



Annual Report 2018

Te Pūrongo ā-Tau 2018

For the year ended
31 December 2017



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 tenei 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 Perekhitini

Tēnā koutou, tēnā koutou, tēnā koutou

I believe that, in a few years' time, we will see 2017 as a pivotal point for Te Rito Maioha and early childhood education (ECE).

Over the past year, our organisation has begun to move in a new direction – a direction that will enable it to reach its full potential and be around for at least another 55 years.

We have been reorganising how we deliver initial teacher education (ITE) and professional development in response to the changing preferences of local and international students and members.

Last year also saw a change in our political environment. I feel the change in government will be good for young children/tamariki and their teachers/kaiako. I believe the new government will deliver on its promise to restore funding for early childhood education, while the 'first year free' fees policy will encourage more people to consider early childhood as a career or encourage people already working in the sector to study for a qualification.

I would like to congratulate Chief Executive Kathy Wolfe on how expertly she has led Te Rito Maioha in the past year. I would also like to congratulate the managers and staff of Te Rito Maioha on how they have responded constructively to change. Kathy's vision and drive together with our people's passion and professionalism make me feel confident and excited about the future.

I look forward to continuing to work with you all in 2018 and beyond to improve the education and care of our youngest New Zealanders.

Mauri ora, nā

Lesley Rameka
President



Chief Executive's statement

Te tauākī a te Rangatira

Tēnā koutou katoa

I am proud of how Te Rito Maioha has developed in the past year and what we have achieved.

We have focused on organising ourselves to deliver on our new strategic goals of educational excellence, ECE leadership, collaborative relationships and operational sustainability. At the same time, the New Zealand Qualifications Authority (NZQA) awarded us a perfect Category 1 rating in our 4-yearly external evaluation review for the second consecutive time.

Over the past year, we have improved Te Rito Maioha's capability and capacity to attract and train students, support practising ECE teacher development, and lobby the government for a better deal for ECE so we can improve outcomes for young children, our most precious taonga.

As we have made the changes, we have been conscious of the need to ensure we can respond to ongoing changes in the political, ECE and ITE environment. This consideration will ensure our organisation is here for another 55 years to advocate for ECE as well as educate students and teachers.

Last year ended with a debate in the media about whether or not some young children are being well served by their ECE centre. We chose to stay out of that debate believing it was not a timely opportunity to discuss objectively the importance of accessible and affordable ECE that provides young children with the best possible start to their lifelong learning journey.

New Zealand saw a change in government last year that few predicted. I am confident that the change will be good for ECE as well as the tertiary education sector as a whole.

In our discussions with the new government, we are putting the case for:

- reinstating funding for 100% and 80–100% qualified teachers

- recognition of ECE teachers as equals alongside primary and secondary teachers, with the provision for pay parity – after all, a teacher is a teacher is a teacher
- greater investment in professional learning and development for ECE leaders and teachers.

We strongly believe that ECE must be provided by qualified teachers. That's why, long term, the ECE sector needs a vision and workforce development strategy that integrates with other government education strategies to provide a true 0–18 lifelong learning journey.

Our vision of a future in which every child thrives and learns is key to what we do every day. It's our objective this year to provide more support to you – our members – to deliver ECE that gives young children the best possible beginning to lifelong learning.

I would like to acknowledge our Council, senior leadership team and the wider Te Rito Maioha team for their support and commitment to our direction and strategic goals.

Last year was a big year of change, and I have admired how everyone has participated in this journey. He wake eke noa.

In closing, I would like to thank you for your continued support and interest in our organisation and what we do. I am looking forward to continuing to work with you. We are a proud organisation in a sector with an important job to do – improve early childhood education for the benefit of tamariki, their whānau and New Zealand as a whole.

Kathy Wolfe
Chief Executive

Introducing Te Rito Maioha Early Childhood New Zealand

Our Council

Ko ta te Kaunihera



From left to right: Kathryn O'Connell-Sutherland, Lesley Rameka (President), Penny Smith (Staff Representative), Geoff Summers, Peter Jackson, Rhys Barlow, Julie Buis, Rosina Taniwha, Ene Tapusoa.

Te Rito Maioha is an incorporated society of members governed by a Council elected by members. The Council's role is that of a governance body, overseeing Te Rito Maioha's policies and strategic direction. 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 also 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.

Our Senior Management Group

Rōpū whakahaere matua



Back row (left to right): Deputy Chief Executive – John Diggins, General Manager Workforce and Business Development – Nikki Parsons.
 Middle row (left to right): Academic Leader Undergraduate Programmes – Graeme Severinsen, Senior Lecturer/Academic Leader – Sue Smorti, Student and Administration Services Manager – Ann Trappitt, Pouhere Kaupapa Māori – Arapera Card, Director Research and Postgraduate Programmes – Janis Carroll-Lind, Academic Leader Graduate Programmes and Quality – Tui Summers, Leader Education Delivery Manager – Geraldine Koopu. Front row (seated left to right): National Human Resources Manager – Carolyn Mitchell, Finance Manager – Jackie Mitchell, Chief Executive – Kathy Wolfe, Director Teaching and Learning – Rosina Merry, Marketing, Communications and Membership Manager – Andrew Bristol, Manager Learning Design and Delivery Support – Brent Thomas.
 Absent: Executive Assistant – Gaylene Hopkins.

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

Strategic Plan 2017–2020

Putanga rautaki

The Strategic Plan 2017–2020 outlines how we will achieve the following four goals over this period:

- We are the provider of choice for teaching, learning and research in ECE (education excellence).
- We are a valued leader and champion in supporting members to deliver quality experiences and outcomes for children and families (ECE leadership).
- We are recognised and valued by our partners for collaboration and innovation (collaborative relationships).
- We are a strong, bicultural and sustainable organisation (operational excellence).



Other strategies

Ngā rautaki atu



Digital strategy

Rautaki matihiko

Te Rito Maioha's digital strategy is a key component of the organisation's evolution and development.

The aim of the strategy is to:

- deliver a transformation that will significantly improve our student, member and staff engagement, including online experiences
- ensure that our systems are fully interoperable and support a cost-effective way to conduct our business.

The digital strategy was developed by Deputy Chief Executive John Diggins with expert advice and input from Maven Consulting, Enterprise Governance Consulting and Ricoh.

A series of workshops was held across the country to gather the views of students, members and staff. Our Council was kept up to date throughout the development of the strategy.

The strategy was approved by Council on 29 September 2017, and implementation began immediately. One of the first steps was to tender for a new IT support services provider. Ricoh was chosen because they offered a fully managed service, had a national and international network, and could provide virtual CIO (chief information officer) services to help us implement the strategy.



International strategy

Rautaki rāwāhi

Another key strategy developed during 2017 is our international strategy, which supports our vision to become New Zealand's leading provider of high-quality international ITE programmes.

Growing our international linkages and offering world-class programmes to the global ECE community will provide us with a sustainable income stream, which will enable us to remain viable and continue the great work we do in Aotearoa for another 55 years.

The international strategy will see us continue to nurture existing relationships in China and Australia as well as develop new ones. Our four-year goals include growing international students studying in New Zealand and delivering our programmes internationally.

Vision Te pae tata hou

Shaping the future of 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.

Mission Te pae tāwhiti hou

Te Rito Maioha is a bicultural organisation committed to advocacy, teaching, promotion and delivery of world-class early childhood education for children, whānau, teachers and ECE services.

We respond by being agile, connected and contributing 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 ngatahi.

Guiding beliefs Ngā whakapono ārahitanga

Every child has the right to high quality education and care that complements and supports their family's life.

Every child in New Zealand has the right to know and enjoy the dual cultural heritage of te Tiriti o Waitangi partners along with his/her own cultural heritage.

Teachers in early childhood education should be qualified and hold the same status as in the compulsory sector.

People working in early childhood education need access to high quality teacher education, advice, information, resources and a 'voice' in decision-making that affects young children and their families.

Values Nga uarā

Making a difference –
Te puawaitanga o te tangata

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

Including everyone –
Whakawhanaungatanga

Being accountable –
Kia taea te hāpai i ngā kaupapa
katoa ahakoe te aha

Caring and connecting – Manaakitanga

Innovating – Whakahihiko hinengaro



SECTION 1

Highlights Ngā mahi whakahirahira

Our organisation Tō mātou tōpūtanga

Changes to the organisational design of Te Rito Maioha were necessary to ensure the organisation has the capability and capacity to grow and respond to ongoing changes in its operating environment. The changes were managed in two stages.

Consultation on phase one – the structure for National Office – started in January 2017. The mostly positive feedback informed final decisions. These were announced in February 2017, with the new structure becoming operational on 1 May 2017.

These were the key decisions:

- The roles of Manager Education Delivery, Director Academic Programmes and Programmes Administrator were disestablished. The three affected people were redeployed into roles in the new structure: General Manager Workforce and Business Development, Academic Leader Graduate Programmes and Quality, and Student and Administration Services Coordinator.

- Six new roles were created:
 - Director Teaching and Learning
 - Learning Systems and Programmes Administrator
 - Human Resources Coordinator (0.5 FTE)
 - Membership Coordinator
 - Senior Policy Advisor.

Phase one also saw the creation of a Learning Design and Delivery Support team, with the mandate to produce world-class blended learning resources and experiences.

The team will play a key role in the implementation of the organisation's digital strategy. It will work closely with the other teams to ensure the student experience – from enrolment through learning and assessment to graduation – is effective and efficient.

Consultation on phase two – academic delivery organisational design – started in July 2017. The amount and quality of feedback that was received was encouraging. Once again, the feedback informed the final decisions. These were communicated in September 2017, with the new structure for academic delivery becoming operational on 1 January 2018.

