to what was under our influence and focus on what we could do.

Our pastoral care for our taura and members was at the forefront, with lockdowns, changing regulations for services and the vaccine mandate challenging our sector. We worked closely with NZQA and Teaching Council to minimise disruption for taura across all our programmes. This was a crucial partnership and one that worked very well.

I am proud of how we as an organisation met all challenges and stepped up to opportunities in 2021.

This wasn't just luck. Our earlier investments in technology, online learning delivery and growing our programmes, professional development opportunities, member benefits and services put us in a strong position to deliver successfully in 2021.

Our 2017 – 2020 strategy was about growing a portfolio of qualifications supporting students | taura and kaiako throughout their careers, along with more fit-for-purpose professional development, increased value for members and diversified income through domestic and international initiatives.

Over this four-year period we turned the organisation around into a viable one both reputationally and financially. We built a culture of empowerment, trust, respect, skills, knowledge and he waka eke noa.

Our 2021 – 2024 strategy is to embed, innovate and grow these achievements as an education provider, member organisation and employer of choice so that people love being connected with te whānau o Te Rito Maioha and the mahi we do.

2021 Highlights

Overall, it has been gratifying to see our performance recognised by our funders, regulators and the sector, with all the lovely feedback we have received and the kudos and evidence provided in this report.

- We delivered quality teaching and learning outcomes throughout Covid-19 rāhui with manaakitanga and innovative adaptations to our programmes, all approved by NZQA and Teaching Council.
- We retained our highest Category One provider rating in our four-yearly External Evaluation and Review by NZQA.
- We responded to a 32% increase in new students | taura in 2021 – building on a 20% increase in 2020 and 10% in 2019.
- We successfully launched our new Bachelor of Teaching (Primary).
- We now offer a portfolio of 12 programmes from Diploma to Master's level, providing a career-long learning pathway for students | taura, kaiako and leaders.
- We enhanced our portfolio of online professional development courses and increased uptake.
- We grew our membership base and enhanced our member benefits.
- We focused on additional support for our members through Covid-19 changes and spent many hours with our ECE colleagues and the MoE demystifying the myriad of information and ensuring our sector were informed.
- We continued to advocate strongly on increased Government funding for ECE services, pay parity and teacher shortages.
- We achieved a sound surplus for 2021 year and growth of associated reserves.



Chief Executive's statement *(continued)*

Te tauākī a te Pou Whakahaere

When I reflect on what we've achieved this year, I also remember that we stand on the shoulders of giants. There is a saying that if you don't know your history, you are a leaf that doesn't know it is part of a tree.

We ended 2021 by celebrating the launch and record of our own history: *Life stories on the frontline - Growing a childcare movement in Aotearoa*. The book honours our 26 Life Members (past and present) and tells the stories of their contribution to the formerly known, New Zealand Association of Child Care Centres founded by Sonja Davies in 1963. It is so important for us to tell these stories.

I'm incredibly proud of our people for the things we achieved in 2021, their flexibility, resilience, commitment and support for each other, our students | tauira and our members. I am grateful to Council for the ongoing commitment to our direction and vision as we continue to innovate and grow for our ECE members, ECE and Primary students | tauira, with the vision of shaping education so every child thrives and learns.

Te Rito Maioha marks its 60th year in 2023 and we look forward to celebrating this milestone.

***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.

Ngā mihi nui

Kathy Wolfe
Chief Executive

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 Waana, e Joan.

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.



Waana Watene

In October 2021, we farewelled our beloved colleague, Whaea Waana, after a battle with cancer. Whaea Waana was a pouako, team leader and dear friend to her colleagues at Te Rito Maioha.

Whaea Waana was descended from several waka of the great migration fleet – Tainui, Te Arawa, Horouta and Taakitimu waka. Her iwi were Ngāti Maniapoto, Ngāti Pikiao, Te Aitanga a Mahaki, Te Aitanga a Hauiti and Ngāti Kahungunu.

Whaea Waana used to tell the story that as a young child, her father asked what she wanted to do when she left school. Waana casually replied 'a teacher' and gave it not another thought until years later, when opportunity knocked and led her into teaching young children. She never looked back.

Whaea Waana worked within early childhood education for almost 30 years as kaiako, home-based care coordinator, parent educator, and as part of te whānau o Te Rito Maioha. Whaea Waana lived and breathed whanaungatanga and manaakitanga. Her heart went into her teaching and making a difference to her taura, especially her Māori students | taura.



Joan Kennett, QSM

Joan Kennett passed away in September 2021, aged 94. Joan was our longest serving member having joined the Association in the mid-1960s. She remained an active member; at 86 years old, she travelled to the 2012 annual soiree in Wellington bringing photos for the upcoming 50th Jubilee.

Joan was a loved mother to her many children (born, adopted and fostered), and a grandmother to many more, including those she cared for in her centres over the decades. She fostered 23 children over the years.

Joan was an advocate for quality ECE for Māori. Her work in early childhood care and education began in Playcentre, then preschools in Palmerston North. Joan, who had lived on the marae in Dannevirke and raised Māori children, recognised a need for a different type of childcare in Palmerston North; one with a focus on Māori parents as well as children, and thus Project Atawhai was born. Setting up a wānanga preschool and later the Rewanui Private Kindergarten, Joan was still involved into her 80s and cared for thousands of children over the years.

Kore rawa kōrua e warewarehia e mātou, kei roto i a mātou whakaaro, i ā mātou ngākau hoki. Our thoughts and love are with you both – we'll remember you always.

Our Council

Tō mātou Kaunihera



Lesley Rameka
National President



Peter Jackson
National Kaumātua and
Council Member Māori



Christine Taare
Kaiwhakahaere



Meritiana (Tiana) Lolesio
Council Member Pasifika

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

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

Te Rito Maioha's Council comprises a National President, a Kaiwhakahaere and six members – of these, one position is reserved for Māori and one for Pasifika. There is an elected staff representative on the Council. The Council is guided 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.

Council changes:

In 2021 we welcomed Penel Pask to the Council and farewelled Julie Watkins after six years of service.

We also welcomed Te Rito Maioha's Raewyn Penman who replaced Dr Penny Smith after her six years of service as staff representative.

Our huge appreciation to Julie and Penny for their commitment and contribution.



Penel Pask
Council Member



Raewyn Penman
Staff Representative



Clare Wells
Council Member



Geoff Summers
Council Member (co-opted)



Rhys Barlow
Council Member (co-opted)

Our leadership

Ō mātou kaihautū



Kathy Wolfe
Chief Executive



Brent Denham
General Manager Finance
and Operations



Arapera Card
Pouhere Kaupapa Māori



Rosina Merry
Director Teaching, Learning
and Research

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.

In July 2021, we farewelled Janis Carroll-Lind, our Director Research and Postgraduate Programmes | Kaitohu hōtaka rangahau me te tohu paerunga. Janis joined Te Rito Maioha in April 2011 and has made an invaluable contribution to our Senior Leadership Team, our research and postgraduate programmes, and our staff and students | taurira.



Nikki Parsons
General Manager Learner and
Workforce Engagement



Carolyn Mitchell
General Manager
People and Capability

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

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, teachers | kaiako and ECE services. We respond by being connected, contributing and agile to ensure successful learning happens together.

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.

Our guiding beliefs

Ngā arataki whakapono

- 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, and resources, to aid their decision-making that affects their profession, their children | tamariki and their families | 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 o Waitangi
- Including everyone – Whakawhanaungatanga
- Being accountable – Kia taea te hāpai i ngā kaupapa katoa ahakoa te aha
- Caring and connecting – Manaakitanga
- Innovating – Whakahihiko hinengaro



Our direction

Ta mātou ahunga

Our long-term 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.

Strategy 2017–2020 was about getting organised, growing our programmes, services and a strong foundation with which we could build a viable and exciting organisation.

The purpose of Strategy 2021–2024 is to embed, innovate and continue to grow, being true to our bicultural kaupapa.

Strategic goals and intentions 2021–2024

Educational excellence

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

- Develop, maintain, and deliver qualifications and professional learning and development programmes that are culturally responsive, fit for purpose and globally recognised.
- Student | Taura experiences and achievements deliver excellent results supported by outstanding pastoral care.
- Our bicultural kaupapa is lived and ingrained in what we do so that students | taura embrace their identity, language and culture with pride.
- Invest and engage in domestic and global teacher education research that enhances knowledge related to early childhood and primary education and is mana-building for Te Rito Maioha.
- Application of learning design and delivery objectives and standards of blended and online teaching are world class.

ECE leadership

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

- Grow a diverse membership base that is consistently engaged and responsive.
- Engage, build, and maintain intentional relationships with our members, customers, stakeholders, and government agencies.
- Position ourselves as an effective, trusted strategic advocate and leading partner in ECE.
- Cultivate a bicultural kaupapa so that members connect and engage to create a positive educational difference to their ECE provision.

Collaborative relationships

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

- Maximise new and existing international partnerships to provide innovative, world-class, high-quality education.
- Forge, sustain and develop strong collaborative partnerships in Aotearoa New Zealand that influence and inform early childhood and primary education.
- Be recognised as a leader in bicultural kaupapa and te reo Māori me ōna tikanga.
- Be connected through meaningful tuakana teina relationships with tangata Pasifika and tangata whenua o Aotearoa and abroad.

Operational excellence

We are a strong, bicultural and sustainable organisation.

- Invest in our people | kaimahi and be an employer of choice for highly motivated and competent people.
- Embed and commit to Our Treaty of Waitangi Statement | Tō Tātou Oati mō Te Tiriti o Waitangi and Our Values | Ngā Uara, equitably and free from bias, discrimination and racism.
- Be a financially resilient and agile organisation to ensure our ongoing success.
- Strengthen and maintain efficient, effective, and responsive organisational capability.

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 12 programmes, from Diploma to Master's level, provide a career-long learning pathway for students | tauira, 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 2021 we offered 12 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)
- Bachelor of Education
- Postgraduate Diploma in Infant and Toddler Learning and Development
- Postgraduate Diploma in Leadership (ECE) – domestic and Trans Tasman options
- 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 | tauira 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 | tauira 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 2021 by our Bicultural Strategy | Te Kōkiri Tikanga Rua and our Bicultural Principles of Best Practice Teaching and Learning Online | Ngā Mātāpono Kākano Rua o te Mahi Ako Tuihono. These helped staff and tauira maintain a connection to te ao Māori values and a sense of belonging in online learning spaces.

We rose to the challenge of delivering noho marae online instead of kanohi ki te kanohi, due to Covid-19 and weather events. To uphold tikanga practices, we delivered food and harakeke to the homes of our students | tauira – showing manaakitanga for manuhiri through cooking together, and kaitiakitanga as we learned the importance of harakeke and caring for this valuable resource from harvesting through to weaving of putiputi.

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 tauira not only learn but feel the senses of tika and pono (right and truth) in te ao Māori.

He Pātaka Reo, our te reo language programme, is an important tool for our tauira, both learners and advanced speakers, as well as members and staff. In 2021, we launched an advanced version of He Pātaka Reo, our te reo language programme, for more proficient te reo speakers.

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.