The new teaching and learning model provides:

- a strengths-based pedagogical framework
- line of sight to the organisation's 2020 strategy and goals
- integration and cross-functional collaboration, delivery and support
- support for teaching staff to teach, write and innovate in their areas of pedagogical strength, expertise and knowledge
- quality and consistency of delivery nationally.

These were the key decisions:

- The roles of Leaders in Education Delivery, Curriculum Advisor Māori and Curriculum Advisor Pasifika were retained, with some changes to position descriptions.
- Three new roles were created:
 - Leader Education Delivery Manager
 - Paper Leader/Kaiārahi Marautanga
 - Programme Leader/Kaiārahi Hōtaka.
- The specialist roles of Paper Coordinators and Programme Coordinators were disestablished.



Our teaching programmes

Ō mātou hōtaka whakaako

External evaluation review

We were delighted to receive a perfect Category 1 rating from the New Zealand Qualifications Authority (NZQA) following its four-yearly external evaluation review.

This was the second consecutive time that we have achieved this overall rating. At the same time, NZQA raised its rating to highly confident in both educational performance and capability in self-assessment.

At the time, Chief Executive Kathy Wolfe said, "As a private training establishment, this recognition is a big

deal. It places us firmly among the very best providers of initial teacher education in ECE.

"The rating is recognition of our robust programmes and the dedication of our staff, who work tirelessly to ensure we are a top-notch tertiary education provider.

"Prospective and existing students can be assured of the quality and integrity of their study with Te Rito Maioha and the ongoing high regard for their qualification. Likewise, potential employers can be confident of the high calibre of our graduate teachers."

Educational Performance Indicators

Ngā tātai hiranga mātauranga

KPI	2016 Actual	2017 Target	2017 Provisional
Māori student enrolments at least 34%	34%	34%	34%
Pasifika student enrolments at least 12%	11%	12%	8%
Under 25 enrolments at least 40%	35%	40%	30%
Course completion rate for all students at least 90%	88%	90%	88%
Course completion rate for Māori students at least 90%	86%	90%	85%
Course completion rate for Pasifika students at least 85%	74%	85%	74%
Course completion rate for under-25s at least 90%	89%	90%	90%
Retention rate for all students at least 90%	88%	90%	95%
Retention rate for Māori students at least 90%	83%	90%	94%
Retention rate for Pasifika students at least 85%	84%	85%	86%
Qualification completion rate for all students at least 90%	110%	90%	101%
Qualification completion rate for Māori students at least 90%	115%	90%	96%
Qualification completion rate for Pasifika students at least 85%	94%	85%	91%
Qualification completion rate for under-25s at least 90%	112%	90%	96%

Overview of our programmes

Hōtaka whānui

Programme	Level	Credits	Duration	Number of 2017 graduates
Bachelor of Teaching (ECE)	7	360	3 years	176
ECE Diploma to Degree Upgrade Programme	7	60–90	1–2 years	17
Postgraduate Diploma in Leadership (ECE)	8	120	1–2 years	5 Dip; 6 Cert
Postgraduate Diploma in Leadership Trans-Tasman Initiative (ECE)	8	120	2 years	14
Graduate Diploma of Teaching (ECE)	7	150	1 year	15
Graduate Certificate Infant and Toddler Wellbeing and Learning	7	60	1 year	10
Teacher Education Refresh Programme	N/A	N/A	4 months	40

Bachelor of Teaching (ECE) – BTch(ECE) Tohu Paetahi Whakaakoranga (ECE)

The BTch(ECE) programme continues to perform well:

- Māori students made up 34% of enrolments over the last six years.
- Most of our Pasifika students are Samoan.
- 88% of students achieve a pass in the year of study (from 2011 to 2016).
- Fail rates have fallen from 10% prior to 2013 to 7% in 2016 (4% mid-term 2017).
- Withdrawal rates have fallen from 5% to 2% over the last three years.
- Average retention rate of 85% from Stage 1 to Stage 2.
- Average retention rate of 95% from Stage 2 to Stage 3.

The last of our face-to-face BTch(ECE) classes were taught in late November 2017.

We currently have 10 of our 12 papers online and will move all of the programme to blended delivery in 2018. By the end of the second semester of 2018, all of these papers will have been formally reviewed and developed for blended delivery.

Our first blended delivery intake will complete its BTch(ECE) degree mid-semester 2018, which is another exciting milestone.

In 2018, the number of teaching practice visits will reduce from four to two. This change was made based on students feeling that their teaching practice was being over-assessed and in response to the demand being put on staff and our practising students.

The Education Council has approved the reduction in visits, and we have notified NZQA of this change.

Annual programme reporting requirements will continue to be met with the appointment of a new external moderator.

ECE Diploma to Degree Upgrade Programme Te Whakamohoa Titohu

This programme supports kaiako who are qualified to diploma level to attain a BTch(ECE) qualification. It attracts experienced kaiako from diverse teaching and ECE leadership backgrounds.

Students work through three 12-week papers including akonga in leadership, teacher inquiry, and infants and toddlers. They also build a strong online learning community.



Postgraduate Diploma in Leadership (ECE) Te Titohu Paerua i te Ārahitanga (ECE)

This programme is for leaders and aspiring leaders working in an ECE centre or in an organisation that has an ECE-related focus.

Its aim is to increase the quality of ECE by strengthening leadership capabilities by expanding students' thinking and enabling them to improve their services' pedagogy, curriculum, team work and systems.

Students' understanding of the role of leaders takes into account their community context as well as the national policy context.

Judy Kaa Scholarship

Tiffany Wagstaff was the 2017 recipient of the Judy Kaa Memorial Scholarship, which covers the fees for the first two papers in our Postgraduate Diploma in Leadership (ECE).

Tiffany will use the scholarship to develop her skills as a mentor and advocate and to develop professional networks within the ECE community.

Judy was National President of Te Rito Maioha between 2008 and 2015 and was a student in our first Postgraduate Diploma in Leadership (ECE) cohort. The

scholarship in Judy's name was set up to honour her contribution to ECE as a teacher, leader and centre owner.

Postgraduate Diploma in Leadership (ECE) Trans-Tasman Initiative Te Titohu Paerua i te Ārahitanga

As a cohort within the wider Postgraduate Diploma in Leadership (ECE), our inaugural Trans-Tasman cohort completed its study at the end of 2017.

The Trans-Tasman Initiative was launched in 2015 in partnership with Early Childhood Management Services (ECMS), which is a provider of community-based early learning, kindergarten, childcare and family daycare services in Victoria, Australia.

The programme enables New Zealand and Australian ECE leaders and aspiring leaders to develop knowledge and skills by sharing their experiences in two similar but different leadership contexts.

Students engage together online and meet face to face at block courses – one in New Zealand and one in Australia each year. After each block course, they visit ECE centres in the host country, which is valuable professional learning and development.

Graduate Diploma of Teaching (ECE) **Te Poutama ki te Pakaritanga**

Following the first year of delivery in 2017, we have made changes to the Graduate Diploma of Teaching (ECE) to ensure we can more effectively recruit students and achieve successful completions.

The changes are as follows:

- A reduction in the number of assessments with no impact on standard or quality. Three online tasks per paper are being reduced to two tasks.
- The introduction of a part-time option, which reflects feedback that there is sufficient demand for this option.

Graduate Certificate Infant and Toddler Wellbeing and Learning **Te Puawaitanga ō te Rito**

We offered this programme for the third time in 2017.

It was monitored for the first time by an external monitor. No mandatory requirements were identified, but there were some useful recommendations, including an enhanced focus on inquiry and greater focus on applied practice. These are being implemented.

External moderation of the programme was also undertaken in 2017. The external moderator's report discussed the strengths of current assessment practices. Their assessment aligned with our own reflections.

Ten students completed the programme in 2017. Student satisfaction for the programme was extremely high, with 100% of students agreeing or strongly agreeing that the programme met their expectations.

Teacher Education Refresh (TER) Programme **Hōtaka Tāmata Mātauranga**

The Education Council ran a request for proposals process in 2017 asking providers to think outside the square regarding delivery of TER between 2018 and 2020.

Our response was to offer to provide a modified version of what we have successfully delivered for the past three years, without compromising the quality of our programme.

We were pleased to have our proposal accepted by the Education Council. We believe Te Rito Maioha's commitment to te reo Māori me ngā tikanga played an important role here.



Research

Ngā putanga rangahau

The Education Act 1989 defines a degree as “an award that recognises the completion of a course of advanced learning that is taught mainly by people engaged in research”.

We recognise the importance of research-based evidence in the development of high-quality teacher education. Our academic staff use research in their teaching and facilitation of professional learning and development. They are also building their own research capability.

Our research activity is monitored and evaluated through periodic reporting by the Director Research and Postgraduate Programmes to the Research and Ethics Committee, Academic Management Committee and our Council.

A full list of our 2017 research outputs is provided at the back of this report.

Flagship 4 research project

Two publications – part of our Flagship research series and goal to generate credible and useful ECE and teacher education knowledge in the New Zealand context – were launched in December 2017.

Poutoko Whakatipu Poutoko: Whakamanahia Ngā Poutoko Kōhungahunga Hei Hautūtanga Toitū: Leaders Growing Leaders: Effective Early Childhood Leaders for Sustainable Leadership and the accompanying book of seven case studies extends understanding as to why leadership is a key factor in lifting the quality of early childhood services.

The research also found that many people holding leadership positions have limited professional preparation, and in most cases, development is limited to on-the-job learning.

The research will inform the papers in our Postgraduate Diploma in Leadership (ECE). The research team was grateful for funding from Ako Aotearoa as well as Te Rito Maioha.