Our first Master's graduates

The Master's programme began in 2019 and is growing strongly with 65 undertaking study in 2021. Our first nine students | tauira completed their Master's degree in 2021. Master's students | tauira may complete their degree either by thesis or via courses offered in our two Postgraduate Diploma programmes – often sparking interest in a topic for their thesis. Three of our 2021 graduates completed a thesis. It is exciting to see our undergrad students | tauira progressing through to gain their Master's qualification; Te Rito Maioha is offering successful pathways for our students | tauira.

“My research has given me a broader view of the complexities of the ECE sector and how I can help make a difference for the future.”

– Jane Clark, Master of Education (ECE) 2021

International delivery approved

We gained approval from NZQA for offshore delivery of the Bachelor of Education, Master of Education (ECE), and Postgraduate Diploma in Infant and Toddler Learning and Development programmes. We now have the opportunity to raise our international profile and attract students | tauira studying offshore.



Highest rating for Bachelor of Teaching (ECE)

Our Bachelor of Teaching (ECE) achieved the highest rating of Excellent in our NZQA External Evaluation and Review. Newly revised and approved under the new Teaching Council and NZQA requirements, the programme also gained very positive external monitor and moderator's reports.

Successful first year for Bachelor of Teaching (Primary)

Our new Bachelor of Teaching (Primary) saw strong interest, some exceptional students | tauira and extremely positive feedback from the sector. It provides a unique opportunity for people to train as teachers in their own communities anywhere in the motu – ultimately providing local teachers in hard-to-staff areas. Principals have been positive about the programme's mix of practical experience, knowledge and theory in everyday practice.

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 2021, we had a cohort of 76. 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.

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.

Pasifika strategy

While course completion for Pasifika students | tauira is 76 per cent, there is a small disparity in course completion between Pasifika and non-Pasifika students | tauira. Our Pasifika strategy is focused on strengthening internal staff capability and programme design to better meet the needs of Pasifika learners.

Student | tauira story

A passionate Pasifika kaiako

Valessa Kaifoto

Bachelor of Teaching (ECE) 2021

Valessa Kaifoto says it's hard to find words for the sense of achievement and the difference she hopes to make for Pasifika whānau as a fully qualified kaiako.

"Being Pasifika, there's a whole other level of happiness achieving in early childhood education. It's like I am going out and advocating for all Pasifika children and whānau.

"One huge learning has been the importance of nurturing brain development of children and its impact on our upbringing of children."

Valessa says the bicultural focus of the programme gave her a new sense of her own identity as a Pasifika kaiako, a parent and a person.

To anyone thinking about studying ECE with Te Rito Maioha, Valessa's advice is: "Do it – because of the relationships, the deep knowledge you'll gain of children and their development, tikanga and te ao Māori, and the understanding of your own identity. The first-hand experience enhances the knowledge you gain in the classes and online. It gives you real-life encounters with ECE adventures."



Our students

Ā mātou tauira

As a specialist provider of bicultural early childhood and primary teacher education, we have more than 1100 students | tauira across the motu. We are one of Aotearoa New Zealand's largest ECE teacher education providers.

1190

students |
tauira

334

students | tauira
completed
qualifications

32%

increase in new
students | tauira

98%

overall student |
tauira satisfaction

98%

highly recommend
Te Rito Maioha

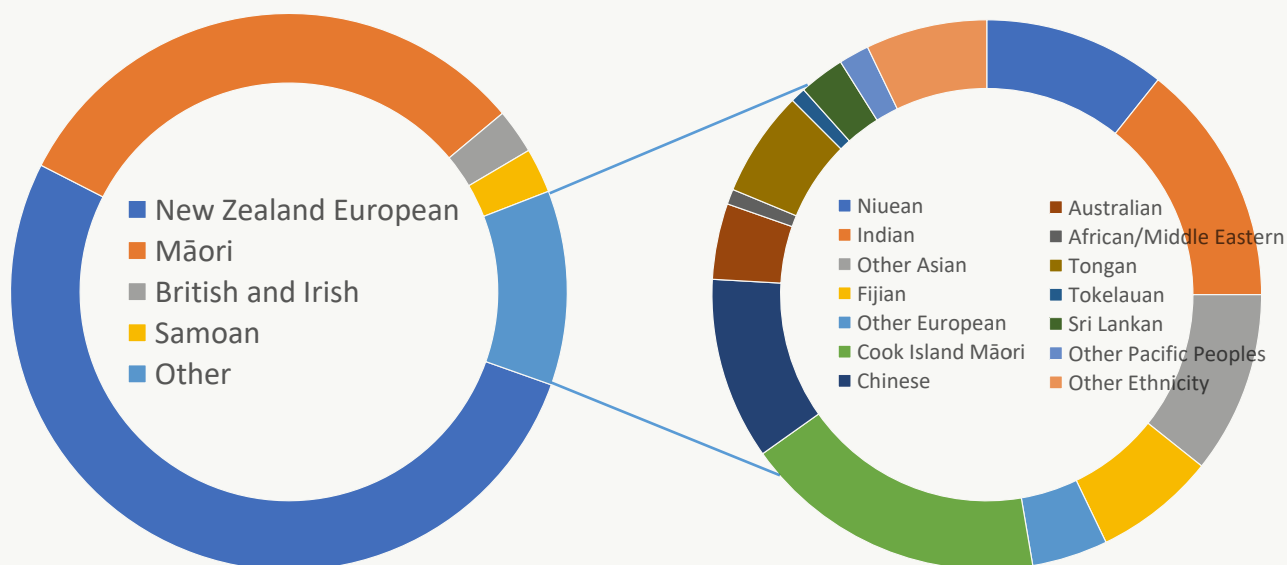
98%

want to study higher
qualifications
with us

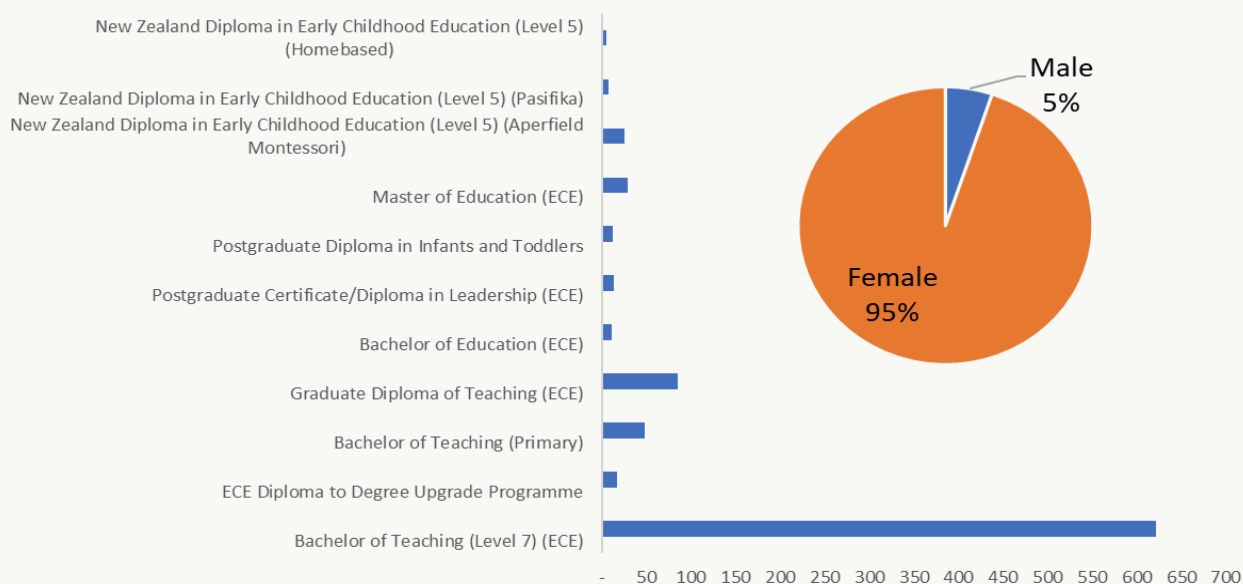
Most of our students | tauira are actively employed in early childhood or primary education while they study with us. They combine practical experience with on-line and face-to-face learning to gain skills and qualifications to progress their careers. We achieved a 32% increase in new students | tauira in 2021, building on a 20% increase in 2020 and 10% in 2019.



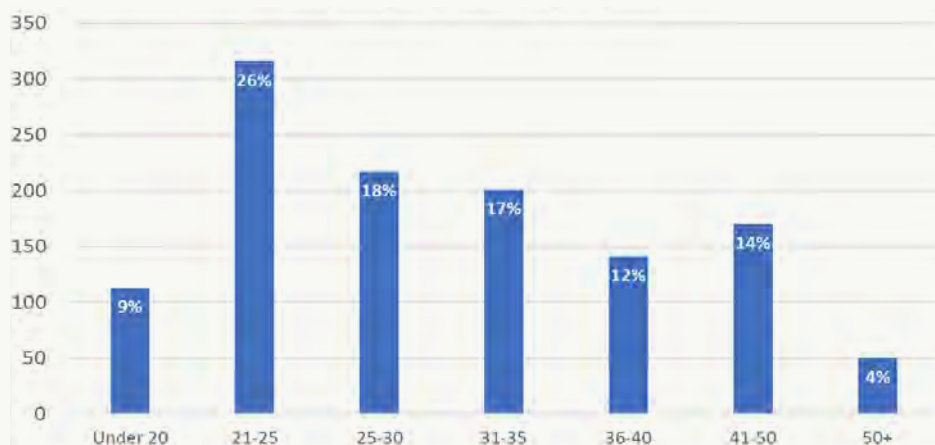
2021 student ethnicity mix - all programmes



2021 EFTS by programmes



2021 Student age mix - all programmes



Our students | tauira

Ā mātou tauira

Student success

We were proud to see 334 of our students | tauira complete qualifications in 2021.



Educational performance indicators

Ngā tātai hiranga mātauranga

Educational Performance Indicators	2021
Course completion rate for all students tauira is at least 90%	87.8%
Māori course completion rates are at least 88%	81.2%
Pasifika course completion rates are at least 75%	78.7%
Under 25 enrolments are at least 40%	32.5%
Māori enrolments are at least 35%	31.4%
Pasifika enrolments are at least 12% in level 5 and 11% in Level 7 and 10% in Level 8	9.0%
First year retention rate for all students tauira is at least 80%	74.7%
First year retention rate for Māori is at least 80%	67.9%
First year retention rate for Pasifika is at least 70%	57.1%
Cohort qualification completion rate for all students tauira is at least 80%	68.1%
Cohort qualification completion rate for Māori is at least 80%	62.4%
Cohort qualification completion rate for Pasifika is at least 75%	55.6%
Overall student tauira satisfaction is 90% at 3+	98.0%



Our people

Tō mātou tira



Dr Tracey Carlyon

Research Leader

Dr Tracey Carlyon was appointed as Research Leader in September 2021. One of her first steps was to introduce practical and collaborative workshops to support staff with writing and research skills.

"I am absolutely passionate about supporting others, coaching and mentoring. One of my goals at Te Rito Maioha is to support emerging researchers and writers and demystify research. I take a very pragmatic approach!"

Tracey's teaching and academic career began with a teaching degree after her fourth child was born. She has held teaching, lecturing and leadership positions in early learning, primary schools, universities and polytechnics, including 10 years at Waikato University as a senior lecturer in teacher education – early childhood and primary.

Her research portfolio reflects her strong interest in transitions between age levels and her passion for coaching and mentoring, which started with primary and early childhood student | tauria teachers.

"I love working with diverse tamariki and kaiako. I have a strong sense of social justice and ensuring everyone has opportunities to succeed."

Research

Ngā mahi rangahau

We have strengthened 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.

10

staff with
Doctorates;
7 undertaking
study

41

staff with
Master's; 11
undertaking
study

32

research
published or
presented

3

national
research
projects

3

Community
of Inquiry
projects

3

international
research
partners

The establishment of a new Research Leader role in 2021 underpins our commitment to strengthening our research capabilities and outputs. The Research Leader is responsible for oversight, management, and promotion of research. Most importantly, the role supports staff to ensure new research and published outcomes inform our teacher education programmes.

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 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 2021:

- Understanding ways of applying metacognition across initial teacher education programmes
- Exploring the influences and impacts on the development and implementation of Te Rito Maioha's BTch (Primary) as an alternative pathway for initial teacher education
- Māori in Leadership.

International collaboration

International partnerships ensure we are outward-looking, learning and contributing at a global level, creating opportunities

for staff. Te Rito Maioha has collaborative research opportunities established with:

- Jimei University in China
- Unitar University in Malaysia
- Higher Colleges of Technology in UAE.

Community of Inquiry projects

Our staff were involved with a variety of Community of Inquiry projects in 2021:

- Hastings, Gisborne, and Rotorua REC: COVID-19 narratives
- Nelson REC: What ECE can learn about Māori Leadership
- Whangarei REC: Strengthening understandings of bicultural practice through shared dialogue.



International Strategy

Rautaki rāwāhi

Australia

Although the pandemic has stalled our mahi with our Australian partners, we have maintained our relationships with a shared view of re-igniting our joint mahi and goals.

Early Childhood Australia

The objectives of our partnership are:

- Focus on Leadership Trans-Tasman
- Online learning
- Supporting events Trans-Tasman
- International joint projects
- Reciprocal member discounts

Semann and Slattery – Minerva Institute for Leadership

The purpose is to build exceptional and sustained capabilities across the early childhood education workforce in Australia and New Zealand.

Sharing bicultural knowledge

2021 National Voice for Children Conference – Secretariat of National Aboriginal and Islander Child Care: Pouhere Kaupapa Māori | Senior Advisor Māori Arapera Card was keynote speaker on ECE policies and initiatives that acknowledge the rights and advance the success of Māori children as indigenous of Aotearoa New Zealand, and how similar initiatives could support Australia Aboriginal and Torres Strait children.

A workshop, co-presented with Curriculum Advisor Māori | Kaitohutahu Marautanga Māori Mero Rokx, explored Māori traditions and practices that nurture the holistic wellbeing of tamariki, whānau and communities, and similar values of Aboriginal and Torres Strait children and families.

4th Annual National Indigenous Education Summit – Darwin

Arapera Card presented on developing and implementing a community-driven curriculum that celebrates indigenous cultures.

China

Chengdu Wonder Mountain Kindergarten, Chengdu

We signed a memorandum of understanding with Chengdu Wonder Mountain Kindergarten to support them to develop a modern, sustainable early childhood centre with an integrated, internationally recognised curriculum in Chengdu city. The centre will open in 2023.

Te Rito Maioha is involved in developing their strategy, curriculum, recruitment of teachers, teacher training prior to the opening, and ongoing professional practice development. In 2021 we completed a strategy to provide the foundation and future aspirations for the kindergarten.

Jimei University, Xiamen

Our partnership with Jimei University in Xiamen (sister city to Wellington) includes study tours, student | tauira enrolment into our qualifications, professional learning and development.

In non-pandemic times, the International Study Tour (China) Jimei University student | tauira teachers spend four to six weeks with us in Aotearoa New Zealand, including time in early learning centres. Because of Covid-19 travel disruption in 2021, we offered the tour as a three-week online programme. It was a huge success thanks to the expertise, passion, knowledge and skills of each lecturer together with the commitment, engagement, reflection and exemplary work of the Jimei student | tauira teachers.



Te Whāriki Chinese translation and videos

In late 2021, we released our Chinese translation of Te Whāriki, Aotearoa New Zealand's early childhood curriculum. Produced with permission of the Ministry of Education, it is supported by 12 videos in Mandarin covering a range of topics based on Te Whāriki.

The ability for other cultures to have Te Whāriki in their language supports the vision of children as competent and confident learners, strong in their identity, language and culture, supported to learn in their own ways by adults who know them and have their interests at heart.

The resources are intended to benefit Chinese-background ECE teachers, educators and services in both Aotearoa New Zealand and China.

“It enables our Chinese home-based educators to independently strengthen their knowledge and understanding of the children’s learning. Reading your own language is so much more meaningful than relying on a third party translating through discussion. And it validates our educators’ language, culture and identity.”

*- Kiddz Home-based Childcare
Director Veronica Kidd*

United Arab Emirates (UAE)

Higher Colleges of Technology (HCT)

Our memorandum of understanding with the Higher College of Technology in Abu Dhabi puts formal arrangements in place for professional learning and development, research and qualification development. In 2021, we developed webinars for the College's Bachelor of Teaching (ECE) programme. These were well received by lecturers and student | tauira teachers. We initiated further collaborative projects, including research.

Malaysia

UNITAR International University, Kuala Lumpur

During 2021 we developed a relationship with UNITAR International University of Malaysia. A plan to formalise the relationship in early 2022 will see us collaborating on early learning research, teacher education, exchanges and professional development to create new knowledge and opportunities for ECE students | tauira, lecturers and researchers.

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.

14

new online courses

2689

online PLD participants

300

participants at live PLD

167

ECE services supported with SELO programmes

Strengthening Early Learning Opportunities

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

- Tainui/Waikato Māori History – supporting Waikato ECE services to be responsive to their community, heritage and stories
- He Māpuna Te Tamaiti - strategies to support the development of children's social and emotional competence
- Mindfulness – strategies to support children's wellbeing, movement and mindfulness through Māori stories and legends
- Governance and management
- Health and safety.

Te Ahu o Te Reo Māori

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

Inspirational Navigation of Teaching & Learning for Change in ECE

In July 2021, 142 kaiako and service leaders attended our full-day PLD event for all ECE teachers | kaiako and services in Wellington

Region, supported by the Ministry of Education. With presenters from a range of early childhood education and tertiary providers, the event included a variety of presentations and workshops which were recorded and can be viewed online.

Workshops and online courses

While the pandemic made face-to-face professional development opportunities more difficult, we significantly increased our online workshops and webinars. We launched 14 new online courses, and there are now 23 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 te reo Māori, tikanga Māori, Te Tiriti o Waitangi, working with tamariki with additional needs, pedagogical leadership, planning, assessment and other aspects of Te Whāriki.

He Pātaka Reo

He Pātaka Reo, our Māori language programme for our students | taura and staff, is also available for others in the ECE sector. In 2021 we signed agreements to deliver He Pātaka Reo to 1,150 BestStart and He Whanau Manaaki kaiako. We also developed a more advanced level of the programme ready to release externally in early 2022.

Advocacy

Ngā mahi taunakitanga

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

17

media
statements

17

submissions

23

advisory, stakeholder
and working
groups

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 large factor in ECE teacher shortages.

Initial signs indicated Budget 21 would deliver on promises to adequately fund ECE services to deliver pay parity. However, the Government back-pedalled, excluding more experienced teachers from pay parity and making it financially impossible for many services to opt-in to pay parity for their teachers. Funding, pay parity and teacher shortages therefore continue to be foremost in our advocacy efforts.

Welcome news

After earlier submissions on the Education and Training Bill, we welcomed the passing of the Bill which modernises the education system, introduces a two-step process for licensing new services, expands Education Review Office powers in reviewing ECE services, and brings in a return-to-teaching pathway.

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.

In the second half of 2021, Covid-19 dominated our engagement with the Ministry. ECAC's quarterly meetings increased to weekly as Auckland remained in lockdown for a prolonged time, and the Government moved to introduce the vaccine mandate for the education workforce.

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.

Mana in Mahi

A new relationship with the Ministry of Social Development is opening doors for people who may otherwise have faced too many barriers to pursue a career in early childhood teaching.

MSD's Mana in Mahi programme supports us to match employers with MSD jobseekers interested in a career in early childhood education, so they can work, earn and study with us to gain qualifications.

Based in Ōtautahi Christchurch, our first group began the programme in March after being shortlisted and referred by MSD. We ran an intensive four-week preparation course and placed them into paid work in early childhood centres. In July, they began their study towards a Bachelor of Teaching (ECE) or NZ Diploma in ECE (Montessori).

All completed their 2021 studies, and five out of the six participants have continued into 2022. In late 2021, we were re-contracted to provide 2 further programmes in 2022.

Our members

Ā mātou mema

In 2021 we worked hard to honour our roots as a membership organisation and offer more value to members with professional development opportunities and support.

Member benefits and support



Our members



Growing our members

With increased professional development opportunities, a focus on increased value and benefits for members, and a more accessible membership structure, we increased our total member numbers more than three-fold. We gained several new ECE services and group members. We also offered 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.

Whilst Covid-19 impacted our kanohi ki te kanohi PLD, we noted a large increase in members taking up our expanded online courses.

Covid-19 advice and advocacy

As the country went back into lockdowns from August onwards, ECE services and kaiako had to navigate fast-changing policies and the introduction of the vaccine mandate. We increased our Covid-focused support, guidance and communication for members, and took their concerns and questions directly to weekly Covid-19 meetings with the Ministry of Education.

Life stories on the frontline

Written by Janis Carroll-Lind, Arapera Card and Helen May

Life member stories

In 2021 we published a new book, telling the journey of the organisation and the growth of the childcare movement and early childhood education in Aotearoa New Zealand, through the personal stories of the 26 life members of Te Rito Maioha.



A challenging question over a coffee with life member Kahuwaero Chase Katene motivated us to record the stories of our life members and their incredible contribution to early childhood education in Aotearoa New Zealand.

We were thrilled to have several of our life members attend the book launch in November, and to hear them speak of their experiences as trailblazers for ECE.

The book is a valuable contribution to the collective knowledge of the ECE sector. Written by Janis Carroll-Lind, Arapera Card and Helen May, it will be appreciated by all who care about equitable recognition for early childhood education and the right of tamariki to quality early learning.

Our people

Tō mātou tira

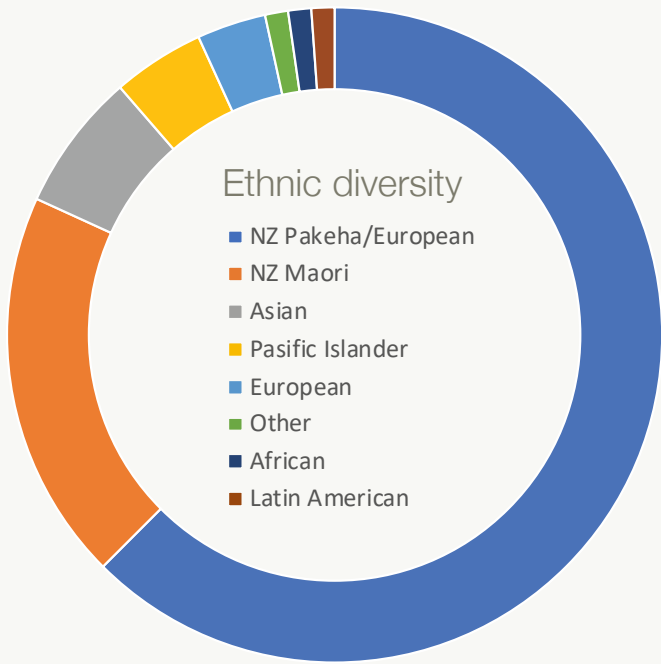
We are proud to attract skilled and committed people to te whānau o Te Rito Maioha, including former students | tauira.