Bicultural journey

Te hikoitanga whakamua (Our journey forward)

Te Rito Maioha's students and graduates value the bicultural essence of our organisation. Te reo Māori me ngā tikanga is threaded through all our programmes. We are proud of how we already reflect the increased emphasis on tikanga in the updated Te Whāriki early childhood curriculum, which was released by the Ministry of Education in 2017.

Our new bicultural strategy, te kōkiri tikanga rua – *He rautaki kia tupu te āheitanga me te maia tangā* – A strategy to grow competence and confidence internally and externally – is pivotal to our ongoing success as a bicultural organisation.

At Te Rito Maioha, everyone is on a journey to embrace te reo Māori and participate in the process of tikanga practices throughout the motu. This is our absolute commitment to our kaupapa of being a bicultural organisation.

He pātaka reo

Our Learning Design and Delivery Support team started development of a world-class te reo Māori me ngā tikanga programme in late 2017. This programme supports ECE teachers in the natural and confident use of te reo Māori.

E kore e taea te aukati i a tātou! There is no stopping us!

Membership

Te taha ki ngā mema

Te Rito Maioha is proud of its members and what they achieve for young tamariki.

We have continued to communicate regularly with our members through our weekly Member Update newsletter, quarterly publication *Iti Rearea* and website.

Members have told us that they really value being able to pick up the phone and talk to a suitability qualified and experienced person for advice and guidance.

Members have also told us that they would like to see us offer more professional development. During 2018, we will increase the professional development we offer members as well as other professionals in the ECE sector.

The addition of a Senior Policy Advisor to the Workforce and Business Development team in mid-2017 has improved our ability to provide advice to members as well as lobby Members of Parliament and central government on behalf of members.

Our new customer relationship management system has not been without its issues. We will rectify the issues in 2018, in line with our digital strategy and review of other online tools.

NZEI Te Riu Roa negotiations

We worked with NZEI in September 2017 to examine ECE senior teacher and head teacher roles. The purpose was to determine how centres/services structure their leadership model.

The findings were released in a combined report to the employer parties of the Early Childhood Education Collective Agreement (ECECA) and NZEI members.

Negotiations for the new ECECA started in late October 2017. This timing proved to be problematic because the details of ECE funding under the new government were unknown.

The new ECECA will be for a short term and will be renegotiated once Budget 2018 has been announced and details around ECE funding made clear.



Advocacy Ngā mahi taunakitanga

Te Rito Maioha advocates for its members through representation on education sector advisory groups, submissions on policy proposals and proactive media releases. The nature and scope of the topics we provide feedback on are wide-ranging.

We have continued to foster strong working relationships with education agencies and ECE sector organisations. For example, we issued a joint media release with NZEI Te Riu Roa and New Zealand Kindergartens Inc. expressing our disappointment with the then government's 2017 Budget announcements, which offered no increase to funding for ECE services,

in particular, the per child hourly rate or funding for 100% qualified ECE teachers. Also, in the lead-up to the 2017 General Election, we published a manifesto outlining our priorities for the ECE sector.

To strengthen our advocacy function and expand our capacity to represent Te Rito Maioha, the position of Senior Policy Advisor was created in phase one of the organisational change that took place in 2017.

We will make our voice louder and clearer in 2018 by developing stronger messaging on a set of priority issues that align with our members' philosophical interests. The change of government heralds the prospect of significant positive change for the ECE sector, and we will ensure that Te Rito Maioha is at the forefront of this opportunity.

2017 submissions and consultation

Topic	Organisation
Hui to discuss universities' proposal to remove the Graduate Diplomas in Teaching for 2018 and to introduce in 2019 a PGDipTL as an entry point to teaching	New Zealand Council of Deans of Education
University Entrance requirements and associated matters	New Zealand Qualifications Authority
Proposal to replace the Code of Ethics and the Practising Teacher Criteria with the new Code and Standards for Teaching Profession	Education Council
Changes to fees for teachers' practising certificates and other matters	Education Council
Future-focused initial teacher education proposals	Education Council
Tapasā – Pasifika cultural competencies framework	Ministry of Education
Education (Pastoral Care of International Students) Code of Practice	Ministry of Education
Digital Technologies Hangarau Matihiko draft content for the New Zealand Curriculum	Ministry of Education
State sector productivity – how to improve measurement of state sector productivity in the health, education, justice and social development sectors	New Zealand Productivity Commission
Proposals for Fire and Emergency New Zealand regulations	Department of Internal Affairs
Education Council rules update	Education Council
Food Act 2014 – national programme guidance	Ministry for Primary Industries
Guidelines for the recognition and award of credit for learning	New Zealand Qualifications Authority

Sector advisory groups and forums (regular representation by our Chief Executive and senior leaders)

Group/forum	Purpose
Early Childhood Advisory Committee (ECAC)	To foster a relationship between government and the ECE sector to share information, provide feedback on policy proposals, identify strategic challenges and opportunities and achieve common goals
ECAC Communities of Learning subgroup	To provide sector and employer advice to the Ministry of Education to support and facilitate the integration of early learning services in Kāhui Ako Communities of Learning (CoLs)
Early Education Federation	An independent, levies-based affiliation of early childhood organisations to promote the interests of the ECE sector
Early Childhood Education Advisory Group	To provide the Education Council with advice in respect of any of the Council's roles or responsibilities relating to teachers, students and others in the field of ECE
Investing in Educational Success (IES)	To lift student achievement as well as offering new career opportunities for teachers and principals – this is mostly around the development, implementation and evaluation of CoLs
Integrated Education Data Sector Advisory Group	To provide advice and guidance to the Ministry of Education on its 5-year programme aimed at making education data more accessible for teachers to support children to get better outcomes
Building on Success for All Forum	To enable the Ministry of Education to engage with the education sector on learning support initiatives
Ministerial Cross-Sector Forum on Raising Achievement	To provide collaborative cross-sector leadership and advice to the Minister on raising achievement for 5 out of 5 learners
Vulnerable Children Act Sector Advisory Group	To help the Ministry of Education implement the Vulnerable Children Act for the education sector
Special Needs Reference Group	To stay up to date with cross-sector happenings in the Ministry of Education, especially as these relate to learning support (special education)
New Zealand Sign Language (NZSL) Sector Advisory Group	To bring together diverse views and experiences to provide advice and guidance to the Ministry of Education on the NZSL work programme
Registration and Certification Advisory Group	To provide advice to the Education Council on the review of registration, certification and limited authority to teach policy, legislative requirements and the interim policy

Working groups and one-off forums/workshops

Group/forum	Purpose
Education Council – Standards Working Group	To enable the Education Council to engage with the education sector about the current Education Council standards (including other standards that exist) and to consider whether they are appropriate for the future
Education Council – Code of Professional Responsibility Working Group	To enable the Education Council to consult with education sector stakeholders and to provide stakeholders with the opportunity to provide guidance on behalf of their professional or specialist sector group on the code of conduct
Promoting Policy and Service Development for Integrated ECE Services	Hui hosted by New Zealand Kindergartens/University of Waikato to resurrect 2016 ECE sector discussions and actionable opportunities relating to promoting policy and service development for integrated ECE services

54th annual conference

Te Hui Tōpū ā-Tau 54 me te Hui ā-Tau

Our annual conference is a significant event on the ECE calendar. It is great professional development opportunity for members as well as others working in ECE.

The theme of the 54th annual conference was *Nature-based ECE. Vibrant and vital! Te kōhungahunga pūtake taiao, he ngākau hihiko.*

The conference was held on 14 and 15 July 2017 at the Waipuna Hotel and Conference Centre in Auckland.

More than 200 people attended the conference, and once again, feedback was overwhelmingly positive.

The keynote speakers were:

- Louise Dorrat, Early Childhood Education and Training – Louise's presentation was titled "Building children's resilience in a risk-averse world"
- Dr Anne Meade, ECE Taonga – Anne's presentation was titled "Top that! Vibrant and vigorous tamariki in nature become what they could be"
- Rangimarie Naida Glavish ONZM, JP, Chief Advisor Tikanga Māori and General Manager Māori Health – Waitematā DHB and Auckland DHB – Rangimarie's presentation was titled "Mokopuna, our natural born teachers"
- David Spraggs, Senior Teacher for the Gisborne Kindergarten Association – David's 's presentation was titled "The forest kindergartens – come for a journey with me".

Conference attendees also had more than 40 different workshops to choose from.

International connections

Ngā hononga ā-ao

China

The Tertiary Education Commission, the government agency that subsidises the delivery of our ITE programmes to domestic students, sets priorities for organisations that deliver tertiary education programmes in New Zealand.

One of these priorities is for New Zealand entities to grow international linkages. With that in mind, our priority in 2017 was to solidify the relationships we have been developing in China over the past few years.

Cambridge Education Group visit (China)

In early February 2017, we hosted the owners of the Cambridge Education Group (CEG), Prof Zhao Xuming, Prof Duan Suju and Manager International Relations Ms Han Na. They were in New Zealand to finalise a memorandum of understanding (MOU).

CEG owns more than 30 ECE centres, two primary schools and seven training centres. It is based in Baoding, approximately two hours' drive southwest of Beijing.

The MOU covers student and teacher study tours, delivery of professional learning and development programmes, recruitment of New Zealand teachers to work in CEG ECE centres, and collaborative research opportunities.

As a first step, we recruited a qualified ECE teacher to teach at a CEG centre in Baoding. They started in December 2017 and are really enjoying the experience.

Two other teachers are scheduled to travel to Baoding in early 2018.

Teachers to China

The first Te Rito Maioha graduate started working for Webster Education Group (WEG) in Nanning, China, in July 2017.

A 2015 graduate from our Hastings base is teaching at V-Kids Forest Park Kindergarten and says it is an amazing experience.



Jimei University

We hosted the Vice President and the section Chief of International Relations of Jimei University in July 2017. They were here to sign a further MOU, which will enable us to develop six-month and one-year courses for Jimei students that will be counted as part of their 4-year Bachelor of Education (ECE) degree in China.

The first international student from Jimei University arrived to study at our Wellington base in February 2018.

Professor Shushu Xie, a lecturer in ECE at Jimei University, and her colleague Ms Li Wei will be joining us in July 2018 for a year as visiting scholars and will assist with development of these programmes.

Australia

Trans-Tasman Conference and Workshop Series

Our second Trans-Tasman Conference and Workshop Series – in collaboration with Australian research and consultancy organisation Semann and Slattery – took place in 2017.

The conference title was *Leading Practice for Infants and Toddlers*, while the workshops focused on leadership that leads to quality.

The Australian part of the series was successful. All of the Australian conferences were sold out, with 200 attendees at the Sydney, Melbourne and Brisbane venues.

The numbers for the New Zealand Conference and Workshop series were disappointing. This was put down to the fact that New Zealand does not have the professional development funding that Australia enjoys.

Our plan is to deliver a professional learning and development event in collaboration with Semann and Slattery every two years.



SECTION 2

Our finances Te pūtea



Independent auditor's report

TO THE MEMBERS OF TE RITO MAIOHA EARLY CHILDHOOD NEW ZEALAND

Opinion

We have audited the financial statements of Te Rito Maioha Early Childhood New Zealand ("the Society"), which comprise the statement of financial position as at 31 December 2017, and the statement of comprehensive revenue and expense, statement of changes in net assets/equity and cash flow statement 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 2017, 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 (Revised) Code of Ethics for Assurance Practitioners 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.

Our firm carries out other assignments for the Society in the area of taxation advice. The firm has no other relationship with, or interests in, the Society.

Other Information

The council are 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.

As part of an audit in accordance with ISAs (NZ), we exercise professional judgement and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Society's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of the use of the going concern basis of accounting by the Council and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Society's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Society to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with the Council regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

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
23 March 2018

Statement of comprehensive income

Te tauākī whakahaere pūtea

For the year ended 31 December 2017

	Note	2017 \$	2016 \$
Revenue			
Membership fees		112,376	125,181
Student fees		2,992,119	3,261,280
Ministry of Education EFTS funding		4,724,214	5,200,359
Ministry of Education contracts		196,880	245,898
Interest		293,192	372,200
Other revenue	5	215,571	187,174
Total revenue	4	8,534,352	9,392,092
Expenses			
Property, plant and equipment write-offs	6	–	8,562
Property, plant and equipment impairment	6	–	(53,575)
Personnel costs	7	7,087,012	6,283,247
Other expenses	8	3,445,016	3,535,061
Total expenses		10,532,028	9,773,295
(Deficit)/surplus		(1,997,676)	(381,203)
Total comprehensive revenue and expense		(1,997,676)	(381,203)

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

Statement of changes in equity

Te tauākī nekehanga tūtanga

For the year ended 31 December 2017

	Note	2017 \$	2016 \$
Opening equity as at 1 January		8,285,962	8,667,165
Net operating (deficit)/surplus		(1,997,676)	(381,203)
Closing equity as at 31 December		6,288,286	8,285,962

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

Statement of financial position

Te tauākī tūnga pūtea

As at 31 December 2017

	Note	2017 \$	2016 \$
Assets			
Current assets			
Cash and cash equivalents	10	887,550	766,233
Investments – term deposits		3,800,000	4,650,000
Investments – student fee protection trust fund		2,500,000	3,000,000
Trade and other receivables	11	1,836,414	2,617,872
Prepayments		83,353	83,928
Total current assets		9,107,317	11,118,033
Non-current assets			
Investments – fixed interest rate note		–	500,000
Property, plant and equipment	9a	723,740	747,423
Intangible assets	9b	182,478	219,786
Total non-current assets		906,218	1,467,209
Total assets		10,013,535	12,585,242
Liabilities			
Current liabilities			
Payables	12	625,551	816,189
GST (net)	12	238,099	306,941
Income in advance	13	2,031,110	2,516,063
Employment provisions	14	777,414	598,263
Total current liabilities		3,672,174	4,237,456
Non-current liabilities			
Employment provision	14	53,075	61,824
Total non-current liabilities		53,075	61,824
Total liabilities		3,725,249	4,299,280
Equity			
Members' funds		6,288,286	8,285,962
Total equity		6,288,286	8,285,962
Total equity and liabilities		10,013,535	12,585,242

For on and behalf of the Council



Lesley Rameka
President
Date 23 March 2018



Kathy Wolfe
Chief Executive
Date 23 March 2018

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

Statement of cash flows

Te tauākī tūnga pūtea

For the year ended 31 December 2017

	Note	2017 \$	2016 \$
Cash flow from operating activities			
Receipts from TEC		5,186,227	5,865,280
Net receipts from students, receipts from members and MOE		4,436,016	4,247,769
Refund to students		(441,087)	16,493
GST paid (net)		(685,151)	(967,730)
Payments to suppliers		(4,216,464)	(3,683,289)
Payments to employees		(6,106,713)	(6,264,029)
Net cash (outflow)/inflow from operating activities		(1,827,172)	(785,506)
Cash flow from investing activities			
Purchase of property, plant and equipment and intangibles (net of GST)		(351,303)	(332,615)
Net decrease in investments		1,850,010	1,104,837
Interest received		448,860	327,801
Proceeds from sale of fixed assets		922	5,734
Net cash inflow/(outflow) from investing activities		1,948,489	1,105,757
Net increase/(decrease) in cash and cash equivalents		121,317	320,251
Cash and cash equivalents at beginning of period	10	766,233	445,982
Cash and cash equivalents at end of period	10	887,550	766,233

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

Notes to the financial statements

For the year ended 31 December 2017

1. STATEMENT OF ACCOUNTING POLICIES

REPORTING ENTITY

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

ECNZ is a provider of early childhood teacher education and Ministry of Education professional development contracts. ECNZ is also a membership organisation for early childhood education services, institutions, individuals and students.

ECNZ is a public benefit entity for financial reporting purposes.

These financial statements of ECNZ are for the year ended 31 December 2017 and were authorised for issue by the Council on 23 March 2018.

BASIS OF PREPARATION

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

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.

Management has exercised the following judgements when recognising exchange and non-exchange contracts.

An exchange contract has the three following components, otherwise it is a non-exchange contract:

- There are two parties that have agreed to enter into the transaction.
- There is a direct exchange of economic benefits or service potential between the parties.

- The exchange is of approximately equal value.

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

Statement of compliance

The financial statements of ECNZ 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).

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. ECNZ qualifies as a tier 2 reporting entity as, for the last two most recent reporting periods, it has incurred between \$2 million and \$30 million of operating expenditure.

Measurement base

The general accounting policies recognised as appropriate for the measurement and reporting of results and the financial position, unless otherwise stated, is historical cost.

Functional and presentation currency

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

CHANGES IN ACCOUNTING POLICY

There has been no change in accounting policies. The accounting policies have been consistently applied throughout the periods in the financial statements.

SIGNIFICANT ACCOUNTING POLICIES

REVENUE

Revenue is measured at fair value of consideration received or receivable. ECNZ recognises revenue from individual categories of transaction as follows.

I. REVENUE FROM EXCHANGE TRANSACTIONS

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

Student fees

International student tuition fees are not subsidised by the government. Revenue is recognised when the student is no longer entitled to a refund for withdrawing from the course.

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 that period covering the membership occurs.

Teacher education refresh fees

Revenue from teacher education refresh fees is recognised over the duration of the course.

Professional development fees

Revenue from Ministry of Education contracts is 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, and if there are substantive contractual conditions, 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.

II. REVENUE FROM NON-EXCHANGE TRANSACTIONS

Non-exchange transactions are transactions where ECNZ 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.

Ministry of Education EFTS funding

TEC funding is ECNZ's main source of operational funding from the Tertiary Education Commission (TEC). The Institute considers the TEC funding to be a non-exchange transaction, and revenue is recognised on a straight-line basis, based on the number of eligible students enrolled in the course at that date and the value of the funding received for that course. Funds received over and above the eligibility criteria are recognised as a liability and refunded to TEC.

Student fees

Domestic student tuition fees are subsidised by the government and are considered non – exchange. Revenue is recognised when the course withdrawal date has passed, which is when a student is no longer entitled to a refund for withdrawing from the course.

FOREIGN CURRENCY TRANSACTIONS

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 surplus or deficit.

CASH AND CASH EQUIVALENTS

Cash and cash equivalents comprise call deposits with banks, cash at bank and cash balances, net of bank overdrafts.

Cash and cash equivalents also include term deposits with original maturities of 3 months or less at balance

date. Cash and cash equivalents are held for the purpose of meeting short-term cash commitments. Cash and cash equivalents are recognised at their cash settlement value.

INVESTMENTS

Investments are initially recognised at their fair value. After initial recognition, investments are carried at their amortised cost in accordance with the effective interest rate method.

PROPERTY, PLANT AND EQUIPMENT

Property plant and equipment consist of the following asset classes: leasehold improvements, computer hardware, furniture and equipment.

Items of property, plant and equipment are stated at cost, less accumulated depreciation and any impairment losses.

The cost of property, plant and equipment is generally the purchase cost, together with any incidental costs of acquisition.