2021 saw us grow our staff, in part to support a significant increase in student | tauira numbers.

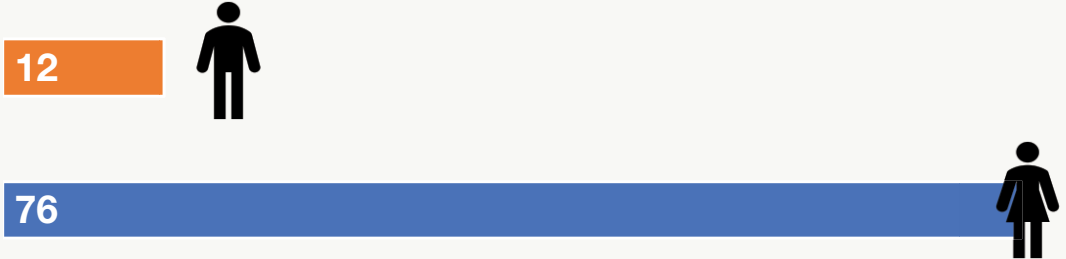
We focused on enabling flexible working arrangements in 2021 – both formal and informal – to respond to the needs of our staff, their lives and the changing Covid-19 environment.

Near the end of 2021, the Government signalled the need to introduce a vaccine mandate for the education workforce, to protect young tamariki and communities from the spread of Covid-19. This included most of our students | tauira and many academic staff.

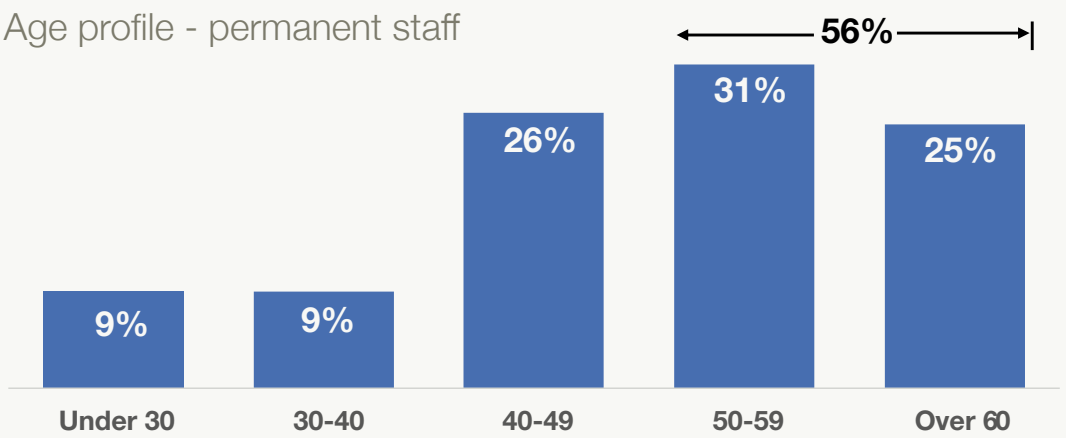
In support of our ECE members, students | tauira and staff, and with most staff indicating that they were already fully, partly or intending to be vaccinated, we took the position that Te Rito Maioha would be a fully vaccinated organisation all in it together.



Gender mix - permanent staff



Age profile - permanent staff



Our people

Tō mātou tira

Rahiri Ngāpuhi

Regional Education Leader, Rotorua

It's hard to believe that seven years ago, Rahiri Ngāpuhi nearly turned down his first job in early childhood education because he thought "I can't do this!"

Luckily, the early childhood centre run by his hapū, Ngāti Whakaue, in Rotorua didn't take no for an answer, not then and not later when they suggested he gain qualifications through Te Rito Maioha.

Now Rahiri is a qualified and registered ECE kaiako, studying towards a Master of Education, and a passionate advocate for te reo me onā tikanga in education. And, since February 2021, Rahiri has been Regional Education Leader (REL) for our Rotorua, Heretaunga and Tairāwhiti rohe, leading a team of nine lecturers and pouako.

"I am part of the male 2% in the ECE profession and I will never look back. We do important and equal mahi, and we bring a masculine aspect that is often missing in the home life of some tamariki."

Rahiri says he grew into his identity as a teacher, a leader and post graduate student | tauira thanks to a lot of work and awhi from Te Rito Maioha kaiako.

"At graduation it was so empowering and humbling to see how proud our kaiako were – and especially Whaea Waana, seeing her smile and hearing her call my name."



The night of graduation, Rahiri cheekily asked then-Regional Education Leader Gerry Koopu if there were any jobs for him at Te Rito Maioha? "She told me: 'Just try to walk across that stage and don't trip up.'"

Months later though, when the REL role came up, Gerry encouraged him to apply. "I couldn't sleep all night. 'Do you know how to lead a team?' I asked myself. 'Do you know how to bring out the best in people?'" Luckily, others could see his wairua and potential.

"I still have heaps to learn, but that was the start of my mahi in tertiary education. Te Rito Maioha set me up to succeed and find my feet and Gerry was by my side. So it's not like I did this on my own."

Bicultural commitment

Te oati kākāno rua

Our bicultural commitment is reflected internally in our practices and our structure which includes pouako, kaumatua or kuia connected with every Takiwā Ako, Māori and Pasifika representation on Council and a Pouhere Kaupapa Māori in National Office.



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 me ngā tikanga Māori. 2021 saw activities from organisation-wide zoom waiata which we shared on Facebook, to shared kai, to TikTok challenges.

Tikanga Rua Bicultural Awards

These annual staff awards recognise the mahi our people put into living Te Rito Maioha's bicultural aspirations every day and expanding knowledge of te reo me onā tikanga. In 2021, award-winning mahi included:

- Whanganui a Tara Takiwā Ako organised the very first noho marae virtually, due to the Covid-19 restrictions across the country. They ensured it remained true to the tikanga protocols and students | tauira were nurtured with manaakitanga and aroha.
- Our small team in Turanganui a Kiwa Takiwā Ako brought te ao Māori to their strong community connections, representing Te Rito Maioha at a significant tangihanga, attending local kapahaka events, composing waiata for local centres, and developing whanaungatanga with the Kindergarten Association in their rohe.
- Rotorua Takiwā Ako were strongly focused on championing and normalising te reo Māori to give staff, students | tauira and local ECE services the confidence to use te reo every day.
- Displays at Kirikiriroa Takiwā Ako proudly acknowledge local Tainui iwi and Te Kīngitanga, as well as te ao Māori perspectives of the environment.

Some of our staff were also recognised for completing the Academic Staff He Pātaka Reo programme and National Office He Pātaka Reo programme.

Kapahaka rōpū

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

Karakia

With Covid-19 restrictions and many staff working from home, we wanted to maintain tikanga principles of manaakitanga, aroha tētahi ki tētahi. Karakia shared on zoom hui and via email has been a very important tikanga practice for the wairua and mana of our staff.

Digital strategy

Rautaki matihiko

We continued to streamline and improve our digital technology to best serve our students, staff and stakeholders in a fast-changing and unpredictable environment.

In late 2020 we completed design and testing to provide Office 365 to taura and enable Single Sign On (SSO) to student | taura-based systems. In early 2021 we went live with changes enabling student | taura to easily access their student and learning records and library services via a landing page, and have a suite of Microsoft applications such as Word, Excel and PowerPoint.

We continued to improve our applications system to make it easier for prospective students to upload documents. We also scoped a project to streamline the transfer of data from application forms to the Student Management System.

The Covid-19 environment has made it more important for staff to be able to seamlessly transition between working in our offices and working from home. To support this, during 2021 we identified an opportunity to improve our telephone system. Zoom was chosen as the preferred option to provide an easy, transportable telephone solution integrating with Zoom's video conferencing which we have used since 2020. The new phone system is set to go live in April 2022.

As best practice, we continue to keep information systems upgraded to optimise systems integration, reduce costs and ensure we are well supported by our software partners.



Financial statements

Tauākī pūtea

For the year ended 31 December 2021

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.

For and on behalf of the Council:



Lesley Rameka
President

1 April 2022



Kathy Wolfe
Chief Executive

1 April 2022



Independent Auditor's Report

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

OPINION

We have audited the financial statements of Te Rito Maioha Early Childhood New Zealand Incorporated ("the Society"), which comprise the statement of financial position as at 31 December 2021, and the statement of comprehensive income, statement of changes in equity and 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 financial statements present fairly, in all material respects, the financial position of the Society as at 31 December 2021, and its financial performance and its cash flows for the year then ended 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 in accordance with International Standards on Auditing (New Zealand) ("ISAs (NZ)"). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements 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 annual report, but does not include the financial statements and our auditor's report thereon.

Our opinion on the 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 financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with 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.

COUNCILS' RESPONSIBILITIES FOR THE FINANCIAL STATEMENTS

The Council is responsible on behalf of the Society for the preparation and fair presentation of the financial statements in accordance with PBE Standards RDR, and for such internal control as the Council determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Council is responsible on behalf of the Society 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 the Council either intends to liquidate the Society or to cease operations, or has no realistic alternative but to do so.

AUDITOR'S RESPONSIBILITIES FOR THE AUDIT OF THE FINANCIAL STATEMENTS

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole 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) 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, they could reasonably be expected to influence the decisions of users taken on the basis of these financial statements.

A further description of our responsibilities for the audit of the financial statements is located at the External Reporting Board's website at: <https://www.xrb.govt.nz/assurance-standards/auditors-responsibilities/audit-report-8>

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
11 May 2022

Statement of comprehensive income

For the year ended 31 December 2021

	Note	2021 \$	2020 \$
Revenue			
Membership fees		38,766	79,197
Student tauira fees		5,246,882	3,810,084
Student tauira Achievement Component funding		8,303,086	6,443,266
Ministry of Education contracts		539,866	363,039
Interest and dividend income		121,227	108,625
Realised and unrealised gains on investments		242,310	240,340
Other revenue	3	69,435	39,659
Total revenue	3	14,561,572	11,084,210
Expenses			
Personnel costs	4	8,352,377	7,111,488
Operating costs	5	3,742,291	2,697,102
Depreciation and amortisation and impairment	9a,10a	357,758	502,327
Total expenses		12,452,426	10,310,917
Net surplus		2,109,146	773,293
Other comprehensive income		-	-
Total comprehensive income attributable to members		2,109,146	773,293

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 2021

	2021 \$	2020 \$
Opening equity as at 1 January	4,933,770	4,160,477
Total comprehensive income	2,109,146	773,293
Closing equity as at 31 December	7,042,916	4,933,770

Statement of financial position

As at 31 December 2021

	Note	2021 \$	2020 \$
Assets			
Current assets			
Cash and cash equivalents	6	600,748	1,098,116
Trade and other receivables	7	2,921,890	3,083,743
Accrued income	7	964,102	-
Managed investment fund	8	2,081,722	531,408
Prepayments		134,805	131,831
Total current assets		6,703,267	4,845,098
Non-current assets			
Managed investment fund	8	4,650,564	3,728,561
Property, plant and equipment	9	507,544	577,360
Intangible assets	10	659,700	1,066,351
Total non-current assets		5,817,808	5,372,272
Total assets		12,521,075	10,217,370
Liabilities			
Current liabilities			
Bank overdraft	6	353,796	25,587
Payables	11	378,230	413,851
GST (net)		463,827	502,603
Income in advance	12	3,317,171	3,546,864
Employment provisions	13	927,313	754,927
Total current liabilities		5,440,337	5,243,832
Non-current liabilities			
Employment provisions	13	37,822	39,768
Total non-current liabilities		37,822	39,768
Total liabilities		5,478,159	5,283,600
Equity			
Members' funds		7,042,916	4,933,770
Total equity		7,042,916	4,933,770
Total equity and liabilities		12,521,075	10,217,370

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 2021

	Note	2021 \$	2020 \$
Cash flows from operating activities			
Cash was received from:			
Receipts from students tauira		5,025,867	3,946,547
Receipts from government funding		7,213,823	6,530,963
Receipts from membership fees		71,770	66,263
Other receipts		854,633	493,700
Net receipts from GST		(38,776)	109,459
Cash inflows from operating activities		13,127,317	11,146,932
Cash was applied to:			
Payments to suppliers		(3,645,615)	(2,959,493)
Payments to employees		(8,020,988)	(6,669,927)
Interest paid on overdraft facility		(1,141)	(803)
Cash outflows from operating activities		(11,667,744)	(9,630,223)
Net cash flows from operating activities		1,459,573	1,516,709
Cash flows from investing activities			
Cash was received from:			
Interest and dividends received		135,430	108,778
Proceeds from sale of property, plant and equipment		4,955	7,574
Sale of investments		393,913	1,267,105
Maturity of investments		3,000,000	600,000
Cash inflows from investing activities		3,534,298	1,983,457
Cash was applied to:			
Purchase of property, plant and equipment and intangible assets		(181,324)	(398,604)
Purchase of investments		(5,638,124)	(1,832,807)
Cash outflows from investing activities		(5,819,448)	(2,231,411)
Net cash flows from investing activities		(2,285,150)	(247,954)
Net increase/(decrease) in cash and cash equivalents		(825,577)	1,268,755
Cash and cash equivalents at 1 January		1,072,529	(196,226)
Cash and cash equivalents at 31 December	6	246,952	1,072,529

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 2021

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 | tauira. 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 over the last two 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 2021 and were authorised for issue by the Council on 1 April 2022.

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.

3. Revenue

Revenue is measured at fair value of consideration received or receivable. Te Rito Maioha recognises revenue from individual categories of transaction 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 | tauira fees

International student | tauira 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 | tauira.

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 Ministry of Education 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

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 | tauira
Achievement Component funding and Teacher Education
Refresh Fees**

Student | tauira Achievement Component (SAC) funding from the Tertiary Education Commission (TEC) is Te Rito Maioha's main source of operational funding. TEC SAC funding is recognised on a straight-line basis over the duration of courses in which eligible students | tauira 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 Ministry of Education. Revenue from TER fees is recognised over the duration of the course.

Domestic student | tauira fees

Domestic student | tauira 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 | tauira.

Revenue from operating activities is made up as follows:

	2021 \$	2020 \$
Revenue from exchange transactions		
Membership fees	38,766	79,197
Student tauira fees – international	520,315	82,903
Ministry of Education contract	14,340	50,354
Other revenue	69,435	39,659
Total revenue from exchange transactions	642,856	252,113
Revenue from non-exchange transactions		
SAC funding	8,303,086	6,443,266
Student tauira fees – domestic	4,726,567	3,727,181
Ministry of Education contracts	525,526	312,685
Total revenue from non-exchange transactions	13,555,179	10,483,132
Investment income		
Realised and unrealised gains on investments	242,310	240,340
Interest and dividend income	121,227	108,625
Total investment income	363,537	348,965
Total revenue	14,561,572	11,084,210

Other revenue is made up as follows:

	2021 \$	2020 \$
Sale of goods and conference income	23,717	19,909
Consultancy income	43,608	14,112
Gain on sale of property, plant and equipment	2,110	5,638
Total other revenue	69,435	39,659

4. Personnel costs

	2021 \$	2020 \$
General salaries and wages	7,318,057	6,438,199
Employer contributions to defined contribution scheme	185,878	157,066
Other employment related costs	848,442	516,223
Total employment provisions	8,352,377	7,111,488

5. Operating expenses

	2021 \$	2020 \$
Audit Fees	33,998	37,681
Council members' fees	47,566	42,617
Bad and doubtful debts	40,637	32,365
Loss on write-off of property, plant, equipment & intangibles ¹	332,975	7,942
Legal Fees	55,131	11,175
Rent	898,701	823,225
Travel and accommodation	258,185	182,831
Communications and information technology	628,794	521,279
Infrastructure	309,673	255,821
Administration	375,419	201,702
Academic infrastructure	113,213	30,175
Direct student tauria costs	558,457	497,124
Strategic and governance	89,542	53,165
Total operational costs	3,742,291	2,697,102

¹ These write-off losses have arisen mostly due to the write-down of capitalised software as detailed in note 10.

6. Cash and cash equivalents and bank overdraft

Cash and cash equivalents are made up as follows:

	2021 \$	2020 \$
Cash at bank and on hand	6,257	4,432
Cash - managed investment fund	594,491	1,093,684
Total cash and cash equivalents	600,748	1,098,116
Bank overdraft	(353,796)	(25,587)
Total cash net of bank overdraft for statement of cash flows purposes	246,952	1,072,529

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.

Te Rito Maioha has a \$500,000 overdraft facility with Westpac Banking Corporation. The purpose of the overdraft facility is to manage cash flow needs to reduce or eliminate the requirement to make drawdowns on the managed investment fund. The overdraft is secured over the property of Te Rito Maioha and is payable on demand. The interest rate applying to the bank overdraft facility for the year ended 31 December 2021 was 10.75% (2020: 10.25%).

7. Trade and other receivables

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

Student | tauira 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 | tauira can arrange for their fees to be paid by semester. Student | tauira fees receivable 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:

	2021 \$	2020 \$
Receivables from exchange transactions:		
Membership fees	37,859	19,334
Student tauira fees - international	-	167,787
Ministry of Education contracts	10,097	-
Other receivables	50,260	18,249
Receivable from non-exchange transactions:		
Student tauira fees - domestic	2,753,420	2,858,233
Ministry of Education contracts - TER	(9,026)	20,140
Fees Free funding receivable from TEC	79,280	-
Total trade and other receivables	2,921,890	3,083,743
Accrued income from non-exchange transactions:		
Accrued income - SAC funding receivable from TEC	964,102	-

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 2021 all overdue receivables have been assessed for impairment and a provision for expected credit losses of \$56,968 was made at 31 December 2021 (2020: \$27,669). 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:

	2021 \$	2020 \$
Neither past due nor impaired	560,278	878,665
Past due but not impaired	3,325,714	2,205,078
Impaired	56,968	27,669
Gross	3,942,960	3,111,412
Less: Allowance for impairment	(56,968)	(27,669)
Net trade and other receivables	3,885,992	3,083,743

8. Managed investment fund

The composition of funds under management is as follows:

	2021 \$	2020 \$
Current assets		
Cash and cash equivalents (refer note 6)	594,491	1,093,684
New Zealand fixed interest	2,081,722	531,408
Total current	2,676,213	1,625,092
Non-current assets		
New Zealand fixed interest	1,832,500	1,651,281
New Zealand property	163,601	150,897
New Zealand equities	687,848	511,290
Global equities	1,966,615	1,415,093
Total non-current	4,650,564	3,728,561
Total managed investment fund	7,326,777	5,353,653

Te Rito Maioha meets its student | tauira fee protection requirements under the Education and Training Act 2020 and the New Zealand Qualifications Authority's Student | tauira Fee Protection Rules 2021 using a static trust. Static trust funds are

contained within the managed investment fund portfolio. At 31 December 2021 the static trust component of the managed funds investment was \$3,205,547 (2020: \$2,092,493).

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 are made up as follows:

	Note	IT equipment	Office equipment	Leasehold	Programme Resources	Total \$
Cost						
Balance as at 1 Jan 2021		574,563	1,115,144	1,292,908	-	2,982,615
Additions		94,479	24,943	43,732	7,608	170,762
Disposals/Write-offs		(67,934)	(8,559)	(80,189)	-	(156,682)
Balance as at 31 Dec 2021		601,108	1,131,528	1,256,451	7,608	2,996,695
Accumulated depreciation and impairment						
Balance as at 1 Jan 2021		396,795	1,079,504	928,956	-	2,405,255
Depreciation	9a	121,058	11,967	95,145	362	228,532
Disposals/Write-offs		(60,060)	(8,559)	(76,017)	-	(144,636)
Balance as at 31 Dec 2021		457,793	1,082,912	948,084	362	2,489,151
Net book value						
As at 1 Jan 2020		250,247	42,407	342,976	-	635,630
As at 31 Dec 2020		177,768	35,640	363,952	-	577,360
As at 31 Dec 2021	9	143,315	48,616	308,367	7,246	507,544

During 2021 management undertook a detailed review of its fixed assets register which resulted in some assets being scrapped 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 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 \$37,898 were capitalised in 2021 (2020: \$184,648).

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.
- 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.

Intangible assets are made up as follows:

	Note	Software	Programme development	PLD and Promotional Resources	WIP	Total \$
Cost						
Balance as at 1 Jan 2021		657,457	847,942	-	77,306	1,582,705
Additions		6,720	39,882	-	-	46,602
Transfers		(59,139)	-	101,445	(42,306)	-
Disposals/Write-offs ¹		(605,038)	-	(11,511)	-	(616,549)
Balance as at 31 Dec 2021		-	887,824	89,934	35,000	1,012,758
Accumulated amortisation and impairment						
Balance as at 1 Jan 2021		334,235	182,119	-	-	516,354
Transfers		(47,464)	-	47,464	-	-
Amortisation	10a	-	111,494	17,732	-	129,226
Disposals/Write-offs ¹		(286,771)	-	(5,751)	-	(292,522)
Balance as at 31 Dec 2021		-	293,613	59,445	-	353,058
Net book value						
As at 1 Jan 2020		542,643	361,134	-	38,897	942,674
As at 31 Dec 2020		323,222	665,823	-	77,306	1,066,351
As at 31 Dec 2021	10	-	594,211	30,489	35,000	659,700

¹ In March 2021 the International Financial Reporting Standards (IFRS) Interpretations Committee (the Committee) made an agenda decision concerning the capitalisation of software related costs, including costs relating to the configuration or customisation of application software under the relevant financial reporting standards. In their decision the Committee highlighted that if an entity does not control the software being configured or customised and those configuration or customisation activities do not create a resource controlled by the customer that is separate from the software then the recognition criteria for an intangible asset are not met.

As a result of the Committee decision, Te Rito Maioha has written-off all capitalised software costs in 2021 as the nature of the costs do not result in a recognisable asset under NZ IAS 38. These write-offs are not considered material to the users of the financial statements and have not been accounted for as a prior period adjustment. If material, these write-offs would have required restating the comparative financial information in this report. Given they are not, these write-offs have been fully recognised through the statement of comprehensive income in the 2021 financial year.