Depreciation is calculated so as to write off the cost amounts of property, plant and equipment, less any assigned residual value, on a straight-line basis over the expected useful economic lives of the assets concerned. Leasehold improvements are depreciated over the period of the lease.

The estimated useful lives of assets are as follows:

- Furniture and office equipment – 5 years
- Leasehold improvements – 6 years
- IT equipment – 4 years

The costs of the day-to-day servicing of the property, plant and equipment are recognised in the surplus or deficit as they are incurred.

Gains and losses on disposals are determined by comparing the disposal proceeds with the carrying amount of the assets. Gains and losses on disposal are reported net in the surplus or deficit.

INTANGIBLE ASSETS

Intangible assets comprise computer software that is not integral to the operating systems of computer and server equipment. These are classified as finite-life intangible assets that are initially recognised at the cost necessary

to bring the software to the condition intended for functionality. Until the intangible assets are at this level of functionality, costs are accumulated as capital work in progress. Once the software is capable of functionality, the cost is amortised over the lesser of its estimated useful life of 4 years or licensed period using the straight-line method. Both the estimated useful life and the amortisation method are reviewed annually to ensure these remain appropriate.

NON-DERIVATIVE FINANCIAL INSTRUMENTS

Non-derivative financial instruments comprise trade and other receivables, cash and cash equivalents, investments – term deposits and trade and other payables.

Non-derivative financial instruments are recognised initially at fair value plus, for instruments not at fair value through profit or loss, any directly attributable transaction costs. Subsequent to initial recognition, non-derivative financial instruments are measured as described below.

A financial instrument is recognised if ECNZ becomes a party to the contractual provisions of the instrument. Financial assets are derecognised if ECNZ's contractual rights to the cash flows from the financial assets expire or if ECNZ transfers the financial asset to another party without retaining control or substantially all risks and rewards of the asset.

Regular-way purchases and sales of financial assets are accounted for at trade date, i.e. the date that ECNZ commits itself to purchase or sell the asset. Financial liabilities are derecognised if ECNZ's obligations specified in the contract expire or are discharged or cancelled.

ACCOUNTS RECEIVABLE

Accounts receivable are stated at amortised cost, using the effective interest rate method less impairment. A provision for impairment has been made to the extent that ECNZ will not be able to collect all amounts due according to the original terms of the debt.

Impairment provisions are recognised when there is objective evidence (such as significant financial difficulties on the part of the counterparty or default or significant delay in payment) that ECNZ will be unable to collect all of the amounts due under the terms receivable, the amount of such a provision being the

difference between the net carrying amount and the present value of the future expected cash flows associated with the impaired receivable. For trade receivables, which are reported net, 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 gross carrying value of the asset is written off against the associated provision.

GOODS AND SERVICES TAX (GST)

The financial statements have been prepared on a GST-exclusive basis, except for receivables and payables, which are stated inclusive of GST. The statement of cash flows is prepared on a GST-inclusive basis, unless otherwise stated.

TRADE AND OTHER PAYABLES

Trade and other payables represent liabilities for goods and services provided to ECNZ and that have not been paid at the end of the financial year. These amounts are usually settled in 30 days.

IMPAIRMENT OF ASSETS

Property, plant and equipment

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.

Impairment losses are recognised in the statement of comprehensive income, unless an asset has previously been revalued, in which case, the impairment loss is recognised as a reversal to the extent of any revaluation reserves, with any excess recognised in the statement of comprehensive income.

Receivables

Receivables are assessed for impairment at each balance date. If there is objective evidence of impairment, an impairment loss is recognised in the statement of comprehensive income.

Intangible assets

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 profit or loss. Intangible assets, other than those under development, are subject to annual review for impairment.

Any impairment losses are expensed in the statement of comprehensive income.

EMPLOYEE BENEFIT LIABILITIES

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

Employee benefits expected to be settled within 1 year, together with benefits arising from wages and salaries, sick leave and annual leave that will be settled after 1 year, have been measured at their nominal amount. Other employee benefits payable after more than 1 year have been measured at the present value of the estimated future cash outflows to be made for those benefits.

Certain employees are entitled to 1 week's paid leave after 7 years and again after 10 years of continued service to ECNZ, 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 to the expected remaining period to settlement. The obligation is also indexed using the historical 5-year average consumer price index as published by the Reserve Bank of New Zealand. The probability of the employees' service is based on historical period of service.

Termination benefits are recognised as an expense when ECNZ 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.

LEASE PAYMENTS

Where ECNZ 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. 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.

INCOME TAX

ECNZ is exempt from New Zealand income tax. Accordingly, no provision has been made for income tax.

2. FINANCIAL INSTRUMENTS – RISK MANAGEMENT

FINANCIAL INSTRUMENTS

ECNZ is exposed through its operations to the following financial risks:

- Credit risk
- Currency risk
- Interest rate risk
- Liquidity risk.

In common with similar entities, ECNZ is exposed to risks that arise from its use of financial instruments. This note describes ECNZ's objectives, policies and processes for managing those risks and the methods used to measure them. Further quantitative information in respect of these risks is presented throughout these financial statements.

There have been no substantive changes in ECNZ's exposure to financial instrument risks, its objectives, policies and processes for managing those risks or the methods used to measure them from previous periods unless otherwise stated in this note.

ECNZ initially recognises financial instruments when it becomes a party to the contractual provisions of the instruments.

ECNZ derecognises a financial assets when the contractual rights to the cash flows from the assets expire or it transfers the rights to receive the contractual

cash flows in the transaction in which substantially all the risks and rewards of ownership of the financial assets are transferred. Any interest in transferred financial assets that is created or retained by ECNZ is recognised as a separate asset.

ECNZ derecognises a financial liability when its contractual obligations are discharged, cancelled or expire. ECNZ also derecognises financial assets and financial liabilities when there has been a significant change to the terms or the amount of the contractual payments to be received or paid.

Financial assets and liabilities are offset and the net amount presented in the statement of financial position when, and only when, ECNZ 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.

ECNZ classifies financial assets into the following categories: loans and receivables.

ECNZ classifies financial liabilities into the following category: amortised cost.

Financial instruments are initially measured at fair value including directly attributable transaction costs. Subsequent measurement is dependent on the classification of the financial instruments and is specifically detailed in the accounting policies below.

The fair value of the financial instruments that are traded in the active market at each reporting date is determined by reference to quoted market prices, without any deduction for the transaction cost. In the absence of an active market, the fair value of the financial instruments is measured using valuation techniques with the objective of estimating what the transaction price would have been on the measurement date in an arm's length exchange motivated by the normal operating considerations.

Loans and receivables

Loans and receivables are financial assets with fixed or determinable payments that are not quoted in the active market.

Loans and receivables comprise:

- cash and cash equivalents
- investments
- trade and other receivables.

Cash and cash equivalents represent highly liquid investments that are readily convertible into a known amount of cash with insignificant risk of changes in value with maturities of 3 months or less.

Amortised cost financial liabilities

Financial liabilities classified as amortised cost are non-derivative financial liabilities that are not classified as fair value through surplus or deficit financial liabilities.

Financial liabilities classified as amortised cost comprise trade and other payables.

ECNZ has classified financial instruments as follows:

	2017 \$	2016 \$
Loans and receivables		
Cash and cash equivalents	637,550	766,233
Term deposits with maturities less than 3 months of acquisition	250,000	–
Investments – term deposits	3,300,000	4,650,000
Investments – student fee protection fund	2,500,000	3,000,000
Investments – Westpac fixed-rate notes	500,000	500,000
Trade and other receivables	1,836,414	2,617,872
Total financial assets	9,023,964	11,534,105
Financial liabilities measured at amortised cost		
Trade and other payables	625,551	816,189
Total financial liabilities	625,551	816,189

Credit risk

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

In the normal course of business, ECNZ 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 trading banks with a minimum Standard & Poor's credit rating of A+. The carrying amount of financial assets above represents the maximum credit exposure.

ECNZ's exposure to credit risk from credit sales is low as the majority of revenue is derived from student fees (which are substantially paid in advance) and from the Tertiary Education Commission and the Ministry of Education.

Currency risk

ECNZ's exposure to currency risk is low as ECNZ has minimal funds deposited in foreign banks and any commitments to overseas suppliers are settled within 12 months.

Interest rate risk

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

ECNZ is exposed to interest rate risk through its term deposits. This risk is assessed as low as only a small proportion of annual income is derived from such investments being 3% (2016: 4%).

ECNZ's interest rate risk is limited as the interest rate on investments is fixed and most of the investment terms are less than 1 year.

Liquidity risk

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

ECNZ has sufficient cash balances to ensure obligations are met as they fall due. ECNZ ensures its investments mature on a regular basis to meet its obligations.

The contractual cash flows of financial liabilities are the same as the carrying amounts disclosed above. These are all payable within 6 months of balance date.

Fair values

All of ECNZ's financial instruments are at call or able to be settled in the short term. Accordingly, they are carried at their cash settlement value. Due to the short-term nature of the financial instruments, the fair value is assumed to equate to the carrying value.

3. CAPITAL MANAGEMENT

ECNZ's objective when maintaining capital (members' funds) 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.