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:

	2021 \$	2020 \$
Payables from exchange transactions		
Trade payables	175,910	187,713
Other payables	202,320	193,067
Total from exchange transactions	378,230	380,780
Payables from non-exchange transactions		
Payable to TEC	-	33,071
Total from non-exchange transactions	-	33,071
Total trade payables and provisions	378,230	413,851

12. Income in advance

Income in advance is made up as follows:

	2021 \$	2020 \$
Membership fees and subscriptions	43,634	32,708
Revenue received in advance student tauira fees	3,273,537	3,514,156
Total Income in advance	3,317,171	3,546,864

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:

	2021 \$	2020 \$
Current		
Accrued salary	288,242	233,177
Defined contribution plans	7,139	5,255
Employment deductions	179,882	149,020
ACC levy	4,230	10,318
Annual leave provision	447,820	357,157
Total current employment related provisions	927,313	754,927
Non-current		
Sick leave provision	15,791	17,570
Long service leave	22,031	22,198
Total non-current employment related provisions	37,822	39,768
Total employment related provisions	965,135	794,695

14. Financial instruments

Te Rito Maioha is party to financial instruments as part of its normal operations. Non-derivative financial instruments comprise trade and other receivables, cash and cash equivalents, term deposits and other investments and trade and other payables. Non-derivative financial instruments are recognised initially at fair value plus, for instruments not at fair value through the statement of comprehensive income, any directly attributable transaction costs.

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 in the period in which they arise. No impairment provisions have deemed necessary for the managed investment fund.

A financial instrument is recognised if Te Rito Maioha becomes a party to the contractual provisions of the instrument. Financial assets are derecognised if Te Rito Maioha's contractual rights to the cash flows from the financial assets expire or if Te Rito Maioha transfers the financial asset to another party without retaining control or substantially all risks and rewards of the asset. Any interest in transferred financial assets that is created or retained by Te Rito Maioha is recognised as a separate asset.

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. Financial liabilities are derecognised if Te Rito Maioha's obligations specified in the contract expire or are discharged or cancelled.

Financial assets and liabilities are offset, and the net amount presented in the statement of financial position when, and only when, Te Rito Maioha has the legal right to offset the amounts and intends to either settle on the net basis or to realise the asset and settle the liability simultaneously.

Classification of financial assets and liabilities

Te Rito Maioha classifies financial assets into 'Loans and receivables' and 'Fair value through surplus or deficit'.

'Loans and receivables' are financial assets with fixed or determinable payments that are not quoted in the active market. 'Loans and receivables' consist of cash and cash equivalents and trade and other receivables.

The managed investment fund is classified as 'Fair value through surplus or deficit' as it is a portfolio of identified financial instruments that are managed together and actively traded with the intention of increasing the value of the fund.

Financial liabilities consist of trade and other payables and bank overdraft balances and are classified and measured at amortised cost as they do not meet the definition of 'Fair value through surplus or deficit' financial liabilities.

Financial instruments are classified as follows:

	2021 \$	2020 \$
Loans and receivables		
Cash and cash equivalents	6,257	4,432
Trade and other receivables	3,885,992	3,083,743
Total loans and receivables	3,892,249	3,088,175
Fair value through surplus or deficit		
Managed investment fund	7,326,777	5,353,653
Total fair value through surplus or deficit	7,326,777	5,353,653
Total financial assets	11,219,026	8,441,828
Financial liabilities measured at amortised cost		
Trade and other payables including bank overdraft	732,026	439,438
Total financial liabilities	732,026	439,438

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 the majority of revenue is derived from student | tauira fees (which are substantially paid in advance) and from TEC and the Ministry of Education.

Currency risk

Te Rito Maioha's exposure to currency risk is low as it has 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 risk is assessed as low as only a small proportion of annual income is derived from such investments (2021: 0.4%; 2020: 1%).

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 that may be subject to significant changes in market prices that 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 \$20,580.

Full day \$550

Half a day \$275

Hourly rate \$69

Minimum fee two hours \$138

One Council member, Clare Wells, is also a member of the Governing Council of the Teaching Council of Aotearoa New Zealand (Teaching Council). During 2021 Te Rito Maioha provided education panel services to the Teaching Council of value \$4,744 (2020: \$14,240).

	2021 remuneration \$	Number of individuals	2020 remuneration \$	Number of individuals
Council members ¹	47,486	9	42,617	9
Senior Leadership Team ²	961,733	6	1,038,534	7

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

² during 2021 one Senior Leadership Team member resigned. Upon this resignation the decision was taken to reduce the SLT composition to six members.

16. Operating lease commitments

Where Te Rito Maioha has assumed substantially all the risks and rewards of ownership under a lease, the lease is classified as a finance lease. Otherwise, the lease is classified as an operating lease. Te Rito Maioha has no leases which would be classified as finance leases.

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.

	2021 \$	2020 \$
Operating leases		
Not later than 1 year	886,187	769,032
Later than 1 year and not later than 5 years	2,237,075	1,928,207
Later than 5 years	180,267	192,953
Total	3,303,529	2,890,192

17. Capital commitments

On 17 December 2021 Te Rito Maioha entered into an Agreement to Lease a new office space for its National Office on level 2, 191 Thorndon Quay, Wellington commencing 7 May 2022. As part of the Agreement to Lease arrangements, Te Rito Maioha will surrender its current tenancy on level 4, 191 Thorndon Quay and as at 31 December 2021 (2020: nil) has committed \$50,000 (excluding GST) as a tenant contribution to the fitout and refurbishment of the level 2 tenancy.

18. Contingent liabilities

There were no contingent liabilities as at 31 December 2021 (2020: nil).

Minutes of the 58th Annual General Meeting

Ngā meneti o te hui ā-tau 58

Held on Thursday 29 July 2021, 5.30pm

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

PRESENT

Council:

Lesley Rameka (President), Peter Jackson, Christine Taare,
Clare Wells, Penny Smith, Julie Watkins, Geoff Summers and
Rhys Barlow

Life Members:

Janice Taouma, Helen Orr, Berys Scouse

Members:

Penel Pask (Pioneers), Ene Tapusoa (A'oga Fa'a Samoa Inc.),
Meg Moss (MiniMARC Childcare Centre), Pearl Thorp (Olive
Shoots Early Childhood Centre), Veronica Simonsen & Lisa
Kingsford (Newlands Childcare), Jenny Te Punga-Jurgens
(Whanganui Central Baptist Kindergarten & Crèche Trust (CBK),
Florence Coram-Lasnier (Montessori at Otari Preschool Inc.)

ECNZ Staff:

Kathy Wolfe (Chief Executive), Brent Denham (General Manager
Finance and Operations), Carolyn Mitchell, Dr Rosina Merry,
Dr Janis Carroll-Lind, Arapera Card, Nikki Parsons, Raewyn
Penman, Mary Romanos (minute secretary), Dawn Macowan,
Catherine Bell, Tui Summers, Willson Kim, Amanda Forsey,
Justine Jones.

Proxies received:

Member organisation	Representative	Held by
Carrigane Childcare Centre	Fran Prior	Lesley Rameka
City Kids Childcare Centre	Lynda Godber	Lesley Rameka
Otago University Childcare Association - Te Pa	Karen Hurst	Julie Watkins
Pioneers	Kath Knox	Penel Pask
Olive Shoots Early Childhood Centre	Pamela Reeve	Pearl Thorp
Montessori at Otari Preschool Inc.	Nicola Clark	Florence Coram-Lasnier
Life Member	Cathy Lythe	Lesley Rameka
Life Member	Maureen Jehly	Lesley Rameka
Life Member	Noreen Moorhouse, QSM	Lesley Rameka
Council Member	Meritiana Lolesio	Christine Taare

WELCOME

Lesley Rameka, President and Chair welcomed everyone to the 58th Annual General Meeting of the Organisation at 5.32pm. Peter Jackson opened with a Karakia.

Lesley Rameka introduced the Council members, staff and welcomed guests 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 (15) had been met and the meeting could proceed.

APPOINTMENT OF SCRUTINEERS

Kathy Wolfe, Chief Executive explained the voting procedures for this meeting would be:

- by show of hands with voting sticks (green and yellow)
- voting poll on Zoom

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

The voting scrutineers were confirmed as Amanda Forsey and Justine Jones from the membership team.

APOLOGIES

Fran Prior, Lynda Godber, Karen Hurst, Alan Somerville, Kath Knox, Pamela Reeve, Nicola Clark, Cathy Lythe, Maureen Jehly, Noreen Moorhouse (QSM), Meritiana Lolesio, Jude Simpson.

MOTION to accept that the apologies be received.

Moved: Penny Smith [Member # ST 25857]

Seconded: Christine Taare [Member # LGM 25527]

For: 26

Against: 0

ABSTENTIONS: 0

CARRIED

MINUTES OF THE 57th SPECIAL GENERAL MEETING

Confirmation of minutes for the 57th Annual General Meeting held on Tuesday 11 August 2020, 5.30pm at Te Rito Maioha Early Childhood New Zealand, National Office, Level 4, Ahumairangi Room, 191 Thorndon Quay, Wellington 6011 (these minutes are at pages 56 to 63 of the 2021 Annual Report).

One amendment to the minutes noted was that a member's name was spelt incorrectly. Apologies were given and confirmation that the error will be corrected.

MOTION that the minutes for the 57th Annual General Meeting held on Tuesday 11 August 2020, 5.30pm at Te Rito Maioha Early Childhood New Zealand, National Office, Level 4, Ahumairangi Room, 191 Thorndon Quay, Wellington 6011 are confirmed to be a true and correct record.

Moved: Clare Wells [Member # MI 26524]

Seconded: Julie Watkins [Member # LGM 25695]

For: 26

Against: 0

ABSTENTIONS: 0

CARRIED

MATTERS ARISING

There were no matters arising.

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

The Chief Executive, Kathy Wolfe, shared some key highlights for 2020.

2021 ANNUAL REPORT (AS PUBLISHED ON TE RITO MAIOHA WEBSITE)

- The 2021 Annual Report for the 2020 academic and financial year has been made available to members of Te Rito Maioha Early Childhood New Zealand from 2 July 2021 and notified to members via member updates.
- The floor was opened for discussion and no further comments were received.

MOTION that the Annual Report 2021 (for the year ended 31 December 2020) be received and accepted.

Moved: Janice Taouma [Member # MC24942]

Seconded: Julie Watkins [Member # LGM 25695]

For: 26

Against: 0

ABSTENTIONS: 0

CARRIED

FINANCIAL STATEMENTS (PRE-CIRCULATED):

1 JANUARY 2020 TO 31 DECEMBER 2020

MOTION that the financial statements for the year ended 31 December 2020 be accepted.

Moved: Penny Smith [Member # ST 25857]

Seconded: Clare Wells [Member # MI 26524]

For: 26

Against: 0

ABSTENTIONS: 0

CARRIED

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

MOTION that BDO Wellington be appointed the auditor for Te Rito Maioha Early Childhood New Zealand for the financial year ending 31 December 2021.