4. TOTAL REVENUE

	Note	2017 \$	2016 \$
Revenue from exchange transactions			
Membership fees		112,376	125,181
Student fees – international		53,163	53,495
Ministry of Education contracts		88,748	97,498
Interest		293,192	372,200
Other revenue		215,571	187,174
Revenue from non-exchange transactions			
Ministry of Education EFTS funding		4,724,214	5,200,359
Student fees – domestic	10	2,938,956	3,207,785
Ministry of Education contract (IYT)		108,132	148,400
Total revenue		8,534,352	9,392,092

5. OTHER REVENUE

	2017 \$	2016 \$
Sale of goods and conference income	149,256	148,623
Consultancy income	40,431	31,807
Sundry income	24,876	1,206
Gain on sale of fixed assets	1,008	5,538
Total other revenue	215,571	187,174

6. PROPERTY, PLANT AND EQUIPMENT WRITE-OFF

Asset write-offs	2017 \$	2016 \$
Leasehold improvements	–	4,823
Equipment	–	2,828
Intangibles	–	911
Total property, plant and equipment write-off	–	8,562
Leasehold improvements – impairment	–	(53,575)

No provisions were made for impairment.

7. PERSONNEL COSTS

	2017 \$	2016 \$
General salaries and wages	6,249,432	5,580,739
Employer contributions to defined contribution scheme	160,087	145,695
Other employment-related costs	677,493	556,813
Total personnel costs	7,087,012	6,283,247

General salaries and wages includes redundancies of nil (2016: \$23,216).

8. OTHER EXPENSES

Other expenses is made up of the following:

	Note	2017 \$	2016 \$
Audit fees		33,115	26,755
Council members' fees		28,425	40,066
Depreciation and amortisation	9	412,293	496,219
Legal fees		82,420	38,550
Rent		873,191	903,676
Travel		355,395	340,016
Communications and IT		368,632	344,282
Administration		226,235	208,591
Infrastructure		288,057	304,635
Strategic and governance		162,847	184,701
Academic infrastructure		97,644	104,732
Direct student cost		516,762	541,351
Unrealised loss on foreign currency		–	1,487
Total other expenses		3,445,016	3,535,061

9. FIXED ASSETS

2017

a) Property, plant and equipment

	Opening balance	Disposal	Additions	Recoveries/ (impairment)	Depreciation	Closing balance
Leasehold						
Cost	1,573,577	–		–	–	1,573,577
Accumulated depreciation	(1,192,964)	–	–	–	(150,402)	(1,343,366)
Work in progress	–	–	57,203	–	–	57,203
Net book value	380,613	–	57,203	–	(150,402)	287,414
Equipment						
Cost	2,180,778	–	162,935	–	–	2,343,713
Accumulated depreciation	(1,813,968)	–	–	–	(189,517)	(2,003,485)
Work in progress	–	–	96,098	–	–	96,098
Net book value	366,810	–	259,033	–	(189,517)	436,326
Net book value leasehold and property, plant and equipment	747,423	–	316,236	–	(339,919)	723,740

b) Intangibles

	Opening balance	Disposal	Additions	Recoveries/ impairment	Amortisation	Closing balance
Cost	468,905	–	27,952	–	–	496,857
Accumulated amortisation	(249,119)	–		–	(72,374)	(321,493)
Work in progress	–	–	7,114	–	–	7,114
Net book value intangibles	219,786	–	35,066	–	(72,374)	182,478

2016

a) Property, plant and equipment

	Opening balance	Disposal	Additions	Recoveries/ (impairment)	Depreciation	Closing balance
Leasehold						
Cost	1,408,954	(12,149)	123,197	53,575	–	1,573,577
Accumulated depreciation	(992,941)	7,326	–	–	(207,349)	(1,192,964)
Net book value	416,013	(4,823)	123,197	53,575	(207,349)	380,613
Equipment						
Cost	2,145,596	(11,448)	46,630	–	–	2,180,778
Accumulated depreciation	(1,605,781)	8,620	–	–	(216,807)	(1,813,968)
Net book value	539,815	(2,828)	46,630	–	(216,807)	366,810
Net book value property, plant and equipment	955,828	(7,651)	169,827	53,575	(424,156)	747,423

b) Intangibles

	Opening balance	Disposal	Additions	Recoveries/ (impairment)	Amortisation	Closing balance
Cost	316,737	(10,620)	162,788	–	–	468,905
Accumulated amortisation	(186,765)	9,709	–	–	(72,063)	(249,119)
Net book value intangibles	129,972	(911)	162,788	–	(72,063)	219,786

10. CASH AND CASH EQUIVALENTS

	2017 \$	2016 \$
Cash at bank and on hand	192,574	202,337
Bank – AUD	132,589	53,525
Call deposit	312,387	510,371
Term deposits with maturities less than 3 months at acquisition	250,000	–
Total cash and cash equivalents	887,550	766,233

Assets recognised in a non-exchange transaction that are subject to restrictions

ECNZ has a total of \$2,500,000 set aside for student protection in a static trust. The balance of \$2,500,000 is reported under investments – student fee protection fund.

The student fee protection fund is administered by the trustee Curtis McClean.

11. TRADE AND OTHER RECEIVABLES

	2017 \$	2016 \$
Receivables from exchange transactions		
Professional development fees – international	–	22,596
Membership fees	43,791	45,241
Accrued interest	65,440	219,934
MOE contracts	7,360	10,670
Receivables from non-exchange transactions		
Student fees – domestic	1,715,757	2,302,518
MOE contracts	–	18,400
Valuation AUD bank account	4,066	(1,487)
Total trade and other receivables	1,836,414	2,617,872

Student fees are due before the course begins or are due upon enrolment if the course has already begun. For courses that span more than one semester, domestic students can arrange for their fees to be paid in instalments.

Student fee receivables are non-interest bearing and are generally paid in full by the course start date. Therefore, the carrying value approximates to their fair value.

No provisions were provided for bad debts as receivables are comprised mainly of student fees relating to the next year.

All other receivables are expected to be settled in the year they were incurred.

The ageing profile of trade receivables at year end is detailed below:

	2017 \$	2016 \$
Neither past due or impaired	769,868	1,192,553
Past due but not impaired	1,066,546	1,425,319
Impaired	–	–
Gross	1,836,414	2,617,872
Less: Allowance for impairment	–	–
Net	1,836,414	2,617,872

The following table provides an analysis of trade receivables that are past due but not impaired. The analysis forms part of the management risk review conducted on a regular basis and presented to the Council.

	2017 \$	2016 \$
Past due 1–30 days	769,783	1,277,969
Past due 31–60 days	1,055,252	1,328,299
Past due more than 60 days	11,379	11,604
	1,836,414	2,617,872

12. TRADE PAYABLES AND OTHER PAYABLES

	2017 \$	2016 \$
Payables from exchange transactions		
Trade payables	111,971	141,047
GST payable (net)	238,099	306,941
Other payables	207,733	151,214
Payables from non-exchange transactions		
Payable to TEC	305,847	523,928
Total trade and other payables	863,650	1,123,130

13. INCOME IN ADVANCE

	2017 \$	2016 \$
Membership fees and subscriptions	112,160	127,830
Prepaid student fees	1,918,950	2,388,233
Total income in advance	2,031,110	2,516,063

14. EMPLOYMENT-RELATED PROVISIONS

Exchange transactions

	2017 \$	2016 \$
Current		
Accrued salary	121,135	115,952
Defined contribution plans	3,084	2,697
Employment deductions	89,732	69,902
ACC levy	14,759	23,516
Annual leave provision	548,704	386,196
Total current employment-related provisions	777,414	598,263
Non-current		
Sick leave provisions	23,133	27,796
Long-service leave	29,942	34,028
Total non-current employment-related provisions	53,075	61,824
Total employment-related provisions	830,489	660,087

15. RELATED-PARTY TRANSACTIONS

Related-party transactions are remuneration paid to key management personnel.

Key management personnel are classed into two groups.

The Senior Leadership Team (SLT) comprises the Chief Executive, Deputy Chief Executive and Senior Leadership Team and are employed as employees on normal employment terms.

Council members, who are the members of the governing body of ECNZ, are paid the following rates in honoraria for each meeting attended during the period:

- Full day – \$500
- Half day – \$250
- Hourly rate – \$50
- The Council President receives an annual fee of \$18,000 per annum.

	2017		2016	
	Remuneration \$	Number of individuals	Remuneration \$	Number of individuals
Council members	29,225	6	43,274	9
Senior Leadership Team	909,024	7	1,107,065	11

In 2017, an organisational change was implemented that reduced the Senior Leadership Team to six direct reports to the Chief Executive. This was a reduction of the former Senior Management Group that was comprised of 10 direct reports and the Chief Executive in 2016.

16. COMMITMENTS

	2017 \$	2016 \$
Operating leases		
Not later than 1 year	853,707	729,429
Later than 1 year and not later than 5 years	851,805	718,488
Later than 5 years	–	–
	1,705,512	1,447,917

The majority of the leases are for premises. Lease commitments above include lease payments and confirmed operating expenses. The leases normally run for a period of up to 6 years with an option to renew the lease after that period. Payments are subject to rent review on a biennial basis. On 13 August 2015, ECNZ assigned the lease on its premises for Part Level 4, 191 Thorndon Quay, Wellington. The expiry of the current lease term was on 12 September 2017. ECNZ is no longer liable to the landlord for any default by the assignee as the lease term has expired. The maximum liability as at 31 December 2017 was nil (2016: \$126,218).

17. CAPITAL COMMITMENTS

ECNZ is committed to capital expenditure of \$111,521 relating to IT equipment purchases and leasehold improvements (2016: \$25,480).

18. CONTINGENT ASSETS

There were no contingent assets as at 31 December 2017 (2016: nil).

19. COMPARATIVE INFORMATION

Comparative information for 2016 was changed to reflect current year's presentation. These reclassifications have had no impact on the total revenue and operating expense, net operating deficit and total comprehensive income for the 2016 financial year.