Moved: Christine Taare [Member # LGM 25527]

Seconded: Penny Smith [Member # ST 25857]

For: 26

Against: 0

ABSTENTIONS: 0

CARRIED

RESULT OF COUNCIL ELECTIONS

The Chief Executive announced the election results for three Council positions that became vacant at this AGM and nominations for these vacancies closed on 28 May. The three vacancies are for the following positions: General Council member; Pasifika Council member; and Staff Representative member.

Only one nomination was received for each of these vacant Council positions and therefore under our Rules it is my pleasure to announce the successful candidates for these positions, as follows:

1. General Council position – Penel Pask
2. Pasifika Council member – Meritiana Lolesio, who having served a single term of three years was available for re-election; and
3. Staff Representative – Raewyn Penman

I would also like to acknowledge our two departing Council members. Both Julie Watkins and Penny Smith (our staff representative) leave Council after this AGM having served their maximum six-year terms. It has been a true pleasure working with you both over a period of many years and the Council and staff of Te Rito Maioha truly thank you for your commitment, contributions, hard work and support during this time.

RESOLUTION TO CHANGE THE ORGANISATION'S RULES

The total voting strength in the room is 26 and the requirement for a 2/3rds majority is 18 votes.

All of the proposed rule change resolutions were discussed and agreed at the Council meeting held 28 May 2021.

RESOLUTION 1

Change to Rules

2 – 2.5

5 – 5.2, 5.2.1, 5.2.2, 5.2.3, 5.6, 5.8.1, 5.8.5

6 – 6.3.4, 7.2

7 – 7.2,

8 – 8.1, 8.4.4, 8.6.1

Resolution

That instances of the word “Centre” be replaced with “Service” and the word “Institutional” be replaced with “Professional” when referring to membership categories.

Rationale

This proposed change is to update the Rules to reflect approved changes in membership structure and terminology since the last Annual General Meeting.

Moved by Lesley Rameka [Member # MI 25757]

Seconded by Clare Wells [Member # MI 26524]

For: 26

Against: 0

ABSTENTIONS: 0

CARRIED

RESOLUTION 2

Change to Rule

5. Membership. 5.1

Resolution

That Rule 5.1 be altered to allow application for membership to be made by email enquiry to members@ecnz.ac.nz.

Change Rule 5.1 from

5.1 Applications for membership (other than life membership) will be made on the official application form. Membership will be granted to applicants meeting the criteria specified below on submission of the completed application form and payment of the annual subscription. The following may apply to become members:

To read:

5.1 Applications for membership (other than life membership) will be made **by completing the online application form or by contacting members@ecnz.ac.nz**. Membership will be granted to applicants meeting the criteria specified below and on payment of the annual subscription. The following may apply to become members:

Rationale

Completing an official application form may add an administrative barrier for some potential members. Membership applicants can complete an online membership application form or email members@ecnz.ac.nz and information required for membership can be gathered through an exchange of emails or other follow up by the membership team to make the process of joining Te Rito Maioha easier.

Moved by Julie Watkins [Member # LGM 25695]

Seconded by Clare Wells [Member # MI 26524]

For: 26

Against: 0

ABSTENTIONS: 0

CARRIED

RESOLUTION 3

Change to Rule

5. Membership. 5.2.1

Resolution

That the requirement for Services to provide the number of licensed child places be removed from

Rule 5.2.1.

Change Rule 5.2.1 from

5.2.1 Any application for a centre membership shall identify the centre or each centre within the group of centres both by registered name and unique Ministry of Education licence number and shall provide the numbers of licensed child places at each centre according to their most recent licence with the Ministry of Education;

To read:

5.2.1 Any application for a service membership shall identify the service or each service within the group of services both by registered name and unique Ministry of Education licence;

Rationale

The number of licensed child places was previously required as it was aligned to the member pricing structure. This information is no longer required to determine membership fees. The number of licensed child places is available as a public record on the Education Counts website. This is the most accurate record and is regularly updated.

Moved by Clare Wells [Member # MI 26524]

Seconded by Meritiana Lolesio [Member # MI 27014]

For: 26

Against: 0

ABSTENTIONS: 0
CARRIED

RESOLUTION 4

Change to Rule

5. Membership. 5.2.2

Resolution

That the wording of Rule 5.2.2 be updated to align with the new membership fee structure.

Change Rule 5.2.2 from

5.2.2 Membership fees for centre membership shall be equivalent to the centre membership fees schedule for the number of licensed child places in all centres applying for centre membership; and

To read:

5.2.2 Membership fees for service membership starts at the base fee with a nominated amount of service representatives as determined by the member pricing schedule.

Rationale

The new membership structure is no longer based on licensed child places. Base service membership fees include two service representatives with the provision to add kaiako, governance, board, committee, and support team members for additional fees as determined by the member pricing schedule.

Moved by Clare Wells [Member # MI 26524]
Seconded by Julie Watkins [Member # LGM 25695]

For: 26
Against: 0
ABSTENTIONS: 0
CARRIED

RESOLUTION 5

Change to Rule

5. Membership. 5.2.3

Resolution

That Rule 5.2.3 be removed from the Rules.

Rule 5.2.3 reads

5.2.3 For centres that have not yet been licensed by the Ministry of Education, Te Rito Maioha is able to provide 'Provisional Centre Membership' at its discretion. This would be available prior to licensing by the Ministry of Education for a period of up to 12 months. The fee would be set at a flat rate for the 12 months and adjusted after the licence has been granted by the Ministry of Education. Provisional Centre Members would access all the benefits of Centre Members except that they would not have voting rights at Te Rito Maioha's Annual General Meeting.

Rationale

Provisional membership is not part of the new membership structure and as such reference to provisional membership is no longer relevant. As further background, Te Rito Maioha has had no applications for provisional membership over the last three years.

Moved by Christine Taare [Member # LGM 25527]
Seconded by Peter Jackson [Member # MI 24445]

For: 26
Against: 0
ABSTENTIONS: 0
CARRIED

RESOLUTION 6

Change to Rule

5. Membership. 5.5

Resolution:

That the word "initial" be removed from Rule 5.5 and that Rule 5.5 be amended to clarify that TER students are excluded from complimentary student membership due to the short duration of study required for this.

Change Rule 5.5 from

5.5 Students enrolled in Te Rito Maioha's initial teacher education programmes may hold student membership for the period of their enrolment.

To read

5.5 Students enrolled in Te Rito Maioha's Early Childhood Education teacher education programmes, excluding TER, may hold complimentary student membership for the period of their enrolment.

Rationale

Removing "initial teacher education" from Rule 5.5 will enable membership to support all students studying in Te Rito Maioha's ECE programmes. This includes our Diploma in Pasifika students thereby meeting objectives as outlined in our strategic plan. Free membership is a way of acknowledging those who choose to continue their study in post graduate programmes. This excludes TER due to the short duration of the period of study.

Moved by Clare Wells [Member # MI 26524]
Seconded by Peter Jackson [Member # MI 24445]

For: 26
Against: 0
ABSTENTIONS: 0
CARRIED

RESOLUTION 7

Change to Rule

5. Membership. 5.6

Resolution:

That Rule 5.6 be amended to replace the words "institutional membership" with "professional membership."

Change Rule 5.6 from

5.6 Institutions, organisations, and other associations may hold institutional membership.

To read

5.6 Institutions, organisations, and other associations may hold professional membership.

Rationale

In the new membership structure, “Institutional” Membership has been replaced with “Professional” Membership.

Moved by Julie Watkins [Member # LGM 25695]

Seconded by Christine Taare [Member # LGM 25527]

For: 26

Against: 0

ABSTENTIONS: 0

CARRIED

RESOLUTION 8**Change to Rule**

5. Voting Rights. 5.8

Resolution

That Rule 5.8 be amended to reflect new membership categories and to make the voting status of non-fee paying membership clearer.

Change Rule 5.8 from:

5.8 5.8 Whenever a vote is required:

5.8.1 Centre memberships shall be entitled to two (2) votes regardless of the number of services or licensed child places covered by the centre membership;

5.8.2 Individual members and student members shall be entitled to one (1) vote;

5.8.3 Individual complimentary members shall not be entitled to voting rights;

5.8.4 Branches shall be entitled to two (2) votes; and

5.8.5 Institutional members shall not be entitled to voting rights;.

5.8.6 Co-opted Council members shall be entitled to one (1) vote.

To read

5.8 5.8 Whenever a vote is required:

5.8.1 Service memberships shall be entitled to two (2) votes;

5.8.2 Individual members shall be entitled to one (1) vote;

5.8.3 Complimentary (non-fee paying) memberships in any membership category, except for Life Members, shall not be entitled to voting rights;.

5.8.4 Branches shall be entitled to two (2) votes;

5.8.5 Professional members shall not be entitled to voting rights ;.

5.8.6 Co-opted Council members shall be entitled to one (1) vote.

Rationale

The proposed change aligns voting rights to the new membership categories (i.e., “Centre” becomes “Service” and “Institutional” becomes “Professional” as per the first resolution this evening) and removes reference to “student members” in Rule 5.8.2 as they are effectively “individual members” and to removes any conflict with Rule 5.8.3. The proposed change also clarifies that complimentary (non-fee paying) memberships, except for Life Members, shall not be entitled to voting rights.

Moved by Lesley Rameka [Member # MI 25757]

Seconded by Peter Jackson [Member # MI 24445]

For: 26

Against: 0

ABSTENTIONS: 0

CARRIED

RESOLUTION 9**Change to Rule**

8. Life Membership. 8.3

Resolution:

That Rule 8.3 be amended to reduce the period of financial membership required for the awarding of Life Membership from ten years to five years.

Change Rule 8.3 from

8.3 As a general rule the award shall be open only to any member who has been a financial member for not less than ten years’ continuous standing.

To read

8.3 As a general rule the award shall be open only to any member who has been a financial member for not less than five years’ continuous standing.

Rationale

Life Membership is not based purely on financial membership with Te Rito Maioha. Key attributes for Life Membership include ‘demonstrated distinguished service in the causes of members and early childhood education and care’ and Life Membership can be awarded when ‘the service rendered has involved a level of commitment and dedication seldom seen and has been of nationwide and outstanding nature and can be clearly documented and corroborated.’. The proposed change would reduce the continuous financial membership requirement for awarding Life Membership from ten to five years.

Moved by Lesley Rameka [Member # MI 25757]

Seconded by Clare Wells [Member # MI 26524]

For: 26

Against: 0

ABSTENTIONS: 0

CARRIED

RESOLUTION 10**Change to Rule**

8. Life Membership. 8.6, 8.6.1

Resolution:

That the 90 calendar day requirement in Rule 8.6.1 be amended to 28 calendar days.

Change Rule 8.6.1 from

8.6.1 Any current member of Council or any individual member or linked centre member or Life Member may nominate a person for consideration as a Life Member by completing and forwarding a nomination to that effect in writing on a prescribed form to the Chief Executive no later than ninety (90) calendar days prior to the date set for the start of the next Annual General Meeting;

To read

8.6.1 Any current member of Council or any individual member or linked service member or Life Member may nominate a person for consideration as a Life Member by completing and forwarding a nomination to that effect in writing on a prescribed form to the Chief Executive no later than twenty-eight (28) calendar days prior to the date set for the start of the next Annual General Meeting;

Rationale

It is likely that notification of an AGM is a time when members will be thinking about Life Member nominations. The proposed change is less restrictive and allows more time immediately prior to an AGM for Life Member nominations to be received and to fit in with AGM timeline requirements.