Comparative changes	2016 restated \$	2016 \$	Movement \$
Revenue			
Student fees	3,261,280	3,225,020	36,260
Other revenue	187,234	223,494	(36,260)



Appendix

Tāpiritanga

Minutes of the 54th Annual General Meeting

Ngā meneti o te Hui Tōpū ā-Tau

Held on Saturday 15 July 2017 at 7.30am

AT WAIPUNA HOTEL AND CONFERENCE CENTRE, AUCKLAND

PRESENT

Amber Davies, Anne Meade, Annie Cousins, Arapera Card, Aunofo Niko, Barbara Hale, Berys Scouse, Elisapeta Tigafua, Ene Tapusoa, Geoff Summers, Helen Orr, Janice Taouma, John Diggins, Jude Simpson, Julie Buis, Karla Tardieu, Kathryn O'Connell-Sutherland, Kathy Wolfe, Keri Cook, Kim Leapai, Lesley Rameka, Maria-Jose Gutierrez, Natalie Cochrane, Penny Smith, Peter Jackson, Robin McFadden, Pat Hubbard, Rosemary Searle, Tina Tasi, Ting Fan, Tufosa Hanipale, Tutira Williams, Wendy O'Brien and Gaylene Hopkins (minutes).

WELCOME

Lesley Rameka, President and Chair, opened the 54th Annual General Meeting of the Association. The Chair acknowledged the presence of life members Barbara Hale, Berys Scouse, Helen Orr, Jan Taouma, Jude Simpson and Pat Hubbard.

A special welcome was extended to Karla Tardieu and Rosemary Searle who were previous Council members.

- Kathy Wolfe, Chief Executive, presented Te Rito Maioha Strategic Plan 2017–2020 with a strong focus on memberships.
- John Diggins, Deputy Chief Executive, presented Te Rito Maioha and our International business in China and showed the Te Rito Maioha China promotional video.

APOLOGIES

Alison Leonard, Life Member
Cathy Lythe, Life Member
Joan Kennett, Life Member
Noreen Moorhouse, Life Member

Moved: Helen Orr

Seconded: Rosemary Searle

AGREED

APPOINTMENT OF SCRUTINEERS

The Chair invited the Acting Chief Executive to explain the voting procedures for this meeting as:

- by voice
- if unclear, by show of hands.
- if required, by voting sticks

and called for two volunteers to act as scrutineers should a vote using voting sticks be required.

MOTION that Rosemary Searle and Wendy O'Brien act as scrutineers should a vote using voting sticks be required.

Moved: Karla Tardieu

Seconded: Arapera Card

AGREED

MINUTES OF THE 53rd ANNUAL GENERAL MEETING

MOTION that the minutes of the 53rd Annual General Meeting held on Friday 15 July 2016 at the Claudelands Event Centre, Hamilton, be received.

Moved: Robin McFadden

Seconded: Jude Simpson

AGREED

There were no amendments to the minutes.

MOTION that the minutes of the 53rd Annual General Meeting held on Friday 15 July 2016 at the Claudelands Event Centre, Hamilton, are confirmed to be a true and correct record.

Moved: Jude Simpson

Seconded: Jan Taouma

AGREED

MATTERS ARISING

There were no matters arising.

ANNUAL REPORT (PRECIRCULATED)

MOTION that the Annual Report 2017 (for the year ended 31 December 2016) be received.

Jan Taouma congratulated on how well the annual report was written.

Moved: Jan Taouma

Seconded: Helen Orr

AGREED

MOTION that the Annual Report 2017 (for the year ended 31 December 2016) be accepted.

Moved: Karla Tardieu

Seconded: Jan Taouma

AGREED

FINANCIAL STATEMENTS (PRECIRCULATED): 1 JANUARY 2016 TO 31 DECEMBER 2016

MOTION that the financial statements for the year ending 31 December 2016 be received.

Moved: Geoff Summers

Seconded: Rosemary Searle

AGREED

MOTION that the financial statements for the year ending 31 December 2016 be accepted.

Moved: Karla Tardieu

Seconded: Helen Orr

AGREED

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

MOTION that BDO Wellington be confirmed as Te Rito Maioha Early Childhood New Zealand Association's Auditor for 2017/2018.

Moved: Geoff Summers

Seconded: Dr Anne Meade

AGREED

ELECTION – Council President

The President passed the chair to the Acting Chief Executive who advised that one nomination was received for the position of Council President and declared Lesley Rameka elected Council President.

The President resumed the chair.

PROPOSED ALTERATIONS TO THE RULES OF THE ASSOCIATION

It was confirmed that there were 31 votes in the room. The Chair advised that a two-thirds majority (21 votes) was required to make changes to the Association's Rules.

1. Change to mission statement

Proposal that the mission statement in the rules of Te Rito Maioha Early Childhood New Zealand Incorporated be updated to align with the new organisational strategy.

Change the mission statement from:

Te Rito Maioha Early Childhood New Zealand Incorporated is a bicultural organisation committed to the promotion of high-quality early childhood education.

To read:

Te Rito Maioha is a bicultural organisation committed to advocacy, teaching, promotion and delivery of world-class early childhood education for children, whānau, teachers and ECE services. We respond by being agile, connected and contributing to ensure successful learning happens together.

Julie Buis spoke on the rationale.

Natalie Cochrane asked with whom we are agile, connected and contributing. Kathy Wolfe responded that this is our customers – staff, community, early childhood providers and members.

Moved: Julie Buis

Second: Lesley Rameka

CARRIED

2. Change to rules – organisational reference under section 1

That the “short name” as defined in rule 1.1 and used throughout the rules to refer to Te Rito Maioha Early Childhood New Zealand Incorporated be changed from “the Association” to “Te Rito Maioha”.

That the rule 1.1 be altered from:

The name of the Association is Te Rito Maioha Early Childhood New Zealand Incorporated, hereafter referred to as “the Association”.

To read:

The name of the Incorporated Society is Te Rito Maioha Early Childhood New Zealand Incorporated, hereafter referred to as “Te Rito Maioha”.

Julie Buis spoke on the rationale.

Moved: Julie Buis

Second: Kathryn O’Connell-Sutherland

CARRIED

3. Change to rules section 5 – membership

That two new rules creating a new class of membership and addressing the voting rights of this new class of membership be inserted as new rules 5.4 and 5.6.3 respectively. Subsequent rules will be renumbered as appropriate.

To read:

5.4 Individual persons graduating from the Association's programmes, excluding those who are employees of the Association, may hold a complimentary individual membership for a period no longer than 12 months.

5.6.3 Individual complimentary members shall not be entitled to voting rights

Peter Jackson spoke on the rationale.

There was debate amongst members as to this class of membership having voting rights. There was concern that, if these members did not have voting rights, they would fail to engage and be retained as members.

Lesley Rameka used the right of reply to speak further on the rationale.

The resolution was put to the vote, with 19 votes in favour and 11 against (Anne Meade had left the meeting to present her keynote speech), and the resolution was not carried. Jan Taouma asked if that then meant that the resolution was therefore changed to mean the new class of membership did have voting rights. As there was not a two-thirds majority either for or against, membership were advised that the resolution could not be passed. As a result, membership requested that the resolution be put to the vote again, as there was unanimous agreement for the new membership class but disagreement about voting rights only. A new vote was called for and the resolution was then unanimously passed, with members requesting that, in 2 years' time, management report back to membership on the conversion rates from complimentary to full membership.

Moved: Peter Jackson

Second: Lesley Rameka

CARRIED

Resolution 4 – life membership

8.4.3 The right to attend general meetings of the Association or of any of its branches and to have speaking rights but not voting rights (except that a Life Member who is employed in an early childhood education and care service shall retain normal voting rights); and

Change to:

The right to attend general meetings of the Association or any of its branches and to have both speaking and voting rights.

Rationale provided by Helen Orr.

Moved: Jan Taouma

Second: Helen Orr

CARRIED

ACKNOWLEDGEMENT OF DEPARTING COUNCIL MEMBERS

The Chair acknowledged the former President and Kaiwhakahaere Rosina Taniwha who has stood down from Council. Rosina joined Council as Member Māori in 2014 and took over the role of Acting President from the late Judy Kaa in February 2015 and was confirmed as President at the AGM in 2015. Rosina then stood down from the role of President following the 2016 AGM, filling the role of Kaiwhakahaere through to the AGM this year. The Chair also acknowledged Fono Finau who was elected Member General at the AGM in 2014 and relocated to Australia at the start of this year. The Chair thanked Rosina and Fono for their contribution to Te Rito Maioha.

GENERAL BUSINESS

Council would like membership to consider a change to the rules that would enable Council to vote on the President from Council members elected by the membership. Currently, the rules have the President being voted directly by membership. Rather than rolling ahead and submitting this rule change to this AGM, Council wanted to socialise the idea with membership to see if there would be support for this approach, the rationale being Council could elect the President from within the group of Council members elected by the membership, based on the skills and knowledge required to lead the organisation. Members were asked to please provide their feedback either verbally or written through the members' section of the website.

Kaiwhakahaere role

When Te Tari Puna Ora Councillors signed the bicultural commitment at Otiria Marae in 1990, the Council was comprised of an equal number of Māori and Pākehā seats, with one seat for Pasifika. As a result of the bicultural commitment, the Kaumātua and Kaiwhakahaere roles were established. It was felt the Kaiwhakahaere role was needed so there would be two presidents – Māori (Kaiwhakahaere) and the President. With Lesley in the role as Te Rito Maioha President and Peter Jackson the National Kaumātua and Member Māori, there is strong advocacy for upholding the bicultural commitment signed in 1990. Prior to the current election, Lesley held the role of Kaiwhakahaere, which has become vacant with her being elected President. Council does have the option to co-opt someone into the role of Kaiwhakahaere, but given the current composition of Council with its strong

Māori representation, it has been decided to leave the role vacant until the AGM next year.