Moved by Lesley Rameka [Member # MI 25757]
Seconded by Meritiana Lolesio (Member # MI 27014)

For: 26
Against: 0
ABSTENTIONS: 0
CARRIED

RESOLUTION 11**Change to Rule**

8. Life Membership. 8.7

Resolution

That the requirement for members to have “no less than ten years’ standing” be reduced to “no less than five years’ standing”.

Change Rule 8.7 from

8.7 Council may delegate to a subcommittee of itself, enhanced in number by co-option of up to three experienced individual members of no less than ten years’ standing, if the number of nominations is such that short-listing is required before final consideration by the full Council.

To read

8.7 Council may delegate to a subcommittee of itself, enhanced in number by co-option of up to three experienced individual members of no less than five years’ standing, if the number of nominations is such that short-listing is required before final consideration by the full Council.

Rationale

The expertise that a member offers as part of a subcommittee that might be formed to consider Life Member applications is not just defined by the number of years they have held membership of Te Rito Maioha and a reduction in the required period of membership from ten to five years is considered reasonable and is unlikely to reduce the quality of subcommittee members.

Moved by Julie Watkins [Member # LGM 25695]
Seconded by Christine Taare [Member # LGM 25527]

For: 26
Against: 0
ABSTENTIONS: 0
CARRIED

RESOLUTION 12**Change to Rule**

10.2.3 Election of a staff member to Council

Resolution

That Rule 10.2.3 be amended to exclude staff that report directly to the Chief Executive from being elected to Council.

Change Rule 10.2.3 from

10.2.3 One (1) staff member employed by Te Rito Maioha and elected by all staff.

To read

10.2.3 One (1) staff member employed by Te Rito Maioha and elected by all staff, except that any leader that reports directly to the Chief Executive shall not be elected to Council.

Rationale

The proposed change is to ensure that there is sufficient separation and independence of the governance function from senior management to best protect the interests of members.

Moved by Lesley Rameka [Member # MI 25757]
Seconded by Peter Jackson [Member # MI 24445]

For: 26
Against: 0
ABSTENTIONS: 0
CARRIED

RESOLUTION 13**Change to Rule**

10.8 Terms of President and Kaiwhakahaere

Resolution

That Rule 10.8 be removed from the Rules.

Rules 10.7 and 10.8 read

10.7 Members of the Council may hold office for up to two (2) terms of three (3) years only except that nothing shall prevent such members from holding office either as President or Kaiwhakahaere for up to two (2) additional terms of three (3) years.

10.8 A President or Kaiwhakahaere may hold office for up to two (2) terms of three (3) years only in addition to any terms served as a member of the Council prior to being elected to office as President or Kaiwhakahaere.

Rationale

Rule 10.7 reads Members of the Council may hold office for up to two (2) terms of three (3) years only except that nothing shall prevent such members from holding office either as President or Kaiwhakahaere for up to two (2) additional terms of three (3) years. And Rule 10.8 reads A President or Kaiwhakahaere may hold office for up to two (2) terms of three (3) years only in addition to any terms served as a member of the Council prior to being elected to office as President or Kaiwhakahaere.

Rule 10.8 duplicates information already contained in Rule 10.7 as Rule 10.7 already states that the President or Kaiwhakahaere may serve up to two additional terms to those previously held as a member of Council.

**Moved by Lesley Rameka [Member # MI 25757]
Seconded by Peter Jackson [Member # MI 24445]**

**For: 26
Against: 0
ABSTENTIONS: 0
CARRIED**

GENERAL BUSINESS

The question was asked if there had been any movement from the IELTS that students | tauira have to achieve?

The Chief Executive confirmed that recently there had been a strategy session with Teaching Council, who are still aware of the issue and are working towards a solution, although it has slowed down somewhat. We are working closely with the Pasifika community to try and influence a change, but it is a challenging process.

The question was asked around the success of the new membership uptake since the recent membership pricing reduction?

Nikki Parsons confirmed that the membership pricing was changed and we did see an uptake in new membership. We have 2200 members now made up of centres, individuals and students | tauira. The change in membership pricing has assisted affordability, but more importantly for ECNZ increased membership engagement. So yes, overall it has been successful.

The Chair acknowledged the Chief Executive, the senior management team, and all the staff at ECNZ for an outstanding performance in 2020 under a pandemic environment. There has been a lot of mahi to get ECNZ into this positive position – the future looks promising.

Thank you to all the members for their attendance. The date and venue for the 2022 AGM will be advised via Member Update in 2021.

MEETING CLOSED

The meeting closed at 6.28pm with a Karakia from Peter Jackson.





Research outputs

Ngā putanga rangahau

NB: Where there are collaborative outputs with people external to the organisation, the names in bold are Te Rito Maioha staff.

Publications

- Aspden, K., Broadley, M-L., **Cameron, M.**, Turton, L.A., McClew, J., Hopkins, R. (2021). The Tāmaki Makaurau Associate Teacher Network. A reflection on a decade+ of AT support. *Early Education*, 67 (Spring/Summer), 75-80.
- Di, H. (2021). *Understanding how kindergarten teachers in China conceptualise play-based learning: A learning story analysis* [Masters Dissertation, the University of Waikato]
- Jandric, P. ... **Redder, B.** (2021). Teaching in the age of covid-19-1 year later. *Postdigital Science and Education*. <https://doi.org/10.1007/s42438-021-00243-7>
- May, H., Card, A., Carrol-Lind, J. Eds (2021). *Ngā kohinga kōrero a te aumangea Kia mana te ara kōhungahunga ki Aotearoa. Life stories on the frontline Growing a childcare movement in Aotearoa*. Te Rito Maioha ECE New Zealand.
- Penman, R. (2021). Te Whāriki 25 years on. *Pedagogy+*, 11, 92-93.
- Redder, B. (2021). Infant teacher accountability. In M. A. Peters (Ed.), *Encyclopedia of Teacher Education* (1-6). Springer. https://doi.org/10.1007/978-981-13-1179-6_72-1
- Robinson, L., Tuhakaraina, S., Loveridge, J. (2021). Biculturalism in Action: Opening Teachers' Hearts and Minds. *Review of Disability Studies*.
- Warren, A., Robinson, L., Tuhakaraina, S., & Dayman, T. (2021). Negotiating understandings of teaching dispositions within an early childhood initial teacher education community of practice. *Waikato Journal of Education*, 26(2), 121–133. <https://doi.org/10.15663/wje.v26i2.781>
- Warren, A. (2021). Exploring the extraordinary within 'ordinary' caring in early childhood teaching. *The First Years: Ngā Tau Tuatahi. New Zealand Journal of Infant and Toddler Education*, 23(2), 5-10
- Watene, W. C. (2021). Matene rutatenga: A man of courage. In S. Katene (Ed.). *Let their light so shine: Mormon leaders in New Zealand* (pp. 5-16). Huia.
- Westbrook, F., **Redder, B.**, & White, J. (in press). A 'quint-essential(ised)' ece workforce: Covid-19 and the exploitation of labour. In K. Bussey, L. Henderson & H. Ebrah (Eds.) *Responding and speaking back to a global pandemic in early childhood education: Challenges and opportunities*.
- White, E.-J., Westbrook, F., Hawkes, K., Lord, W., & **Redder, B.** (2021). Invisible perceptions of objects ('things') during early transitions: Intertwining subjectivities in ECEC. *Contemporary Issues in Early Childhood*. Sage.
- White, E.-J., **Redder, B.**, Lord, W., Hawkes, K., & Westbrook, F. (2021). *Ngā whakawhitinga: Supporting early transitions: A resource for Kaiako in Aotearoa NZ*. <https://www.earlytransitions.com/>
- White, E.-J. with **Redder, B.**, Hawkes, K., Lord, W., Westbrook, W. (2021). Early Transitions to ECE Aotearoa, New Zealand: Final report to Cognition Trust 2021. [https://www.cognitiontrust.co.nz/site_files/18689/upload_files/FinalreportNov2021\(1\).pdf?dl=1](https://www.cognitiontrust.co.nz/site_files/18689/upload_files/FinalreportNov2021(1).pdf?dl=1)

External Presentations

- Archard, S. *Wheelchairs, buggies and cousins. Young children's thinking and communication strategies in sharing their Working theories of disability*. Early years Research centre he kohanga toitangata toitangata 2021 conference. 6 November, 2021.
- Cameron, M., Smith, P., Aspden, K., & McLaughlin. (2021). *A snapshot of curriculum implementation in New Zealand prior to the revision of Te Whāriki*. Presentation to NZARE virtual conference 'Learning in crisis'. 15-17 November, 2021
- Card, A. (2021, March). *Being relaxed, composed, serene and deliberate – Mauri tau*. Webinar Series Session 2: HCT Education Students' Research Conference. Better Together: Understanding and Supporting Students. <https://hct.ac.ae/en/events/hct-education-students-research-conference-2021/>
- Card, A. (2021) *Te tuakiri o te tangata – Beyond the skin of man*. Presentation at SNAICC Virtual Conference 6-9 December, 2021
- Davitt, G. (2021, March). *He Māpuna te Tamaiti: Supporting social and emotional learning in the early years* (16 March). Presentation at Hutt City Kindergartens Senior Teacher Conference. Lower Hutt.
- Davitt, G. (2021, April). *He Māpuna te Tamaiti: Supporting social and emotional learning in the early years* (28 April). Presentation at Hutt City Kindergartens Conference. Lower Hutt.
- Davitt, G. (2021, July). *He Māpuna te Tamaiti: Supporting social and emotional learning in the early years* (July). Te Rito Maioha/ MoE seminar: Inspirational Navigation of teaching and Learning for Change.
- Davitt, G., & Ryder, D. (2021). *'Leaders growing leaders'*. 3 webinars (8, 15, & 22 June). AKO Aotearoa/ECNZ.
- Dean, J., & Delaune, A. (2021, November 15-17). *Te waiora ki ngā tamariki ihumanea: Towards Te Tiriti-informed gifted education practice*. [Conference session]. NZARE Virtual online conference 'Learning in crisis'.
- Di, H. (Sep, 2021). *Understanding how kindergarten teachers in China conceptualise Play-Based Learning: A Learning Story Analysis*. Presented at New Zealand - China Early Childhood Education Symposium 2021. Home - Education New Zealand - International (mailchimp.com)
- Merry, R., Mukundam, J., & Rajendram, S. (2021, 17 November). Education beyond the New Normal: Balancing Technology and Humanity [Conference panel]. International Conference of Education (INCOED) 2021, Malaysia.
- Merry, R. (2021, 24 March). What would I see? What would I hear? What would I feel? [Webinar Series Session 3] HCT Education Students' Research Conference. Better Together: Understanding and Supporting Students, United Arab Emirates. <https://hct.ac.ae/en/events/hct-education-students-research-conference-2021/>
- Redder, B. (2021). *Moral Answerability*. XVII International Bakhtin Conference.
- Rox, M., & Bird, S. (2021). *Te Whatu Pōkeka*. Inspirational Navigation of Teaching & Learning for Change. 24 July. Lower Hutt, Wellington
- Ryder, D., & Davitt, G. (2021). *'Leaders growing leaders'*. 3 webinars (1, 8, & 15 September). AKO Aotearoa/ECNZ.
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Locations

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