Membership wanted to ensure that this role was not lost. John Diggins confirmed the role is enshrined in the constitution and that the role would be open for election at the next AGM. Council simply wanted to advise members that the role was currently vacant for the reasons explained above.

Conference

The proposal came from membership that Council and management should consider conference not being held during school holidays for future events.

MEETING CLOSED

The meeting closed at 9.20am.

2017 Research Outputs

Ngā putanga rangahau

Note: Staff names are bolded when they have a collaborative output with a person who is external to Te Rito Maioha Early Childhood New Zealand.

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- Koopu, G. (2017). *Voices of Māori secondary students: Realities, challenges and aspirations within the secondary school environment*. Unpublished Master's thesis, Te Whare Wānanga o Awanuiāraangi, Whakatane, New Zealand.
- Mara, D. (2017). Voyaging the oceanic terrains: Sustainability from within Pasifika ECE. *Waikato Journal of Education*, 22(1), 37-43. doi:10.15663/wje.v22i1.554
- Merry, R. (2017). *Teacher education ICT appropriation model. TEAM: A model for ICT appropriation in early childhood initial teacher education*. Unpublished PhD thesis, University of Waikato, Hamilton, New Zealand.
- Mihaka, R. (2017). *Performance of emotions in waiata mōteatea*. Unpublished Master's thesis, Te Whare Wānanga o Awanuiāraangi, Whakatane, New Zealand.
- Ryder, D. (2017). Moriah Kindergarten: A turnaround leadership story from survival to success. (pp. 118-129). In R. McNae, M. Morrison, & R. Notman (Eds.), *Educational leadership in Aotearoa New Zealand: Issues of context and social justice*. Wellington, NZ: NZCER.
- Ryder, D., Davitt, G., Higginson, R., Smorti, S., Smith, M., & Carroll-Lind, J. (2017). *Poutoko whakatipu poutoko: whakamanahia ngā poutoko kōhungahunga hei hautūtanga toitū: Leaders growing leaders: Effective early childhood leaders for sustainable leadership*. Wellington, New Zealand: Te Rito Maioha Early Childhood New Zealand & Ako Aotearoa-National Centre for Tertiary Excellence.
- Tuhakaraina, S. (2017). *Ehara taku toa i te toa takitahi, he toa takitini: Teachers working to retain the Māori language*. Unpublished Master's thesis. University of Canterbury, Christchurch, New Zealand.
- Williams, N., Betts, R., & Williams, C. (2017). Heritage language of Aotearoa—the 'new' target language in Early Childhood Education: *Child Forum*, <https://www.childforum.com/news-early-childhood-education-latest/1588-te-reo-maori-government-policy.html>
- Wilson, C. (2017). Walking into the 'spider's parlour': Effective spaces for student teacher-associate teacher relationships. *Ipu Kererū. Blog of New Zealand Association for Research in Education*.
- Wilson, C. (2017). Creating effective invited spaces: Putting the lens on early childhood teacher education practica. Unpublished Master's thesis. Massey University.
- Wolfe, K. (2017, Winter). A new broom, a new opportunity. *The Space*, 48, 19.
- Woolston, D. (2017). *Associate teachers in early childhood education—Why early childhood educators choose to be associate teachers and what they perceive is their role*. Unpublished Master's thesis, University of Waikato, Hamilton, New Zealand.

Conference and External Presentations

- Attwell, A., & Rickard D. (2017, November). *Advocacy to action*. Collaborative presentation at the Disabilities Matters Conference, Dunedin, New Zealand.
- Card, A., & Kawana, P. (2017, July). *Te tuakiri o te tangata: Beyond the skin of Man*. Presentation to the World Indigenous Peoples Conference on Education (WIPCE), Toronto, Canada.
- Carroll-Lind, J. (2017). *Improving quality for infants and toddlers in early childhood education*. Keynote presentations in the Semann & Slattey/ECNZ Trans-Tasman Conference Series (Sydney, Melbourne, Brisbane, Auckland, Wellington, Christchurch).
- Carroll-Lind, J. (2017, August). *Leaders growing leaders: Effective early childhood leaders for sustainable leadership*. Paper presented at the 27th European Early Childhood Education Research Conference (EECERA), Bologna, Italy.
- Carroll-Lind, J., & Semann, A. (2017). *Leadership that makes a difference to quality*. Semann & Slattey/ECNZ Trans-Tasman Workshop Series (Sydney, Melbourne, Adelaide, Brisbane, Newcastle, Dunedin, Christchurch, Wellington, Auckland).
- Davitt, G. H., & Ryder, D. (2017, July). *How do you plan for and enact sustainable effective leadership in your early childhood setting?* Presentation to Te Rito Maioha Early Childhood New Zealand Annual Conference, Auckland.
- Davitt, G., & Smorti, S. (2017, April). *Building communities of learners*. Presentation at Mahara Hui, Auckland, New Zealand.
- Dayman, T. (2017, August). *Reflective practice as the fulcrum of inclusive education*. Paper presented at the European Conference on Educational Research in Copenhagen, Denmark.
- Dayman, T., & Tuhakaraina, S. (9-11 October, 2017). *Whiria te tangata – Weave the people*. Paper presented to the Pacific Rim Conference on Educational Research, Honolulu, Hawaii.

Kempton, M., & Christie, S. (2017, May). Strong, kind and respectful (SKAR). A community wide approach to building empathy, reducing bullying and making change in Aotearoa New Zealand. Paper presented at the World Anti-Bullying Forum, May 7-9 Stockholm, Sweden.

Merry, R. (2017, August). *TEAM: A sociocultural model to facilitate early childhood student teacher and teacher appropriation of ICT for pedagogical purposes*. Paper presented at the 27th European Early Childhood Education Research Conference (EECERA), Bologna, Italy.

Mitchell, C. (2017, July). *Got staff issues? Help is here*. Presentation to Te Rito Maioha Early Childhood New Zealand's 54th Annual Conference, Auckland, New Zealand.

Ryder, D. (2017, Nov). *Exploring physical activity between the home and the ECE setting*. PhD pre-submission presentation, Australia Catholic University, Melbourne, Australia

Ryder, D. (2017, July). *What factors limit and support walks/excursions as an everyday physical experience?* Presentation to Te Rito Maioha Early Childhood New Zealand's 54th Annual Conference, Auckland, New Zealand.

Tuhakaraina, S. P. (2017, July). *Mauri ora, consistency, commitment and collaboration sustains te reo Māori*. Presentation to Te Rito Maioha Early Childhood New Zealand's 54th Annual Conference, Auckland, New Zealand.

Tuhega, J. (2017, August). *What is the nature of engagement of Pasifika families in the early childhood of their children?* Presentation to the University of Otago Research Hui, Dunedin, New Zealand.

Warren, A. (2017, Dec). *When 'something happens': Framing early childhood teacher emotions within concepts from Deleuze and Guattari*. Presentation to the Philosophy of Education Society of Australasia, Newcastle, Australia.

Williams, N., & Betts, R. (2017, May). Addressing diversity in Aotearoa New Zealand early childhood education. Paper presented at the OMEP Asia Pacific Regional Conference, Hong Kong.

Williams, N. M., Betts, R., & Williams, C. D. (2017, July). *The challenges to teach Heritage Ethno-linguistics within Early Childhood Education in Aotearoa New Zealand*. Presentation to the World Indigenous Peoples Conference on Education (WIPCE), Toronto, Canada.

Williams, M. N., with Williams, C., Kawana, P., & Card, A. (2017, July). *Ngā ritenga ako tūturu. Authentic indigenous engagements towards teaching and learning*. Presentation to the World Indigenous Peoples Conference on Education (WIPCE), Toronto, Canada.

Professional Work

Betts, R. (2017). National Executive member OMEP Aotearoa; and panellist for the Tertiary Teaching Excellence Awards.

Carroll-Lind, J. (2017). Member of New Zealand Kindergarten's (NZK) Ethics Committee; Member of South Australian Branch Executive of the Australian Council for Educational Leaders (ACEL); and peer reviewer for the *Early Education and Kairaranga: Weaving Educational Threads, Weaving Educational Practice* journals.

Davitt, G. (2014-ongoing). Member and Secretary of Organisation Mondiale pour l'Éducation Préscolaire (OMEP) Wellington Chapter.

Hamilton, S. (2017). Member of Early Education Federation (EEF); the Ministry of Education's Early Childhood Advisory Committee (ECAC); and Communities of Learning Sub-Group.

Parsons, N. (2017). Member of the Education Council's Disciplinary Tribunal.

Summers, T. (2017). Member of the editorial board for *NZ International Research in ECE Journal*; Canterbury's Ministry of Education ECE Reference Group and its Mātauraka Māhānui Advisory Board on education renewal across Canterbury.

Smith, P. (2017). Member of the board of Ruahine Kindergartens.

Watson, J. (2017). Member of the *Early Education* journal's Editorial Advisory Board.

Wolfe, K. (2017). Member of the Ministry of Education's Early Childhood Advisory Committee (ECAC); Investing in Educational Success (IES) Advisory Group; and Ministerial Cross-Sector Forum to Raise Achievement. Board member of SPACE (Supporting Parent and Child Education) and Board of Directors for Wainuiomata Sportville.

Awards

Claire Wilson: 2017 recipient of the NZ Association for Research in Education's (NZARE) Rae Munro Award for her high quality Master's research study.

Teachers and learners:
agile, connected and contributing.



*Mā te hihiri ake o te māhara
Ka hono atu ki te āo whānui.*



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